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MECHANISMS OF TRANSFERRING FOREIGN LANGUAGE KNOWLEDGE INTO PROFESSIONAL COMMUNICATIVE SITUATIONS OF FUTURE MECHANICAL SPECIALISTS

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Abstract

Relevance: In the context of economic globalization, the development of international technical cooperation and the digital transformation of production, foreign language communicative competence is becoming an important component of the professional training of future mechanical specialists. Modern professional activity involves working with foreign language technical documentation, equipment operating instructions, electronic catalogs, diagnostic results and information resources of international manufacturers. At the same time, acquiring foreign language vocabulary and grammatical structures does not always provide the ability to apply the acquired knowledge in real production conditions. Transferring language knowledge to new communicative situations requires contextual understanding, independent decision-making and interaction with specialists. The lack of systematized transfer mechanisms and pedagogical conditions necessitates theoretical substantiation of methodological approaches.

Purpose: Theoretically substantiate the mechanisms of transferring foreign language knowledge into professional communicative situations of future specialists, determine the pedagogical conditions for their implementation and systematize methodological tools aimed at developing the ability to use a foreign language to solve professional tasks.

Methods: To achieve the goal, the analysis and systematization of scientific sources on the problems of foreign language training, professionally oriented training and knowledge transfer were used; comparison and generalization of theoretical approaches; structural and logical analysis of determining the sequence of transfer mechanisms; pedagogical modeling to establish relationships between pedagogical conditions, methodological tools and expected educational results.

Results: Six interrelated mechanisms of transferring foreign language knowledge were systematized: knowledge actualization, cognitive correlation of language units with professional content, contextual modeling, speech construction, adaptation of statements to the communicative goal and addressee, as well as reflective evaluation of results. The pedagogical conditions for the implementation of these mechanisms are determined, in particular, the integration of foreign language training with professional disciplines, modeling of typical production situations, gradual complication of educational tasks, problem-oriented and activity-based learning, organization of feedback and reflective assessment. Methodological tools are systematized, including work with authentic technical documentation, terminology exercises, role-playing games, professional dialogues, situational tasks, case method, project activities and digital simulations. The use of these tools to develop skills in describing technical processes, diagnosing malfunctions, preparing technical reports and communicating with foreign colleagues is revealed.

Conclusions: Theoretical generalization confirms the importance of integrating foreign language knowledge with professional content and communicative practice. Systematized mechanisms, pedagogical conditions and methodological

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tools can be used to improve foreign language training of future mechanical specialists. Further research involves experimental verification of the effectiveness of the proposed approach.

Keywords: *vocational education, technical documentation, communicative competence, situational learning, digital simulations, pedagogical modeling, professional interaction.*

Introduction. The modern development of the technical industry leads to an increase in the requirements for the professional training of future mechanical specialists, an important component of which is foreign language communicative competence. In professional activities, mechanical specialists are faced with the need to process technical documentation in a foreign language, use instructions for the operation and maintenance of equipment, interact with foreign partners and specialists, and also use modern information resources to solve professional tasks. Under such conditions, not only the acquisition of foreign language knowledge, but also the ability to transfer it to real and simulated professional communicative situations becomes of particular importance (Benson, 2016).

The problem of transferring foreign language knowledge into a professional context is related to the need to bridge the gap between educational activities and the practical needs of future specialists. Possession of professional vocabulary, grammatical structures and speech models in itself does not guarantee their effective use in professional interaction (Bhatia, 1993). It is important that students are able to apply the acquired knowledge to describe technical malfunctions, explain the sequence of repair work, discuss the characteristics of mechanisms, read technical instructions and solve production problems using a foreign language (Basturkmen, 2010). The mechanisms of transferring foreign language knowledge involve a set of cognitive, linguodidactic and activity processes, thanks to which knowledge, skills and speech skills formed in the learning process are applied in new professional conditions (Belcher, 2009). Such mechanisms include updating previously acquired knowledge, establishing connections between language material and professional situations, modeling authentic communicative tasks, using problem-oriented learning, and reflective understanding of the results of communicative activity (Barnett & Ceci, 2002). Their purposeful application contributes to the formation of the ability of future mechanical specialists to flexibly use foreign language resources in accordance with the content and conditions of professional interaction.

The relevance of the study is due to the need to improve the methodology of teaching a foreign language in institutions of professional and specialized pre-higher education, taking into account the specifics of the future activities of mechanical specialists. Particular attention is required to determine pedagogical conditions, methods, and educational tasks that ensure the effective transfer of foreign language knowledge from the educational environment to professional communicative situations.

Literature review. The theoretical basis for the study of the mechanisms of transferring foreign language knowledge into professional communicative situations of future mechanical specialists is provided by works on the theory of transfer of learning, communicative and professionally oriented foreign language learning, as well as research devoted to the formation of foreign language competence in the context of vocational education.

