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ASPECTS OF TEACHING FOREIGN LANGUAGES AT A TECHNICAL UNIVERSITY

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Abstract---*In this article we will try to consider some methodological principles and features of teaching a foreign language in a technical university, based on the criteria for the development of professional competence.*

The emergence of the concept of competency-based approach - the "competence-based approach" in European higher education entailed a reassessment of the teaching methodology, including teaching a foreign language. The main goals and objectives of the new methodological approach in education were determined by the Commission "Pan-European Format of Foreign Language Proficiency: Training, Teaching, Level Assessment"

At the pedagogical level, this approach means changing the paradigm of the teaching process, since the main emphasis is not on the transfer of knowledge by the teacher to the student, but on the activation of the role and motivation for students to search for information and teaching keys.

At the methodological level, the specific goals of training programs within the framework of the "competence-based approach" are determined depending on the acquired competencies of future graduates. Such a statement of the problem absolutely corresponds to the structure of multidisciplinary education, or, since there is a practice of English designation, to the Liberal Arts system.

Keywords---*pedagogical level, methodological level, Projects Method, Case Study Technology, Technology "Debate.*

I. INTRODUCTION

The beginning of the 21st century is characterized by the creation of a global information structure, the transformation of information into an economic category, the development of various information technologies, including in the field of education.

Media education, as a set of means and methods of teaching youth today is more relevant than ever. Changes in education occurring under the influence of the rapid introduction of information technology in all spheres of life, impose serious requirements on the level of competence of a teacher who needs to master the role of a consultant for a student. Researchers and educators from around the world emphasize the special need for media education.

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The complex of educational disciplines “Liberal Arts” refers to “objects and skills that in classical antiquity were considered fundamental to the competence of a free person who takes an active part in social and creative life, what in ancient Greece included participation in political, social, philosophical discussions, defense in court, participation in construction, military service. ” Grammar, rhetoric, geometry, arithmetic, logic, astronomy formed the basis of Liberal Arts.

In the modern world, in the era of globalization of the economy and communications, development of cooperation in all areas of social, political and cultural life, there can be no doubt that English - the language of international communication, the Internet, science and technology - is an integral part of multidisciplinary education.

II. MATERIALS AND METHODS

One of the principles of the competency-based approach in teaching a foreign language at a technical university is “the formulation of learning objectives based on the end result, that is, the acquisition of knowledge, skills, attitudes, values and / or competencies for students to learn and then put into practice after completing an academic period. "

In this regard, in our opinion, the process of teaching a foreign language in a non-philological university, including engineering specialties, should be structured in accordance with and in accordance with relevant educational programs. In the framework of the bachelor's degree in engineering specialties, teaching a foreign language lasts 3 years. The technology "competence-based approach" involves the planning of educational material, focusing on three stages of training depending on the tasks: general training, the basics of phonetics, grammar, speaking practice; specialized training - skills in selecting, scanning, reading texts in a specialty, annotating, preparing messages in a specialty; socio-professional training - an advanced level of language proficiency, which includes the ability to listen and understand lectures in a foreign language, participate in seminars and discussions on professional topics, conduct presentations in the specialty.

At the first stage of linguistic training, the main task is to develop general communication skills - i.e. general competence (speaking skills and reading comprehension).

The second stage - the stage of specialized training includes initiation into specialized communication: mastering professional vocabulary units and structures of technical discourse, pragmatic understanding of texts, annotation and discussion of what has been read.

The third stage - the stage of socio-professional training implies further improvement and development of the acquired skills, namely the development of the skills of oral and written discourse given by the proposed circumstances. This is the sociolinguistic competence in the field of language education; full possession of it will allow students to be involved in the process of academic mobility, and will also make it possible for future specialists to participate in international projects and scientific activities.

