

к интернациональному характеру учебных групп, приспособление к культуре новой страны и т.д.

Таким образом, создание в процессе обучения эмоционально-непринужденной атмосферы общения, перенесение языкового материала в разные реальные ситуации, то есть стимулирование тем самым готовности к общению на основе данного языкового материала – всё это повышает творческую активность иностранных студентов, возбуждает их творческую фантазию, что, в свою очередь, формирует сильную мотивационную основу обучения и благоприятно влияет на качество полученных знаний.

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Solving moral dilemmas in foreign languages as a means of developing future engineers' professional responsibility

Sozykina G.S.

Kharkiv National Automobile and Highway University

Kharkiv, Ukraine

e-mail: anna1s@mail.ru

Foreign language as an educational subject has effective tools for formation of the person's ethics. The future engineers' professional responsibility as an ethical category can be developed by solving moral dilemmas when studying foreign languages.

Dilemma is a situation in which the choice of one of the two opposite solutions is equally difficult. The ethical dilemma is a situation of moral choice, when while realizing one moral value, another, not less important, is destroyed. If we consider the

question of ethical dilemmas in professional activities, it is now believed that this problem can be removed through the establishment of professional ethical codes. In general, this kind of ethics has often a positive effect on the resolution of ethical issues that arise in the course of professional activity; in such a way in the situation of an ethical choice the worker has a guide what to do in any specific situation.

However, it does not exclude the situation when the postulates outlined in professional ethics, may be contrary to certain principles of universal ethics (common to all people, regardless of their professional affiliation), and then the situation for the individual may seem insoluble. The situation may also be complicated by the internal conflict of the moral person, because each person has a set of moral criteria, which are valuable for him, but they may contradict to both generally accepted norms and standards of professional ethics.

We have ethical dilemmas every day, but, as a rule, we solve them guided by the principle of the "least evil", and certainly, not all of them develop into a situation of conflict or remain internal conflict of the individual. None of the professional code of ethics can encompass the variety of situations that the person will have to resolve in his ethical practice and, most likely, he will have to resort to the norms of universal ethics, and making decisions, he will face a new ethical dilemma.

The moral dilemma is the need to choose between two alternatives, resulting in either case to a negative result. The complexity of the situation consists in the fact that any choice leaves the man in a dramatic, and sometimes in a tragic situation.

Ethical dilemmas are effectively solved by compromise, by smoothing the contradictions and achieving a reasonable balance of interests, by persuasion, appealing to conscience, reason, common sense, previous agreements and traditions, as well as through a variety of procedures.

Ethical dilemmas are determined by many factors, but some experts (Goldberg and Greenberg, 1993) offer two major reasons: pressure at work and pressure caused by economic consequences of the result. As the authors point out, the possible reasons of unscrupulous actions include conflicts of interest, unregulated and unfair

competition, as well as the overall low level of moral and ethical development of the individual or the society. While some engineering codes proclaim the necessity of fairness and objectivity of research, today many researchers still endure a lot of pressure in order to achieve the desired result, and their awareness and understanding of the principles of social ethics are clearly weakening. This causes the need for the education system at all levels to include in the curriculum such subjects as ethics, social values and philosophy.

Business practice is often criticized as professional including engineers face serious ethical dilemmas from time to time which they are unprepared to solve. To cope with this problem ethical training programs – special programs of in-house training aimed at acquiring the skills of evaluation of ethical dilemmas and complex ethical decision-making in critical circumstances are introduced.

For the rational construction of personnel management and relationships within the organization any leader of business or production should be able to resolve ethical dilemmas and to choose the most effective and at the same time morally impeccable models of behavior. To do this he should know the basic rules of conduct in a situation of moral choice, as well as to understand specific rules of conduct in typical work situations [1].

Morality should be developed by all possible means and through learning various subjects, including foreign languages.

M. Yanovska considers working with dilemmas while teaching foreign language as specially arranged exercises requiring reasonable motivation. The author believes that the dilemma should be introduced in the context of a particular topic. When discussing it the teacher should focus students' attention on the ethical rationale for moral choice and displaying mental states of imaginary characters [2].

During the foreign language classes, in addition to developing the ability to make moral choices, parables promote harmonization of psychoverbal behavior, enrich vocabulary, perfect speaking skills.

The following is the example of one of the moral dilemmas by Victor Grassian which can be used for discussion [3]:

The Partiality of Friendship

Jim has the responsibility of filling a position in his firm. His friend Paul has applied and is qualified, but someone else seems even more qualified. Jim wants to give the job to Paul, but he feels guilty, believing that he ought to be impartial. That's the essence of morality, he initially tells himself. This belief is, however, rejected, as Jim resolves that friendship has a moral importance that permits, and perhaps even requires, partiality in some circumstances. So he gives the job to Paul. Was he right?

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