In the context of the theory of transfer of learning, the work of D. Perkins and G. Salomon (1992) is of great importance, which examines the mechanisms of applying knowledge and skills formed in one educational context in other situations. The authors distinguish between transfer that occurs due to the automatic application of learned methods of action and transfer that requires conscious comprehension and abstraction of the principles of activity. This provision is important for foreign language training of future mechanical specialists, since the use of learned terminology and speech structures in new production circumstances presupposes both the formation of appropriate skills and the ability to consciously select language tools in accordance with the communicative task (Brilianti & Rokhim, 2024).

The problem of the relationship between educational content and practical application of knowledge is also highlighted in the works of J. Bransford, A. Brown and R. Cocking (2000).

Researchers emphasize the importance of organizing training that ensures a deep understanding of the material, its application in various contexts and the formation of the ability to independently solve problems. In professionally oriented foreign language training, this involves creating tasks related to reading technical documentation, analyzing instructions, explaining the principles of equipment operation and discussing troubleshooting methods.

The study of professionally oriented foreign language communication is complemented by the research of N. Artemeva, S. Logie, and J. St-Martin (1999), devoted to teaching engineering students disciplinary methods of communication. The authors justify the feasibility of combining genre theory with the concept of situational learning, in which communicative skills are formed through the involvement of students in activities characteristic of the professional community. This approach is relevant for the training of future mechanics, as it allows integrating foreign language learning with professional disciplines and modeling situations close to the real conditions of technical activity.

An important area of research is the teaching of English for Specific Purposes, which involves taking into account the professional needs of students, the features of professional discourse, and typical communicative tasks of the relevant field. In the context of technical education, this means the need to master not only special terminology, but also speech models characteristic of describing technical processes, presenting work results, exchanging information and arguing professional problems. A modern review by J. Parkinson (2025) highlights the features of English for science and technology and emphasizes the importance of a genre approach to teaching professional communication.

The generalization of the reviewed works gives grounds to assert that the effective transfer of foreign language knowledge requires systematic practice, conscious use of acquired language tools and involvement of students in professionally significant communicative situations. At the same time, the issue of the coordinated use of these mechanisms in the process of foreign language training of future mechanical specialists requires further research, in particular, taking into account the specifics of their production tasks and the methods of communication characteristic of the technical field.

The purpose of the study is to theoretically substantiate the mechanisms of transferring foreign language knowledge into professional communicative situations of future mechanical specialists, to determine the pedagogical conditions for their effective implementation and to substantiate methodological tools that facilitate the application of acquired language knowledge and communicative skills in typical situations of professional activity.

To achieve the set goal, **the following tasks** are envisaged: to reveal the essence of the concept of "transfer of foreign language knowledge" in the context of professional training of future mechanical specialists; to determine the main mechanisms of transferring foreign language knowledge into professionally oriented communicative situations; to substantiate the pedagogical conditions and methodological tools that facilitate the formation of the ability to apply foreign language knowledge when performing professional tasks; to determine the prospects for using professionally oriented communicative tasks to improve the foreign language training of future mechanical specialists.

Methods. To achieve the goal of the study, a set of theoretical methods was used, in particular, analysis, synthesis, comparison and generalization of scientific sources on the problems of knowledge transfer, professionally oriented foreign language learning and the formation of foreign language communicative competence. The method of conceptual analysis was used to clarify the essence of the concept of "transfer of foreign language knowledge" in the context of professional training of future mechanical specialists. Systematization and classification made it possible to identify the main mechanisms of transferring foreign language knowledge into professional communicative situations. The method of pedagogical modeling was used to determine the ways of integrating foreign language material with typical professional tasks of future mechanical specialists, in particular, the processing of technical documentation, explanation of the principles of equipment operation and discussion of methods for troubleshooting. The generalization of the results of theoretical analysis provided the justification of pedagogical conditions and methodological tools aimed at the effective application of foreign language knowledge in professional activities.

Results and Discussion. In modern conditions of vocational education, foreign language training of future mechanical specialists should be aimed not only at mastering lexical units, grammatical constructions and speech rules, but also

at developing the ability to apply the acquired knowledge to solve specific professional tasks. This necessitates the consideration of the transfer of foreign language knowledge as an important mechanism for integrating language education with future professional activities (DePalma & Ringer, 2011).

In the general pedagogical context, knowledge transfer is understood as the process of using knowledge, skills and abilities formed in one environment to solve tasks in other, different or similar situations. Its effectiveness depends on the depth of understanding of the educational material, the ability to establish connections between the learned information and new tasks, as well as the ability to determine ways to apply previous experience. D. Perkins and G. Salomon (1992) emphasize the importance of both the automatic application of previously formed skills and the conscious transfer of knowledge based on the abstraction of general principles. In the context of foreign language training, this means that a future mechanical specialist should not simply reproduce learned words and constructions, but understand how to use them to achieve a specific communicative goal.

