INTEGRATING LEARNING OF FOREIGN LANGUAGES IN TECHNICAL HIGHER EDUCATIONAL INSTITUTIONS

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Teaching a foreign language in a technical university sets a number of special tasks for the teacher. Students need to be taught not only understanding technical texts but also the basics of communication. The teacher should choose a method or a set of methods in order to ensure optimal performance and the best possible result of study in a group with strikingly different levels of foreign language proficiency, which is typical for a non-linguistic university.

The main thing in problem teaching is the joint productive work of the teacher and students, whereby not only students acquire new communication skills, but also the teacher improves their level of mastery of the situation and their pedagogical skill each time. [1, p. 234]

Particularly motivating in terms of students' interest in learning a foreign language, the authors of the article consider the use of role-playing games and presenting problematic situations.

Communicating a foreign language to students in our Vinnitsa National Technical University groups was not easy enough from the beginning. With all of the above, we have taken a number of interesting approaches to improve their communication skills, and it has subsequently emerged that the best strategy that has worked in non-linguistic technical groups has been to play a role-playing game.

The main problem encountered by the authors of the article was in the preparation stage, when it was necessary to correlate the theme of role-playing with educational material. In general, role play themes are developed mainly for language faculties [2, p. 135] and therefore there was a need to adapt this technique to the specifics of a non-technical technical university. Thus, the role-playing games "Visit to the Nuclear Power Plant", "Ecotopy – Camp for Young Ecologists" and "International Programmer's Conference" appeared.

It turned out that students are happy to step aside from the translation of technical texts and to be involved in the planning, development and presentation of the game. Moreover, we have come to the conclusion that successful completion of this type 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 in the language at first;
- ✓ to join the game, act as a student and collaborate with students;
- ✓ to be good at yourself, especially in a conflict situation;
- ✓ to be a source of additional information and a focal point for the role-playing game;
- ✓ to organize the game, taking into account the students' age and language level.

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

1. Preparation stage. (5min)
2. Planning. (10min)
3. Discussion. (20min)
4. Conclusions and/or results. (10min)

During the *preparation* stage, the teacher proposes the topic and interests the students. Here students have the opportunity to discuss the topic with the teacher and ask for additional information. The *planning* stage involves students' self-preparation for the game using the necessary materials. The *discussion* itself is a polylogue of students that must be real-life and relevant to the real world. And already at the stage of *conclusions and/or results* the teacher gives an assessment of students' work, 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, it should not be confined to this particular method of diversification of the educational process, since it does not make it possible to teach technical translation and systematic command of the language.

Sufficient attention should be paid to the further development of the grammar of a foreign language. Secondly, it is extremely important for students of a technical university to master not only foreign language grammar and special vocabulary, but also be able to make generalizations, conclusions and retrieve the necessary information. When working with technical texts, it is difficult enough to do so if students do not have the necessary skills. Such skills are formed through a set of specific exercises designed by the authors of the article. Engineers, for the most part, think with specific categories, and therefore the approach to advanced understanding of the text should be different. On this basis, the tasks designed for our students are aimed at the following:

- ✓ to introduce students to the text in such a way that they understand that it is about the phenomena and processes they know, not something new, and that this will make it easier for them to work on a more in-depth study of the text;
- ✓ to provide students with an opportunity to review illustrations or diagrams in the text and relate them to certain parts of it;
- ✓ to encourage the student to complete the text without using purely linguistic commands.

To sum up, let us note that the application of problem situations, role-playing games and integrative learning in general makes the process of learning a foreign language much easier, more productive and more interesting. In addition, the successful combination of all the above mentioned methods enables students of technical specialties not only to master written translation of professional literature, but also to be ready to put into practice the acquired communicative skills in case they need to communicate with foreign partners.

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