ОСОБЛИВОСТІ ВИКЛАДАННЯ МОВНИХ ДИСЦИПЛІН ПРОФЕСІЙНОГО СПРЯМУВАННЯ

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VORONOVA Yelizaveta,

Associate Professor of Higher Attestation

Commission, Associate Professor of the Foreign

Languages Department of Kharkiv National Automobile
and Highway University

FORMATION AND DEVELOPMENT OF TECHNICAL COMMUNICATION SKILLS IN FOREIGN LANGUAGES AT THE NON-LINGUISTIC UNIVERSITY

The article is highlighting the formation of general scientific and technical competence of students. It is analyzed how the discipline "Foreign languages" in the process of forming social and technical competence at future engineers uses various up-to date technologies. The article emphasizes that the effectiveness of the organization of the learning process depends largely on the teaching materials in the foreign language.

Key words: *to communicate, professional terminology, professional competence, motivation, interactive, multimedia, implementation.*

The problem set. Knowledge of a foreign language is regarded as an integral attribute of achieving professional and personal success. The ability to communicate with the team, subordinates, using professional terminology, becomes necessary due to the fact that students, undergraduates, graduate students have the opportunity to participate in international conferences, competitions, internships abroad or continue their education in European universities. Without mastering a foreign language at a professional and scientific levels, it is quite difficult for a graduate of a technical university to find a niche in the labor market, to find interesting, high-paid prospective jobs, to pursue a high-level professional activity, to be aware of new developments and achievements in his professional field, therefore when teaching a foreign language in a technical university, special attention should be paid to the formation of general scientific technical competence of students, knowledge of the general vocabulary of the foreign language and the ability to use it in professional communication. This article is purposed to analyze how the discipline "Foreign language" in the process of forming social competence in future engineers uses various up-to date technologies to motivate them and to show that the potential of the discipline "Foreign language" lies in its content.

The aim of the research. The article is aimed to show how the use of modern technical means of training professional communication contributes to the formation of the cognitive interest, which is known to dominate the hierarchy of learning motives.

The analysis of recent researches and publications. The study of the scientific literature shows that the formation and development of communication skills at students of technical universities by means of a foreign language is a multifaceted phenomenon. In his work "Communicative Function and Structure" of Language V. Komshansky stresses the necessity to bring to the mind of every student that it is impossible to teach speech activity, only he, himself, can learn it [3]. Today, it becomes evident that the process of acquiring complete knowledge of a foreign language at a the professional level should be carried out within the concept of personally oriented education, the content of which includes axiological, cognitive, activity-creative and personality-

content components against the background of integration of vocationally oriented education and is a general cultural and professional requirement stresses in her investigations [1, 2]. E. S. Polat in the article "New pedagogical technologies in teaching foreign languages", speaking of the logics of foreign language classes, underlines that speech activity is the main purpose and means of studying a foreign language [4].

The problem of implementation of the project methodology as one of the most modern methods of teaching foreign language communication in educational institutions of different types was considered by Ukrainian and Russian researchers: N. Galskova, I. Zymnya, L. Esina, N. Koryakovtseva, N. Matyash, T. Sakharova, O. Tarnopolsky, V. Titova, N. Chanilova and others.

Outline of the main research material. The potential of the discipline "Foreign languages" lies in its content, which includes the following components: "My Dream University", "My new Car", "Environmental damage through history", "The Hotel Complex", "Automobile", "Ukraine International Travel and Automobile Show", "My dream- automobile". In particular, other topics such as "Acquaintance", "My future specialty", "Influence of engineering on ecology", "Road safety", "Road accidents" ("Road accident test"), "The Highway Code Test" ("Road traffic test"), "At the gas (petrol) station", "Buying a car", "Trouble with the car", "I'd like to have my car repaired" also use language clichés (greeting, meeting, parting, excuse, demand), social etiquette (norms of behavior in various situations, such as "Road accident", "Trouble with the car", non-linguistic formulas (gestures, facial expressions, pantomime), etc. The discipline "Foreign languages" in the process of the formation of social and special competence at future engineers uses such types of work as group and paired, brainstorming, debates, round tables, discussions, role-playing games, project work, etc. Due to the fact that any form of training offers a partner, in foreign language classes, unlike in other disciplines, there should be optimal conditions for students to communicate with each other, to exchange information and for personal interaction.