Based on the analysis of scientific approaches to the transfer of foreign language knowledge into professional communicative situations of future mechanical specialist, it is advisable to define it as a process of conscious or automated application of acquired foreign language lexical, grammatical, discursive and communicative resources for understanding, transmitting and exchanging professionally significant information in the context of performing typical and non-standard tasks of a technical nature.

The proposed definition reflects the specifics of foreign language training of future mechanical specialists, as it combines the language component with the practical needs of technical activity. This refers to the ability to use a foreign language to read technical documentation, understand manufacturers' instructions, explain the sequence of technical operations, describe the structure and principles of operation of mechanisms, identify possible causes of malfunctions and discuss ways to eliminate them. An important characteristic of such transfer is the ability to apply previously learned language skills in situations that differ from those in which the learning took place.

For example, when studying a topic related to engine maintenance, a student acquires professional vocabulary (engine, fuel system, maintenance, malfunction), grammatical structures for describing sequences of actions, and speech models for explaining technical processes. Knowledge transfer occurs when he applies these resources not only in textbook exercises, but also during the modeling of a professional situation: explaining the procedure for checking an engine, describing a detected malfunction, or informing a colleague about the need to replace a certain part. In this case, foreign language knowledge becomes a tool for performing a professional task, and not just a subject of study (Dudley-Evans & St John, 1998).

The concept of learning focused on transferring knowledge to different contexts is important for understanding this process. J. Bransford, A. Brown, and R. Cocking (2000) emphasize the importance of meaningful assimilation of material and organization of learning that ensures its application in new conditions. In terms of training future mechanical specialists, this involves the use of educational tasks in which foreign language material is linked to professional situations, requires information analysis and involves an independent choice of language tools in accordance with the communicative goal.

At the same time, the transfer of foreign language knowledge cannot be identified with the mechanical memorization of professional terminology or the reproduction of ready-made speech patterns. Its essence lies in the flexible use of acquired resources, the ability to adapt speech to communication conditions and take into account the professional context. For example, when describing the same malfunction, a future mechanic must select different language tools depending on whether he is explaining the problem to a teacher, consulting with a foreign specialist or preparing a short written report on the technical condition of the equipment (Huang & Wible, 2024).

In this aspect, the connection between knowledge transfer and professionally oriented foreign language learning is important. N. Artemeva, S. Logie, and J. St-Martin (1999) substantiate the importance of involving engineering students in the communication methods characteristic of their professional community. This approach allows to consider foreign language training as a process of mastering not only the language code, but also the methods of presenting information, reasoning, and interaction inherent in technical activities.

In view of this, the transfer of foreign language knowledge to professional communicative situations of future mechanical specialists is characterized by several interrelated features: *contextuality* – the dependence of the application of foreign language knowledge on the content and conditions of a specific professional situation; *functionality* – the orientation of language tools to perform a certain professional communicative task; flexibility – the ability to adapt the acquired knowledge to new conditions and changes in the communicative goal; integrativeness – a combination of language knowledge, professional knowledge and communicative skills; awareness – the ability to identify, select and reasonably use foreign language tools to solve professional tasks (Çal et al., 2022).

Transferring foreign language knowledge into professionally oriented communicative situations of future mechanical specialists is a complex process that involves the interaction of cognitive, speech and activity components of learning. Its effectiveness depends on the ability of students to update the acquired language material, correlate it with professional tasks, select appropriate means of foreign language communication and apply them in changing communicative conditions. Based on the theoretical analysis of research on the problems of transfer of learning and professionally oriented foreign language training, it is advisable to distinguish six interrelated mechanisms: knowledge update, cognitive correlation, contextual modeling, speech construction, adaptation and reflective evaluation.

1. *The mechanism of updating foreign language knowledge.* Its essence lies in the restoration and involvement of previously learned language units, grammatical structures, speech models and professional terminology in accordance with the content of the communicative task. For a future mechanical specialist, this process involves remembering the names of parts, tools, technical operations and equipment characteristics necessary to understand the instructions or explain a certain production process (Gardner, 2016).

For example, before completing a task to describe a technical malfunction, the student updates the vocabulary related to the operation of the engine, brake system or transmission, as well as constructions for reporting a problem. Updating creates a basis for the further use of foreign language knowledge and reduces the difficulties associated with finding the necessary language tools in the process of communication.

2. *The mechanism of cognitive correlation of knowledge with the professional context.* This mechanism involves establishing connections between learned foreign language units, professional concepts and specific communicative tasks. The student must not only know the meaning of the term, but also understand its function in a technical text or professional dialogue (Hodak & Bošnjak Terzić, 2023).