The most relevant technologies that meet the above objectives in the process of teaching a foreign language in a higher technical school are the following:

Projects Method. This method, based on the "competence-based approach" in teaching spoken and professional language, implies motivation, interest and independence of students. Here the idea of developing, creative learning is embodied. The project method in teaching a foreign language is used at all stages of training, according to the “competence-based approach” methodology: the proposed topics of projects will be different depending on the preparedness of students. The introduction of this method not only provides conversational practice, but also reveals the individuality of students; they learn to propose solutions, to take responsibility. Students work in a team, together with the

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teacher, they not only look for extraordinary solutions, but also analyze each step of their learning, identify shortcomings and errors, look for the causes of difficulties and find ways to correct errors. The teacher, correctly guiding the discussion, suggesting the necessary vocabulary and refraining from correcting grammatical errors during the discussion (they will be taken in pencil and discussed at the end of the lesson), can bring students not only to a new level of language proficiency, but to introduce a new vision of the problem itself.

Case Study Technology. This method is a method of analyzing a specific educational and business situation in a foreign language, also based on the "competence-based approach" method. In the framework of this teaching methodology for students, instead of answering specific questions in the texts, it is necessary to fully comprehend the proposed situation. This technique ensures the development of independence and initiative, removes barriers in the use of a foreign language (the desire to speak prevails). The development and teaching by the method of analysis of a specific educational and business situation is mainly applied at the third stage of training using the technology "competence-based approach". This method is a difficult task for the teacher, requiring high professionalism in the practice of fluency in foreign speech, pedagogical skills and wide erudition.

Technology "Debate". This technology can be used in the second and third stages of training according to the technique of "competence-based approach". This may be a lesson aimed at repeating, updating the module passed; organization of independent work of students in the selection of material; as well as a form of certification and testing of students. The didactic functions of using the Debate technology are associated with the tasks of a meaningful plan - mastering the vocabulary of the topic studied and its use, as well as knowledge of the subject of disputes and the ability to argue in a foreign language. Using this technology, a foreign language teacher can achieve the following results: the ability to express his point of view in a foreign language, to protect it; ability to ask questions; ability to critically interpret oral utterance; skill to work in team.

However, despite the fact that when teaching engineering students more and more attention is paid to teaching oral speech, one of the most important skills of future specialists is reading and adequate perception of texts in the specialty, which involves the use of the classical grammar and translation method of teaching a foreign language. Even with good conversational skills and an extensive vocabulary, but without knowledge of the grammatical features of writing, it will be practically impossible to understand and translate a technical text.

Learning and mastering a foreign language requires an understanding of its grammatical system and the correct use of lexical and grammatical constructions. In the process of work, a comparison of the grammatical systems of the mother tongue and the studied languages is inevitable: “... the grammar system of a foreign language cannot be independently built by the student next to the grammar system of the mother tongue - they will certainly come into contact. The famous success of the direct method is connected precisely with the fact that such a correlation still occurs. ”

III. DISCUSSION

When teaching a foreign language at a technical university, one should also take into account the characteristics of the profile preparation of students. Students learn on the principle of progressive processing of information, so they are well aware of standard language programs, which include questions of learning, working with a dictionary, vocabulary analysis, etc. They are willing to do grammar, they must first explain the rule, then offer a way to complete the task. They need graphs, models, tables.

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When working with lexical units, students of technical universities try to analyze them, memorize lists of tokens by heart, use bilingual dictionaries to verify the exact meaning of the term.Such students need help in developing fluency in speaking. It is also necessary to pay special attention to tasks on listening and on developing reading fluency.

Best of all, engineering students cope with written assignments, as well as those types of educational activities that allow them to analyze and draw independent conclusions both individually and in groups. Despite the fact that the accuracy in the use of tokens and the application of rules is usually higher than that of humanities, students of technical universities usually write more slowly, since they need more time to think and complete tasks carefully.

Students of technical universities are usually prone to self-control and have a good long-term memory, so the teacher should correct errors immediately after an answer. However, students of technical universities are more difficult to "talk", they are hindered by excessive control over their own speech. So, for productive types of speech activity, they usually use pre-learned phrases and texts, which they can include in their own oral statements without prior thought. Communicative tasks, contributing to the memorization of whole blocks and phrases, make it possible to spontaneously use the language of the specialty in speech without mechanical memorization, thereby helping to get rid of too tight self-control over your speech.

Reading texts in the specialty should be based on translation, which should be considered as the main means of developing understanding. Non-translational understanding is the final stage of learning to understand a foreign language text, which is achieved in the future with the independent work of students. Translation is a necessary way to find the equivalent. Consequently, explicit or hidden translation into the mother tongue is always present.