Modern learning technologies (role-playing situations, situational role-playing games, projects, etc.) contribute to the formation of student experience of interpersonal communication, conflict resolution, participation in group decision making, skills of constructive interaction, information exchange, forecasting and conflict resolution, organizational skills at the stage of learning in modulated situations. With such approach, students increase their motivation to learn a foreign language, gradually develop their active position, and master both the special and general vocabulary, implementing it through the modeling of situations related to their future professional activity, gaining experience and using vocational training.

The effectiveness of the organization of the learning process depends largely on the teaching materials in the foreign language. The main purpose of the training materials created and used during the training is to provide effective means for acquiring the necessary communication skills.

Study guides, training aids such as "The Highway Code", "English Bachelor's course in Transportation", "English Bachelor's course in Ecology", "Driver's manual, etc. are used at different levels of foreign language learning to enhance students' motivation and develop social communication skills. Tutorials include not only authentic material, training vocabulary exercises, exercises at the communicative level, game situations, tasks for project work, but also the grammar course, dialogues for learning, short stories for listening and subsequent discussion in groups.

The work involves several stages of preparation:

- selection of the basic vocabulary to be used in written and oral reports;
- selection and translation of profile vocabulary in accordance with the subject of work, consolidation of vocationally oriented vocabulary during the creation of a dictionary of creative work;
- formulation of the topic, purpose, subject of study in a foreign language;
- description of methods of work and justification of the expediency of their use with the subsequent translation into foreign language, consolidation of vocabulary and preparation for organizing students' dialogic speech;
- report on the results of students' research work in accordance with the requirements to the text reissue article; transformation of some text material into tables and charts;

– preparation of information message based on the report.

Of great importance for the development of communicative competence in the future profession in a foreign language is teaching of dialogic speech. The dialogue is first and foremost the understanding of the partner and then the response to the utterance, the short or full answer to the question, the agreement or disagreement with the speaker's statements.

Particular attention should be paid to the newest methods of teaching a foreign language, such as interactive, multimedia, intensely suggestive, which help overcome one of the most important difficulties in teaching communication both professional and social – the psychological barrier of dialogic speech.

Among the group and paired forms of work, we'd like to point out role-playing games and implementation of projects widely used in the English language classes at the Foreign Languages Department of Kharkiv National Automobile and Highway University (KhNADU) as forms of language activity greatly contributing to the formation and development of social and communicative competence at future engineers. It is psychologically proved that any "play" motivates the development of communicative competence, while being a rather interesting type of work for students and an analogue of language exercises, through which the skills of all types of speech activity are developed. From the psychological point of view, the game is defined as an activity, object, motive, which lies in the very process of its implementation. Game technologies at the initial stage of training professional communication in a foreign language at the technical university provide a deep, long-lasting character of mastering the knowledge, skills and abilities of professional language of the technical foreign language. The use of a game or project develops students' skills and ability to find necessary information, to transform it, to make plans and decisions based on it, both in stereotypical and non-stereotypically professional situations in a foreign language. In KhNADU the following situations are offered and implemented at the faculties of transport systems and automobile: "Road safety", "Road accident", "Road driving test" ("Driving exam"), "The Highway Code Test", "At the gas (petrol) station", "Buying a car", "Trouble with the car", "I'd like to have my car repaired", etc.

The use of modern technical means of training at teaching professional communication contributes to the formation of cognitive interest, which is known to dominate the hierarchy of learning motives.

A rather efficient method of teaching communication is the use of video clips, television programs in the foreign language, related to the professional interest of students. The corresponding vocabulary and grammatical material are inserted into the model of teaching professional communication, as well as key phrases and replicas, having the correct international design, are used here. For example, when studying topics such as "Customs and Customs Control", "Passport Control", "At the Border (Passage)", "Hotel", "Car Problems", "Road Accident", etc. video that's relevant to the effectively simulated situation is used. Many of the plots used are important because of their authenticity and local and cross-cultural dimension.

The project method is widely used for the formation of general scientific technical and professional competence of students [5]. The main purpose of this method is to teach the foreign language on the active basis, taking into account the interests of the learners, that is, it is student-centered, which promotes learning a foreign language, and this becomes a characteristic of the future engineer. Such projects as "Freight in the UK and Ukraine", "Public Passenger Transport in the USA and Kharkiv", "Passenger Transportation in the 21st Century", "Road Safety", "Intermodal Transportation", "Modern Technologies at the Service of the Transportation Industry" etc. contribute to the development of personality of each individual student, ability to work in a team, make decisions, form such qualities as initiative, independence, activity, critical and creative communication, responsibility for taking decision.