For example, when working on a maintenance manual, a novice mechanic correlates the meanings of the verbs inspect, replace, tighten and adjust with the corresponding operations: inspect, replace, tighten and adjust. Due to this, language units are associated with specific professional actions, which facilitate their further application in new situations. Such a mechanism is consistent with the approach to meaningful learning, in which knowledge is learned in relation to the concepts and tasks for the solution of which they are used (Bransford et al., 2000).

3. *Contextual modeling mechanism*. It consists in forming the ability to apply foreign language knowledge in situations close to the real conditions of future professional activity. For this purpose, training is organized on the basis of communicative scenarios, role-playing games, analysis of technical documents and solving problem tasks.

Examples of such situations are consulting with a foreign supplier regarding the characteristics of a spare part, discussing the repair sequence, explaining the rules for safe operation of equipment, or writing a report on a detected malfunction. Modeling a professional context makes it possible to transfer foreign language knowledge beyond the scope of exercises for reproducing educational material and use it to achieve a specific communicative goal (Janenoppakarn & Rajprasit, 2025).

The importance of this approach is confirmed by the study of N. Artemeva, S. Logie, and J. St-Martin (1999), which examined the importance of situational learning and professionally determined methods of communication for engineering students.

4. *The mechanism of speech construction*. This mechanism includes the independent selection and combination of foreign language means to construct statements in accordance with the content of the professional task. Its defining feature is the

transition from reproducing ready-made speech samples to creating own statements based on learned lexical, grammatical and discursive resources.

For example, after processing a sample message about a brake system malfunction, the student must independently formulate a message about another technical problem, using the appropriate terminology and grammatical constructions. In this way, the speech model is transferred to a new content, which contributes to the development of independence and flexibility of professional communication (Kalkayeva et al., 2025).

5. *The mechanism of adaptation of foreign language knowledge to new communicative conditions.* It involves changing the ways of using acquired language resources depending on the addressee, purpose, form and circumstances of communication. Professional communication requires the future mechanical specialist to be able to explain technical information, clarify it, justify own decisions and respond to the interlocutor's questions.

Thus, describing a malfunction of equipment, a student can use a detailed technical explanation when communicating with a specialist or formulate a short and understandable message for a client who does not have special technical training. In both cases, the professional content remains similar, but the selection of language tools changes according to the communicative situation. It is this adaptability that indicates the ability to apply knowledge beyond the primary educational context (Lave & Wenger, 1991).

6. *The mechanism of reflective assessment and correction.* Its essence lies in the student's awareness of the effectiveness of his own foreign language communication, identifying difficulties and correcting the methods of using language tools. Reflection makes it possible to establish whether the technical instructions were correctly understood, whether the information was conveyed accurately enough, and whether the terminology used corresponds to the content of the professional task.

For example, after a role-playing game dedicated to diagnosing a car malfunction, the student analyzes the accuracy of the use of technical terms, the consistency of the explanation and the clarity of the message for the interlocutor. Based on the feedback, he clarifies the vocabulary, corrects errors and improves professional communication strategies. This creates the prerequisites for further transfer of knowledge to more complex and less familiar situations (Long, 2005).

To systematize the identified mechanisms, it is advisable to present them in Table 1.

Table 1

Stages and Mechanisms of Transferring Foreign Language Knowledge into Professional Communicative Situations of Future Mechanical Specialists

Mechanism	Main function	Example of application in the training of future mechanical specialists
Knowledge Actualization	Restoration of necessary language material	Recalling the terminology of parts and technical operations
Cognitive Correlation	Establishing a connection between language and professional content	Correlation of technical verbs with the corresponding operations
Contextual Modeling	Application of knowledge in simulated professional conditions	Role game "Discussing a malfunction with a foreign colleague"
Speech Construction	Independent creation of professional statements	Drawing up a report on a technical problem
Adaptation	Adapting speech to the addressee and communicative goal	Explaining the malfunction to a specialist and a client
Reflective Evaluation	Analysis and correction of own communicative activity	Self-assessment of technical dialogue according to specific criteria

Source: Developed by the author based on the theoretical analysis of scientific papers.

The identified mechanisms do not function in isolation. In the process of professionally oriented learning, they form a sequence of interrelated actions: from updating the acquired knowledge and establishing its connection with the professional task to constructing an utterance, adapting speech and evaluating the results of communication. At the same time, in real activity, these processes can occur

in parallel or be repeated depending on the complexity of the task.

The formation of the ability of future mechanical specialists to transfer foreign language knowledge into professional communicative situations requires the organization of an educational process in which the acquisition of a foreign language is directly related to the performance of technical tasks. It is important to ensure not only the mastery of professional vocabulary and grammatical structures, but also the development of the ability to use them to understand technical information, explain production processes, discuss malfunctions and interact with other specialists. In view of this, pedagogical conditions should create the prerequisites for the systematic transfer of knowledge from the educational environment to situations close to future professional activity.