In conclusion, it can be noted that the best results in teaching students of an engineering profile in foreign languages can be obtained with the integrated use of communicative methods and a grammar-translation method. In the learning process, the sequence of methodological steps proposed by the teacher implies a transition from mastering linguistic means to developing students' speech skills and developing speech skills, both receptive and productive.

Educational opportunities of new media.

The term "media" comes from the Latin "medium" (medium, intermediary), "media" (medium, intermediaries) - means the technical means of creating, storing, distributing, perceiving information and exchanging it between the author of the message and the mass audience, and in the modern world universally used as an analogue of the term QMS - mass media.

The growing need for information and an increase in the flow of information in human activity leads to the emergence of new technologies - the development and use of electronic tools for working with information. New communicative media, such as the global computer network Internet, multimedia computer systems, mobile telephony, digital television, satellite and cable television, etc., have caused radical shifts in all segments of social interaction. In modern cities, people’s contacts with the media exceed eleven hours a day, TV is on in apartments / houses an average of 7 hours 38 minutes daily, and children from two to twelve years old watch television on average 25 hours a week. According to the National Union of Family Associations, a minor audience spends an average of 154 hours of quality time (that is, wakefulness) with parents and 850 hours with teachers, while children spend 1,400 hours contacting various on-screen media.

Thus, the media (mass media) every year play an increasingly important role in the life of people in general, and in the educational process in particular.

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Media technologies are an extremely useful and fruitful educational technology due to its inherent qualities of interactivity, flexibility, and integration of various types of visual educational information, as well as due to the ability to take into account the individual characteristics of students and help increase their motivation. Hence the importance of the intensive development of media education in our mediated world, which today is no longer disputed by anyone.

Many international organizations - UNESCO, the Council of Europe - have repeatedly set the task of education and the media education movement around the world. "Media education, as noted in UNESCO documents, is associated with all types of media (print and graphic, sound, screen, etc.) and various technologies. It enables people to understand how mass communication is used in their societies, to master the abilities of using media in communication with other people, and provide a person with knowledge of how:

1) analyze, critically interpret and create media texts;

2) determine the sources of media texts, their political, social, commercial and / or cultural interests, their context;

3) interpret media texts and values distributed by the media;

4) select appropriate media for the creation and distribution of their own media texts and gaining an audience interested in them;

5) get the opportunity of free access to media.

The modern "Psychological and Pedagogical Dictionary" defines media education as a direction in pedagogy that advocates the study of "the laws of mass communication (press, television, radio, cinema, video, etc.). The main tasks of media education: to prepare a new generation for life in modern information conditions, for the perception of various information, to teach a person to understand it, to realize the consequences of its impact on the psyche, to master communication methods based on non-verbal forms of communication using technical means and modern information technologies". Recognizing the crucial role of media as television, radio, cinema, etc. cultural experience of children, media education should begin as early as possible and continue all school years as a compulsory subject for study.

A.V. Fedorov defines: "Media education is a set of measures to transform pedagogical processes based on the introduction of information products, tools, technologies into training and education." In the modern world, media education is considered as a process of personal development using and on the basis of media of communication with the goal of creating a culture of communication with the media, creative, communicative abilities, critical thinking, the skills of full perception, interpretation, analysis and evaluation of media texts, training various forms of self-expression using media technology.

Scientists understand the main tasks of media education as follows: to prepare students for life in the information society, to develop their ability to use information in various forms, to own communication methods using information technologies and means. The media literacy acquired as a result of this process helps a person actively use the possibilities of the information field of television, radio, video, cinema, the press, the Internet, etc. In media pedagogy, which deals with the inclusion of media in the educational and educational processes, the question is raised about what new media can allow, what new opportunities they can provide.

In the narrow sense, new media refers to those digital media that make multimedia possible - the integration of various media into some computer representation (hypertext structure, non-linear text), interactivity and modeling.

Electronic media refers to those technical means that make it possible:

– multimedia (integration of various media into some computer representation - hypertext);

– interactivity (in the broad sense, interaction);

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– modeling (first of all, this is modeling of real objects and processes)

– productivity (automation of non-creative, routine operations that take a lot of time and energy from a person).

