

## **Professional and creative directivity for students of chemical specialities of non-linguistic universities as a component of their professional development**

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This article is dedicated to the problem of creating engineers personality through the processes of developing profession-creative directivity (PCD) of students of non-linguistic universities. The authors have studied correlation of such scientific notions as PCD, creative activity, professional art, motivation, reflexive abilities, and creative self-realisation. The work also focuses on the problem of developing world outlook of students of engineering and chemical professions while teaching them English for special purposes.

Indicators of the formation of PCD of students are: the presence of students' positive motivation of educational and research activities; manifestation of creative activity and actively transforming the creative position in the performance of professionally oriented tasks; manifestation of reflection skills. The experimentally tested author's characteristic evaluating the formation of professional and creative orientation for students of technical higher education institution on potentially-creative, actively-creative, competence-creative levels is presented [1].

The most promising pedagogical means providing the organization of educational process on formation of PCD for students of chemical higher education institution by means of "Foreign language" discipline are proved to be: 1) organization of educational and cognitive activities of students as educational and creative, 2) creation on educational occupations of the developing environment, 3) training of students to the independent decision and drawing up educational tasks [2]. We have outlined the ways of PCD forming for chemical speciality students using the model that takes into the account: 1) personal-developing approach to learning as an important condition of the educational process in a modern University; 2) integrative-synergetic (interdisciplinary approach to the organization of interaction of foreign language and professional training) and competence (professional, foreign language communicative competence) approaches [3].

### **References**

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