The first pedagogical condition is the integration of foreign language training with the content of professional disciplines. Its implementation involves coordinating the topics of foreign language classes with professional knowledge that students acquire while studying the structure of machines, maintenance, diagnostics and repair of mechanisms. This approach makes it possible to master language material in connection with specific technical concepts and actions.

For example, when studying the topic of Vehicle Maintenance, students work out the names of tools and parts, study language structures for providing instructions and describing the sequence of operations, and then apply them to explain the procedure for maintaining a car. It is advisable to use authentic manufacturer instructions, spare parts catalogs, technical descriptions and other materials that reflect the real needs of professional communication. Content integration contributes to the formation of a holistic understanding of the relationship between foreign language knowledge and its practical purpose (Nateghian, 2024).

The second pedagogical condition is the modeling of professionally oriented communicative situations. It involves the systematic involvement of future mechanical specialists in performing tasks that reproduce typical circumstances of foreign language interaction in the field of technical maintenance and repair. Such situations may include consulting with a foreign supplier, discussing the results of diagnostics, explaining the causes of a malfunction, agreeing on the sequence of repair work, or preparing a report on the condition of the equipment.

Methodological means of implementing this condition are role-playing games, situational exercises, professional dialogues, and training simulations. For example, one student plays the role of a mechanic who has discovered a malfunction, and the other plays the role of a foreign technical consultant who needs to explain the problem and receive recommendations for its elimination. To complete the task, participants must independently select terminology, formulate questions, clarify information, and argue the proposed solutions. Unlike exercises for the mechanical reproduction of language structures, such tasks involve the use of knowledge to achieve a specific communicative result (Paltridge, 2012).

The third pedagogical condition is the gradual complication of professionally oriented communicative tasks. Its essence lies in the transition from relatively simple exercises using given language models to complex tasks that require independent information search, choice of language tools and solution of professional problems. Such a sequence ensures a gradual decrease in the dependence of students on ready-made samples and contributes to the formation of independence in the use of foreign language knowledge.

The implementation of this condition can occur in several stages. At the first stage, students master professional vocabulary, analyze samples of technical messages and perform exercises to understand instructions. At the second stage, they supplement dialogues, describe technical operations using reference schemes and reproduce typical situations of professional interaction. At the third stage, they perform independent communicative tasks, for example, explain the causes of a malfunction by describing symptoms or prepare an oral report on the results of a technical inspection. At the fourth stage, complex problem tasks are solved, which require combining the analysis of technical information, decision-making, and its justification in a foreign language (Parkinson, 2025).

The fourth pedagogical condition is the use of problem-oriented and activity-based approaches to learning. It involves organizing foreign language training around professional problems, for the solution of which students need to use a foreign language as a means of obtaining, analyzing and transmitting information. In this case, language performs not only an educational, but also an instrumental function.

An example would be a task in which students receive a foreign language description of

the mechanism, a list of possible malfunctions and a fragment of technical instructions. Based on the analysis of the materials, they must determine the probable cause of the problem, justify the sequence of checks and present their conclusions in a foreign language. For this purpose, the case method, project learning, analysis of technical documents and group problem solving can be used. The use of such methods creates conditions for the integration of foreign language knowledge with professional thinking and contributes to the development of the ability to use language in situations that do not have a predetermined speech solution (Saienko et al., 2020).

The fifth pedagogical condition is the organization of systematic feedback and reflective assessment of the results of foreign language activity. Its meaning is that students should receive information not only about the correct use of vocabulary and grammar, but also about how successfully they have completed a professional communicative task. It is advisable to carry out the assessment according to the criteria of the accuracy of the transfer of technical information, the relevance of terminology, the logic of the presentation, the clarity of the message and the ability to maintain a professional dialogue. To implement this condition, analytical rubrics, peer assessment, self-assessment, analysis of typical errors and short reflective tasks can be used. After completing a professional dialogue, students can determine which language tools helped them achieve the communicative goal, what difficulties arose and what knowledge needs to be improved. This approach makes it possible to be aware of their own educational progress and purposefully transfer the acquired knowledge to subsequent communicative situations (Salomon & Perkins, 1989).

To summarize the specified provisions, we systematize pedagogical conditions and relevant methodological tools in Table 2.

