

SOME PRACTICAL ASPECTS OF INTEGRATING AUTHENTIC RESOURCES INTO FOREIGN LANGUAGE TEACHING FOR FUTURE CONSTRUCTION SPECIALISTS

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Анотація

У статті розглянуто практичні аспекти інтеграції автентичних ресурсів у процес навчання англійської мови майбутніх фахівців будівельної галузі. Проаналізовано основні види автентичних матеріалів, які можуть використовуватися у професійно орієнтованому навчанні, зокрема міжнародні технічні стандарти, інструкції виробників будівельних матеріалів, публікації галузевих видань, відеоматеріали міжнародних компаній, а також технічні креслення та BIM-файли. Охарактеризовано ефективні методики роботи з такими ресурсами, наведено приклади практичних завдань, спрямованих на розвиток іношомовної професійної компетентності студентів.

Ключові слова: автентичні ресурси, іношомовна професійна компетентність, професійно орієнтоване навчання, англійська мова для спеціальних цілей, будівельна галузь, технічна документація, CLIL.

Abstract

The article examines practical aspects of integrating authentic resources into the process of teaching English to future construction specialists. The main types of authentic materials used in professionally oriented language learning are analyzed, including international technical standards, manufacturers' instructions for construction materials, publications from professional industry journals, video lectures from international companies, as well as technical drawings and BIM files. Effective teaching methods for working with such resources are characterized, and examples of practical tasks aimed at developing students' foreign language professional competence are presented.

Keywords: authentic resources, foreign language professional competence, professionally oriented learning, English for Specific Purposes, construction industry, technical documentation, CLIL.

Introduction

In the context of globalization and increasing international cooperation in the construction industry, the need for specialists who possess foreign language skills at a professional level is steadily growing. One of the effective ways to develop foreign language professional competence is the integration of authentic resources into the educational process. Authentic materials are created by native speakers for real professional use and reflect current trends in industry development, which makes them particularly valuable for the training of future civil engineers and construction specialists [1].

Research results

Among the most effective types of authentic resources that can be used in the training of future construction specialists are international technical standards, instructions from manufacturers of construction materials and equipment, publications in industry journals, video lectures from international companies, as well as technical drawings and BIM files. In particular, working with international standards allows students to become familiar with current professional terminology and the principles of regulatory control of construction activities in global practice. Manufacturers' instructions contain real examples of technical documentation, which help develop skills for working with professional texts. Industry journals and video materials from international companies help students follow modern trends in the development of the construction industry and technologies.

Such materials allow students to work with different formats of information — textual, graphical, and multimedia — which contributes to the comprehensive development of language skills (table 1).

Type of resource	Example	Educational purpose
International standards	ISO, EN standards	Development of technical reading skills
Manufacturer instructions	Technical descriptions of materials	Acquisition of professional terminology
Industry journals	Articles on new technologies	Development of analytical reading

<i>Video materials</i>	Lectures of international companies	Development of listening skills
<i>BIM models and drawings</i>	Technical documentation	Integration of language and professional competencies

Table 1. Examples of using authentic resources in teaching

The effectiveness of integrating authentic resources largely depends on the methods used in the educational process [2]. The most effective approaches include project-based learning, the case study method, problem-based learning, inquiry-based learning, and the simulation of professional situations. Project-based learning involves completing complex tasks that combine information analysis, preparation of presentations, and teamwork. The case study method allows students to analyze real production situations and make well-grounded decisions. Problem-based learning stimulates critical thinking and encourages students to search for information in English-language sources. Inquiry-based learning involves students' independent research on specific professional topics, which contributes to the development of analytical and communication skills. Simulation of professional situations makes it possible to reproduce the conditions of future professional activity and develop professional communication skills in English.

The practical implementation of these approaches can be achieved through various learning tasks [3]. These include preparing a technical summary of an ISO standard, creating an English-language presentation of a construction material or technology, analyzing videos about modern construction technologies, particularly 3D printing in construction, translating fragments of construction reports, and compiling mini tender documentation in English. Such tasks contribute to the development of skills for working with different types of professional documentation and the improvement of professionally oriented communication.

The use of authentic resources in teaching has several important advantages. First, it increases students' motivation, as they realize the practical value of English for their future professional activities. Second, it promotes the development of foreign language professional competence, including improved terminology literacy and the development of reading, listening, writing, and professional communication skills. Another significant advantage is the preparation of students for real professional situations, particularly working with international technical documentation and participating in international projects.

Conclusions

Thus, the integration of authentic resources into the process of foreign language teaching is an effective tool for developing professionally oriented language competencies of future construction specialists. Their systematic use contributes to improving the quality of students' training and their readiness for professional activity in the international environment.

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