Speaking about the project methodology, it should be emphasized that it contributes to the development of students' intellectual abilities, brings them to the possibility of self-realization, to the development of independent thinking, decision-making, finding scientific methods, to their

justification and implementation, which today wouldn't be possible without the Internet, multimodal, interactive teaching methods used at the foreign languages department of KhNADU.

Conclusion. The integrative purpose of teaching a foreign language at the present stage of educational activity is the ability and willingness of students to be engaged in interpersonal and intercultural communication in a language within the limits set by the state standard of education.

Modern technologies of teaching a foreign language in KhNADU form social and psychological features of students, increase the creation of the necessary motivation for learning a foreign language and thus to increase the interest to their future profession. These technologies help develop communication skills of students of technical universities by means of a foreign language, to develop and improve all components of student's foreign language communicative competence in the process of foreign language activity, to mobilize and unite the creative ability and personal potential of students with their awareness in themselves. The content of teaching a foreign language using modern technologies is linguistic and sociocultural knowledge to be formed at students in the process of mastering new language material in the process of finding meaningful information from foreign sources.

Areas for further search. In the future, the proposed methodology of teaching English in KhNADU can be used in the practice of teaching foreign languages in different higher educational establishments of technical profile. The development of projects and games of different types for mastering technical communication both in English and other foreign languages could be considered as a prospect for the further research.

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ВОРОНОВА Єлизавета Михайлівна, доцент Вищої Атестаційної Комісії, доцент кафедри іноземних мов, Харківський національний автомобільно-дорожній університет.

ФОРМУВАННЯ І РОЗВИТОК НАВИЧОК ТЕХНІЧНОЇ КОМУНІКАЦІЇ НА ІНОЗЕМНИХ МОВАХ В НЕМОВНОМУ ВУЗІ

Анотація. *Стаття має за мету висвітлити методи формування загальної науково-технічної компетентності студентів технічних вузів. Проаналізовано, як дисципліна іноземна мова у процесі формування соціально-технічної компетентності у майбутніх інженерів використовує різні сучасні технології. Сучасні технології навчання (рольові ситуації, ситуативно-рольові ігри, проекти сприяють формуванню у студентів досвіду міжособистісного спілкування, вирішення конфліктів, участі у прийнятті групових рішень, умінь і навичок конструктивної взаємодії, обміну інформацією, прогнозування та врегулювання конфліктів, організаторських умінь і навичок на етапі навчання у модульованих ситуаціях. Показано, що при навчанні іноземної мови в технічному ЗВО особлива роль відводиться формуванню загальнонаукової технічної компетенції студентів, знанню загальнонаукової лексики іноземної мови і вмінню використовувати її в професійному спілкуванні, підкреслюється, що дисципліна іноземна мова у процесі формування соціальної компетенції у майбутніх інженерів використовує такі види робіт як групові та парні, мозкові штурми, дебати, круглі столи, дискусії, рольові ігри, проектні роботи тощо. Робиться акцент на ефективності організації процесу навчання навід великої залежності від навчальних матеріалів з іноземної мови. Основною метою навчальних матеріалів є забезпечення ефективних засобів для придбання необхідних комунікативних умінь. У статті підкреслюється, що при навчанні іноземної мови в технічному ЗВО особлива роль відводиться формуванню загальнонаукової технічної компетенції студентів, знанню загальнонаукової лексики іноземної мови і вмінню використовувати її в професійному спілкуванні, дисципліна іноземна мова у процесі формування соціальної компетенції у майбутніх інженерів використовує такі види робіт як групові та парні, мозкові штурми, дебати, круглі столи, дискусії, рольові ігри, проектні роботи тощо. У зв'язку з тим, що будь-яка форма навчання пропонує наявність партнера, на заняттях з іноземної мови, на відміну від занять з інших дисциплін, виникають оптимальні умови для спілкування студентів один з одним, для обміну інформацією, для особистісної взаємодії. При такому підході у студентів підвищується мотивація до вивчення іноземної мови, поступово виробляється діяльна позиція, а засвоєння професійного лексичного словника і загальнонаукової лексики сприймаються через моделювання ситуацій, пов'язаних з майбутньою професійною діяльністю, набуття досвіду та використання навчальної інформації в професійній діяльності.*

Ключові слова: спілкування, професійна термінологія, мотивація, мультимедіа, моделювання ситуацій, проекти, технічна компетенція, імплементація.

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