Table 2

Pedagogical Conditions, Methodological Tools and Expected Results of Forming the Ability to Transfer Foreign Language Knowledge into Professional Communicative Situations of Future Mechanical Specialists

Pedagogical condition	Methodological tools	Expected result
Integration of foreign language training with professional disciplines	Authentic technical documentation, professional texts, terminology exercises	Ability to link language knowledge with technical concepts and processes
Modeling of professional communicative situations	Role-playing games, dialogues, situational exercises, simulations	Readiness to use a foreign language in typical situations of professional interaction
Gradual complication of tasks	Supported exercises, transformational tasks, independent communicative scenarios	Development of independence and ability to transfer knowledge to new conditions
Problem-oriented and activity-based learning	Case method, projects, analysis of technical problems, group tasks	Ability to apply foreign language knowledge to analyze information and solve professional tasks
Feedback and reflective assessment	Rubrics, self-assessment, peer assessment, error analysis	Awareness of communication results and improvement of methods of using foreign language knowledge

Source: Developed by the author.

The proposed pedagogical conditions require comprehensive implementation, since each of them provides a separate aspect of the transfer of foreign language knowledge. The integration of language and professional content creates a subject basis for learning; modeling of communicative situations provides a practical context; gradual complication of tasks develops independence; problem-oriented learning stimulates the use of language to solve professional problems; reflective assessment contributes to the awareness of results and the correction of communicative actions.

At the same time, it is important to take into account the level of foreign language training of students, the complexity of professional material and the availability of authentic resources. At the

initial stages, it is advisable to use language supports, glossaries, task completion algorithms and samples of professional dialogues. As the relevant skills are formed, the volume of supporting materials can be reduced, gradually moving to the independent performance of complex tasks. This makes it possible to maintain a balance between the accessibility of learning and the need to create conditions for the independent application of foreign language knowledge.

The implementation of this approach involves the selection of such educational tasks that gradually bring foreign language activities of students closer to the conditions of real professional communication. The combination of work with technical documentation, the study of professional terminology and the performance of communicative exercises that simulate typical production situations is of great importance. Such an organization of training creates the prerequisites for the transition from the reproduction of the learned language material to its independent use in the process of solving professional tasks (Wubalem, 2021).

Professionally oriented communicative tasks are an important means of improving the foreign language training of future mechanical specialists, as they provide practical application of language knowledge in the context of future professional activity. Their use makes it possible to bridge the gap between the acquisition of foreign language vocabulary and grammar and the ability to use a foreign language to solve real technical and production tasks. Unlike exercises aimed primarily at reproducing language material, professionally oriented tasks involve achieving a specific communicative result: obtaining technical information, explaining a malfunction, coordinating the sequence of work or presenting the results of diagnostics.

One of the prospects is to expand the practical focus of foreign language training through the systematic use of tasks related to typical professional situations. These include reading equipment operating instructions, analyzing the technical characteristics of mechanisms, compiling fault reports, explaining maintenance rules and discussing repair methods. Completing such tasks contributes to the formation of the ability to apply foreign language knowledge in accordance with the professional goal, and also helps to realize the practical value of a foreign language for future work.

For example, students can be asked to study an English-language engine maintenance manual, identify the main stages of the operation and orally explain their sequence. The next task can be to simulate a dialogue between a mechanic and a technical consultant, during which it is necessary to clarify the order of work and explain possible difficulties. In this way, reading, speaking and professionally oriented thinking are combined within one educational task (Nateghian, 2024).

The second perspective is the development of the ability to transfer foreign language knowledge to new and non-standard communicative situations. For this, it is advisable to use tasks with an open result, which involve independent selection of language resources, analysis of information and justification of decisions. For example, students can receive a description of the symptoms of a mechanism malfunction and several possible causes of its occurrence. Their task will be to formulate clarifying questions, analyze the available information and present a foreign language explanation of the proposed diagnostic method.

Such tasks create conditions for the transition from reproducing ready-made speech models to independent use of acquired knowledge. At the same time, they contribute to the development of professional argumentation, the ability to clarify information and adapt speech to specific communication conditions (Long, 2005).

The third perspective is the integration of foreign language training with practical and project activities of students. A promising direction is the implementation of interdisciplinary projects, within which foreign language communication becomes a necessary condition for presenting the results of professional activity. For example, students can prepare an English-language presentation of a technical device, create a maintenance manual, compare the characteristics of two equipment models, or develop recommendations for troubleshooting a typical malfunction.

Project implementation allows to combine the search and critical processing of information, mastering professional terminology, constructing a coherent foreign language statement, and presenting results. In addition, group projects create opportunities for developing professional interaction skills, distributing responsibilities, and agreeing on joint decisions (Huang & Wible, 2024).

The fourth perspective is the use of digital resources to create a professionally oriented foreign language environment. Authentic video materials, electronic catalogs of parts, digital manuals, interactive simulations and online resources of

equipment manufacturers can be the basis for communicative tasks close to professional conditions. In particular, students can watch a video about repairing a mechanism, determine the sequence of operations, write a foreign language description of what they saw or prepare questions for discussing a technical process.

