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MODERN APPROACHES TO TEACHING ENGLISH

All around the world, the role of English in higher education is changing. Instead of being just a subject of study, English is now often the language of instruction and teaching. Thus, universities are introducing CLIL and EMI, in addition to CBI and ESP, in the process of teaching English. These educational technologies have different approaches to teaching a foreign language, but they have one goal: to teach students to speak English in a professional format.

CBI (Content-Based Instruction) helps students develop cognitive skills while learning a language. [1]

CLIL (Content and Language Integrated Learning) is an integrated learning approach that involves the simultaneous study of English and other subjects in this language. In CLIL, language learning is divided into the formation of different language skills: BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency). [2]

In EMI (English Medium Instruction) English is used as a tool for transferring knowledge in the field of any general educational and special disciplines. EMI is a harmonizing link in European higher education and serves as a good support for increasing academic mobility and facilitating employment. For many European universities, this approach has become a necessity. This is due to the fact that today educational institutions, as a rule, seek to increase their international status and rating, attract the best students and staff from abroad, internationalize domestic students and instil in them intercultural communication skills. [3]

As the number of mobile international students grows every year, and the fields of study become more diverse, the role of EMI is growing. The international student diaspora is expected to reach 7.2 million by 2025.

Another learning technology – ESP (English for Specific Purposes) involves mastering English for specific purposes and determines success in overcoming both linguistic and cultural barriers in the field of professional communication. Therefore, issues related to the teaching of ESP in a modern university are in the focus of attention of researchers and practitioners of teaching foreign languages. Undoubtedly, English is aimed at preparing students for certain situations in their professional communication using the appropriate industry vocabulary, including terms, professionalism, jargon.

English for Power Engineers is no exception. Therefore, the authors of the article developed a textbook "English for Power Engineers". The textbook contains material on key aspects of vocabulary and technical terms for future power engineers. The logical distribution of information helps students to form a clear understanding of the discipline. Particular attention is paid to the formation and development of four types of speech activity among students: reading, listening, speaking and writing. The emphasis is on vocabulary replenishment with the help of various types of communicative exercises involving students in intellectual activity. Practical tasks are aimed at developing critical thinking and broad professional outlook. An important part of the textbook is an individual portfolio that systematizes the knowledge gained at the end of each section. The textbook can be used by bachelors and masters, students in the direction of power engineering.

REFERENCES

1. https://en.wikipedia.org/wiki/Content-based_instruction
2. https://en.wikipedia.org/wiki/Content_and_Language_Integrated_Learning
3. <https://www.education.ox.ac.uk/our-research/research-groups/language-cognition-development/emi/>