

students' emotions and states, care for them with concern, demonstrate empathy in relations with them.

Entering the communication process with students, building up relations with them, such a teacher is capable of imparting to students not only interest to the chosen specialty, but also motivate them to fundamental mastering the knowledge in the chosen field.

In order to enhance emotional intelligence development and forming professional competency in future HTEI engineers, the teacher-leader with a high-level emotional intelligence combines in their teaching practices both traditional and innovative, active and interactive methods as well as international experience in professional training.

On the outcomes of a survey carried out by the authors among the NTU "KhPI" students, future engineers, concerning teachers' professional traits, it can be concluded that the best features of a teacher-leader, in respondents' opinion, are creativity, creative approach to their work, responsibility, deep professional knowledge in combination with a developed emotional intelligence.

This enables the authors to state that a teacher-leader with a high level of emotional intelligence is not only a tactician, but also a strategist who sees potential of every student, who gradually discloses a future engineer's abilities to mastering knowledge and skills at classes for the student to be able to use all this baggage of knowledge efficiently in their future professional activities. For "one of the most significant indicator of any state efficiency are qualitative changes in education policies in accordance with real needs of the labor market and requirements to professional competence of higher education institutions graduates" [2].

In other words, a teacher-leader with a high level emotional intelligence builds up their students' professional trajectory which will determine their professional path for life, and therefore will form their professional competence.

References

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International cooperation in leaders education

With the rapid pace of globalisation, institutions that enable interdisciplinary interaction and greater openness to new ideas among academics are becoming increasingly important. Institutes for Advanced Study (IAS) play a pivotal role in this regard.

And that rapid globalization gives us what we call international cooperation in education, which now plays a strong role in the development of nations on the one hand, and on the other hand in development of knowledge and the individual's culture.

International cooperation in education is becoming increasingly important and

prevalent. People of all age groups and institutions at all education levels and sectors of the education system now have a wide range of international cooperation opportunities to choose from. A characteristic feature of the exchange of people and ideas at the start of the 21st century is the fact that these processes take place and continuously develop at various levels.

International cooperation in education for developing countries.

the intersection of education, development, and international cooperation. It begins and discusses trends in international cooperation in education for developing countries as well as ongoing challenges. Education has expanded rapidly throughout the world. Even so, the industrialized nations are decades if not generations ahead of parts of the developing world in terms of enrolment and learning attainment. For reasons of equity and economic development alone, it is imperative that all efforts be put to the task of achieving universal school enrolment and learning. To achieve such a goal in the context of what some researchers have termed a 100-year gap requires efforts on the part of national governments and international cooperation on the part of all nations of the world.

International cooperation in education includes:

- The institutions and architecture of international organizations: International organizations serve many diverse functions, including collecting information and monitoring trends, delivering services and aid, and providing forums for bargaining and settling disputes

- Development assistance: is all the funding or financing provided by public actors from the most well-off countries to improve living conditions in the least well-off countries.

- International agreements: is the pursuit of a better world for all through the elimination of poverty, higher education, discrimination and injustice, and to promote other development goals.

In the other side we have the new forms of international academic cooperation require adequate coverage, in particular, they require establishment of joint accredited educational programs in various knowledge areas. This is why the purpose of the cooperation education is to detail conceptual approaches regarding organization and implementation of international cooperation between higher education institutions in the form of introducing joint accredited education programs that take into account the trends of higher education internationalization.

Internationalization of education acquires features of a qualitatively new stage – the integration that accumulates the potential to resolve a triunique task:

- Achievement of such level of higher education that would conform to the needs and demands of modern international society;

- Alignment of the level of national educational systems;

- Training of qualified staff for national economy.

By its content, the international education integration is a comprehensive convergence of national education systems, their complementarily, transformation of education into a global open social system with civilization values and goals, flexible ties between its components and elements, systematisation of the elements themselves, and variability of normative regulation.

The essence of conceptual approaches of international cooperation education between different countries institutions regarding the introduction of joint accredited education programs, taking into account the trends of internationalization of education, lies in the following:

- Determination and concrete definition of trends of education internationalization that have to be taken into account in the contents of the

agreement (resolution, memorandum etc.) on cooperation between education institutions;

- Compliance with the requirements of international accreditation of joint education programs on the basis of improving the system of education quality;
- Development of the structure and content of joint educational programs based on the competence approach with the consideration of perspective needs of the labor market and national peculiarities;
- Organization of educational process in conformity with the rules defined in the document on cooperation between education institutions and national norms.

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The role of questioning in the distance course and critical thinking of the future officer

There are many definitions of critical thinking. Ennis [1] lists 14 philosophical scientific definitions and three dictionary definitions. Critical educators consider at least three of its functions.

- Make a person think about what to believe in or what to do.
- Help a person meet the standards of adequacy and accuracy appropriate to thinking.
- Meet the relevant standards of thinking to some threshold level.

Critical thinking requires knowledge: about the concepts of critical thinking, about the principles of critical thinking and about the subject of thinking.

What teaching methods are the most effective in developing factors, abilities and knowledge of critical thinkers? Combining individual critical thinking instructions with the subject of learning, in which students are encouraged to think critically, was more effective than each in itself.

Teachers have to help students become autonomous thinkers via their subjects to identify their cognitive structure and encourage discussion and argumentation.

Historically, the concepts of "critical thinking" and "problem solving" have been equivalent. If critical thinking is viewed narrowly as the evaluation of intellectual products, it will be incompatible with problem solving and decision making that are constructive.

As for creative thinking, it overlaps with critical thinking. And otherwise, creativity in any field must be balanced by a critical evaluation of a painting project or a new mathematical theory.

Questions are a common way to help students consolidate content or assess understanding of content. Characteristics of the question include relevance to the