The use of digital tools also makes it possible to vary the complexity of tasks according to the level of training of students. At the initial stage, they can be offered with videos with subtitles, glossaries and structured questions, and at subsequent stages – independent analysis of technical materials and creation of professional messages without detailed language supports. At the same time, digital resources should be used taking into account the reliability of technical information and compliance with educational goals (DePalma & Ringer, 2011).

The fifth perspective is the development of professional communication skills in an international environment. In modern conditions, it is important for future mechanical specialist to be able to interact with foreign colleagues, suppliers of technical equipment and representatives of manufacturers. To form such skills, it is advisable to use tasks that involve conducting a professional dialogue, writing emails with technical requests, specifying the characteristics of spare parts, compiling short reports and presenting the results of technical inspections.

The training of communicative flexibility is of particular importance: the ability to reformulate a message, explain a special term in accessible words, ask the interlocutor and check the correctness of understanding the information received. Such skills help to maintain effective professional interaction even in conditions of insufficient mastery of individual language tools (Benson, 2016).

To summarize the prospects for the use of professionally oriented communicative tasks, it is advisable to consider them in connection with the main directions of improving foreign language training. (Table 3).

Table 3

Promising Directions for the Use of Professionally Oriented Communicative Tasks in the Formation of Foreign Language Competence of Future Mechanical Specialists

Promising direction	Examples of communication tasks	Expected educational outcomes
Practical orientation of training	Analysis of technical instructions, description of repair operations	Ability to apply foreign language knowledge to perform typical professional tasks
Transferring knowledge to new situations	Analysis of faults, discussion of diagnostic methods	Development of independence, flexibility and professional argumentation
Project activity	Creating technical presentations, instructions and reports	Integration of language, information and professional skills
Digitalization of training	Working with videos, electronic catalogues and digital simulations	Development of skills to process authentic technical information
International professional communication	Business dialogues, technical requests, e-mail correspondence	Readiness for foreign language interaction in a professional environment

Source: Developed by the author.

An important direction for further improvement of foreign language training is the development of a system of professionally oriented communicative tasks, built on the principle of gradual complication. Such a system should include exercises for mastering terminology, tasks for understanding technical information, situational exercises using supports, independent modeling of professional dialogues and complex tasks that involve solving a technical problem with the presentation of results in a foreign language.

The effectiveness of this system should be assessed by several criteria: the correct use of professional terminology, the accuracy of understanding technical information, the logic and clarity of a foreign language message, the ability to adapt speech to a communicative situation and independently apply the acquired knowledge in new conditions. The use of such criteria will make it

possible to assess not only the level of language training, but also the practical ability to use a foreign language as a tool for professional activity.

Conclusions. As a result of the study, the mechanisms of transferring foreign language knowledge into professional communicative situations of future mechanical students were theoretically substantiated and pedagogical conditions and methodological tools were identified that contribute to their practical application in the process of professional training.

The essence of the concept of "transfer of foreign language knowledge" in the context of professional education was clarified, which is considered as a process of conscious or automated use of acquired lexical, grammatical, discursive and communicative resources for understanding, transmitting and exchanging professionally significant information in typical and non-standard situations of a technical nature. It has been established that the effectiveness of such transfer depends on the ability of students to integrate language knowledge with professional knowledge, select appropriate language tools and adapt them to the communicative goal.

Six interrelated mechanisms for transferring foreign language knowledge have been identified: updating the acquired language material, cognitive correlation of knowledge with the professional context, contextual modeling, speech construction, adaptation of foreign language resources to communicative conditions, and reflective evaluation of activity results. Their implementation ensures the transition from reproducing the acquired material to independent use of a foreign language to perform professional tasks.

Pedagogical conditions for the formation of the ability of future mechanical specialists to apply foreign language knowledge have been substantiated, including the integration of foreign language training with the content of professional disciplines, modeling professionally oriented communicative situations, gradual complication of tasks, use of problem-oriented and activity-based approaches, organization of systematic feedback and reflective evaluation. Relevant methodological tools have been identified: work with authentic technical documentation, role-playing games, situational exercises, case method, project learning, digital simulations, and professionally oriented dialogues.

Promising directions of using communicative tasks for improving foreign language training of future mechanical specialists have been identified, which involve the development of skills to process technical information, describe malfunctions, explain the sequence of repair operations, argue professional decisions and interact with foreign specialists. The development of a system of tasks that involves a gradual transition from exercises with language supports to independent solution of complex professional problems using foreign language tools is of particular importance

The practical significance of the results obtained lies in the possibility of using certain mechanisms, pedagogical conditions and methodological tools when developing educational and methodological materials in a foreign language for applicants for technical specialties. The proposed provisions can be used to improve the content of classes, select professionally oriented educational materials and develop criteria for assessing the ability to apply foreign language knowledge in communicative situations.

