

Секція: Філологічні науки

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FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE FORMATION AMONG THE STUDENTS OF TECHNICAL UNIVERSITIES

Teaching a foreign language at a technical university sets a number of special tasks for the teacher. Students need to teach not only the understanding of technical texts, but also the basics of communication. In this case, the teacher should choose a method or a combination of methods in order to ensure the optimal work and the best possible result of training in a group with strikingly different levels of knowledge of foreign languages, which is typical for technical universities.

Particularly interesting from the point of view of students' interest in the study of foreign languages, the authors of the article consider the use of role-playing games and the presentation of problem situations.

The main thing in problematic training is the joint productive work of the teacher and students, in which not only students acquire new competence and communication skills, but also the teacher improves his level of situation understanding and his pedagogical skills.

Speaking English with students in our groups of Vinnitsa National Technical University was not easy enough from the very beginning. Taking into account previously mentioned, we had a lot of interesting approaches to improve their communication skills, and it later turned out that the best strategy that worked out in non-language technical groups was a role-playing game.

Role-playing is the changing of one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. [1] Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation! [2]

The main problem faced by the authors of the article was at the stage of preparation, when it was necessary to correlate the topic of a role-playing game with educational material. In general, these role games were developed for language departments and there was a need to adapt this technique to the specifics of technical higher education. Thus, the role games "Visit to the nuclear power plant", "Ecotopia – a camp of young environmentalists" and "International Programming Conference" appeared.

It turned out that students with pleasure leave the translation of technical texts and participate in the planning, development and presentation of the game. Moreover, we came to the conclusion that the successful completion of this kind of work by students depends on the ability of the teacher

- to create a friendly atmosphere so that students do not hesitate to express their point of view and are not afraid to make mistakes;

- join the game, act as a student and work together with students;

- to have a good command of yourself, especially in a conflict situation;

- to be the source of additional information and coordinating role-playing center;

- organize the game, taking into account the age of students and their level of language proficiency.

Thus, the effectiveness of the application of this technique depends on the observance of the sequence of certain steps. Namely:

1. Preparation. (5min)

2. Planning. (10min)

3. Discussion. (20min)

4. Conclusions and/or results. (10min)

At the stage of preparation, the teacher offers a topic and awakes students' interest. At this time students have the opportunity to discuss the topic with the teacher and to request additional information. The planning stage includes self-training of students for the game using necessary materials. [3] The discussion is a polylogue of students, which is associated with real life and has a relation to the real

situation. And at the stage of conclusions and/or results, the teacher gives an assessment of students' work, the quality of presentation and depth of the material involved.

The use of role-playing games in a technical university has its advantages and disadvantages. First, we should not restrict ourselves to this particular method of diversifying the learning process, since it does not allow us to teach technical translation comprehensively. It is worth paying sufficient attention to the further study of foreign language grammar. Second, it is extremely important for students of technical universities to learn not only grammar of a foreign language and special vocabulary, but also be able to generalize, inquire and find the necessary information. Working with technical texts is difficult enough if students do not have the necessary skills. The formation of such skills takes place through a set of certain exercises that were developed by the authors of the article. [4] Representatives of engineering specialties in their majority think of specific categories, and therefore the approach to in-depth understanding of the text must be different. On the basis of this, the tasks developed for our students are aimed at the following:

- to present the text to the students in such a way that they understand that it deals with known phenomena, processes, and not something new, and that this will help them with their further work on a more in-depth study of the text;
- to give students the opportunity to examine illustrations or diagrams in the text and to correlate them with certain parts of it;
- to encourage the student to a complete study of the text without using purely linguistic commands.

Summarizing the above written, it should be noted that the use of problem situations, role-playing games and learning in cooperation makes the process of foreign language learning much easier, productive, and more interesting. [5] In addition, the successful combination of all of the above techniques allows students of technical specialties not only to master the written translation of professional literature but also be prepared to apply the acquired communicative skills in practice and, if necessary, to communicate with their foreign partners.

Література

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