Electronic media provide the opportunity for direct communication, the speed of presentation of information, and monitoring the state of the process. All this is achieved by combining computers in global and local networks.

Many modern media contain information that is related to the subjects studied, the problems of various fields of science and culture. In addition, the very use of the media and communication in modern education:

acts as one of the factors for the successful mastery and implementation of educational and professional activities, contributes to the development of learning skills, a culture of mental work, critical thinking, self-education;

allows you to more effectively study the proposed material, analyze information from various sources, in a creative, interesting way to present the results of their work.

The use of media in the educational process provides an increase in the informative capacity of the content of the training session:

– contributes to the implementation of educational, upbringing and developing learning functions;

– reduces time, allows you to absorb more knowledge;

– concentrate on the assimilation of the most complex topics and concepts;

– allows you to improve the selection of tasks and exercises, making them more visual and interesting);

– forms skills through individualization of training and the development of independent work skills.

This educational and educational potential of the media is realized today in a variety of educational products: educational, scientific, popular science, reference and art electronic publications and resources.

Most Russian and foreign researchers in the field of studying electronic media, their role and functions in education, consider the media and communication, primarily as a means of increasing the effectiveness of training.

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IV. RESULT

The use of media in the educational process provides an increase in the informative capacity of the content of the training session:

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Modern electronic media and their corresponding media products, combining the capabilities of all the previously existing media and communications, as a rule, implement a whole range of functions and impacts on their audience. On the one hand, this multifunctionality, indeed, opens up a wide range of opportunities for improving the educational process. On the other hand, this situation requires those using electronic media, publications and resources in their work, careful planning and a clear understanding of goals and objectives. This will avoid the negative consequences of various deviations in the functions of the media.

In addition, you must have up-to-date information about the many existing educational media products, be able to use them effectively, create your own publications and resources, take into account their features and the psychological and pedagogical requirements for them.

New media can be seen as a tool with which traditional tasks are processed in a special form. This covers the entire area of text processing. Recently, hypertexts have also been included here. Using a computer, search tasks (vocabulary or data banks) can be solved either directly from a CD-ROM, or via the Internet.

New media can also be used as an assistant in learning, if appropriate programming provides an enrichment of the level of knowledge or educational material. Thanks to the diverse capabilities of such programs, offering multimedia-enriched knowledge, the traditional possibilities of using media to visualize an object are expanding.

A special form of application of new media is the possibility of their use for communication. This happens by connecting computers on the spot or around the world, most often in the form of so-called emails (e-mails), or in the form of videoconferencing (videoconferencing), through which you can not only talk to each other, overcoming any boundaries and distances, but also see each other.

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V. CONCLUSION

In addition, communication includes the ability to receive information via the Internet, as well as to provide information for others to use, so students on the Internet can be both consumers and producers of information at the same time.

Among the advantages of learning with the help of new media, among other things, one can note the possibility of self-determination of the educational process, freeing it from temporal and spatial boundaries, optimizing visibility using multimedia, as well as modeling. With the inclusion of new media in pedagogical institutions, a revision of the basic educational and psychological provisions is simultaneously taking place.

Of course, illustrations, pictures, graphics positively affect the storage of textual information. And yet, it should be borne in mind that the simple addition of various sensory perceptions (visual, auditory, tactile) does not automatically lead to an improvement in learning processes. A more important condition for understanding the use of multimedia in the learning process is the ability to decode character and code systems.

Just as hermeneutical competence is necessary to understand written texts, deciphering hypermedia learning systems requires the ability to understand graphics, animations, and pictures. Quite often, it can be observed that the economical, but targeted use of various medial forms of presentation has greater consequences than the colorful pile of various media presentations of educational material.

In addition, there is a close relationship between thematic interest and knowledge acquisition. A well-organized educational work using the media can be unsuccessful if students show little interest in the proposed topics. The use of media most often brings with it some novelty effect, which can lead to a motivated and interesting presentation (consideration) of the material, but this interest decreases again after a certain time.

The differences between inexperienced users and so-called experts are also important. As modern children and adolescents grow up in a world of strong media influence, the forms of mastering new media technologies should look different than in the case of adults.

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