Prospects for further research are related to experimental verification of the effectiveness of certain mechanisms and pedagogical conditions, development of criteria and indicators for assessing the formation of relevant skills, as well as testing a system of professionally oriented communicative tasks in the process of foreign language training of future mechanical students.

Conflict of Interest

The author certifies that no conflict of interest (financial, professional, or personal) exists that could have influenced the objectivity of the research results or conclusions. The integrity of the double-blind peer review process was ensured through a mandatory declaration of the absence of conflict of interest submitted via the journal's editorial system. This protocol guaranteed complete author anonymity and the independence of the expert evaluation throughout the entire editorial cycle.

Declaration on the Use of Generative Artificial Intelligence.

During the preparation of this manuscript, the authors used Chat GPT for searching and verifying bibliographic data, organizing materials, calculating derived indicators, preparing figures, and language editing and formatting of the text. The conceptual model, empirical data, scientific conclusions, and interpretation of the results are the authors' own. Following the use of the tool, the entire manuscript was reviewed and edited by the authors, who take full responsibility for its content and scientific accuracy. Artificial intelligence is not a co-author of this work.

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МЕХАНІЗМИ ПЕРЕНЕСЕННЯ ІНШОМОВНИХ ЗНАНЬ У ПРОФЕСІЙНІ КОМУНІКАТИВНІ СИТУАЦІЇ МАЙБУТНІХ МЕХАНІКІВ

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Реферат:

Актуальність: В умовах глобалізації економіки, розвитку міжнародного технічного співробітництва та цифрової трансформації виробництва іншомовна комунікативна компетентність стає важливою складовою професійної підготовки майбутніх спеціалістів механічного профілю. Сучасна професійна діяльність передбачає роботу з іншомовною технічною документацією, інструкціями з експлуатації обладнання, електронними каталогами, результатами діагностування та інформаційними ресурсами міжнародних виробників. Водночас, засвоєння іншомовної лексики та граматичних конструкцій не завжди забезпечує здатність застосовувати набуті знання у реальних виробничих умовах. Особливої актуальності набуває проблема перенесення мовних знань у нові комунікативні ситуації, що потребують розуміння професійного контексту, самостійного прийняття рішень та взаємодії з фахівцями різного професійного досвіду. Недостатня систематизація механізмів такого перенесення та педагогічних умов його забезпечення призводить до необхідності теоретичного обґрунтування відповідних методичних підходів.

Мета: Теоретично обґрунтувати механізми перенесення іншомовних знань у професійні комунікативні ситуації майбутніх механіків, визначити педагогічні умови їх реалізації та систематизувати методичні засоби, спрямовані на розвиток здатності використовувати іноземну мову для вирішення професійних завдань.

Методи: Для досягнення мети використано аналіз та систематизація наукових джерел з проблем іншомовної підготовки, професійно орієнтованого навчання та перенесення знань; порівняння та узагальнення теоретичних підходів; структурно-логічний аналіз визначення послідовності механізмів перенесення; педагогічне

моделювання для встановлення взаємозв'язків між педагогічними умовами, методичними засобами та очікуваними освітніми результатами.

Результати: Систематизовано шість взаємопов'язаних механізмів перенесення іншомовних знань: актуалізація знань, когнітивне співвідношення мовних одиниць із професійним змістом, контекстуальне моделювання, мовленнєве конструювання, адаптація висловлювань до комунікативної мети та адресата, а також рефлексивне оцінювання результатів. Визначено педагогічні умови реалізації цих механізмів, зокрема, інтеграцію іншомовної підготовки з професійними дисциплінами, моделювання типових виробничих ситуацій, поступове ускладнення навчальних завдань, проблемно-орієнтоване та діяльнісне навчання, організацію зворотного зв'язку та рефлексивного оцінювання. Систематизовано методичні засоби, серед яких робота з автентичною технічною документацією, термінологічні вправи, рольові ігри, професійні діалоги, ситуаційні завдання, кейс-метод, проектна діяльність та цифрові симуляції. Розкрито можливості їх використання при формуванні умінь описувати технічні процеси, пояснювати причини несправностей, обговорювати способи діагностування, складати технічні повідомлення та взаємодіяти з іноземними колегами.

Висновки: Теоретичне узагальнення підтверджує важливість інтеграції іншомовних знань із професійним змістом та комунікативною практикою. Систематизовані механізми, педагогічні умови та методичні засоби можуть бути використані для вдосконалення іншомовної підготовки майбутніх механіків та розроблення професійно орієнтованих завдань. Подальші дослідження передбачають експериментальну перевірку ефективності запропонованого підходу.

Ключові слова: *професійна освіта, технічна документація, комунікативна компетентність, ситуативне навчання, цифрові симуляції, педагогічне моделювання, професійна взаємодія.*

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