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FOREIGN LANGUAGE TEACHING OF FUTURE ENGINEERS: PROFESSIONALLY-ORIENTED APPROACH

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Abstract. In the article the peculiarities of foreign language teaching at higher technical school are described, the importance of professionally-oriented approach to foreign language teaching is grounded and its essence is analyzed. The ways of implementing professionally-oriented approach in higher technical education are considered.

Key words: foreign language, competence, professionally oriented approach.

ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ БУДУЩИХ ИНЖЕНЕРОВ: ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫЙ ПОДХОД

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Аннотация. Раскрыты основные особенности преподавания иностранного языка в высших технических учебных заведениях, обосновывается важность и анализируется содержание профессионально-ориентированного подхода к обучению иностранному языку, характеризуются пути его реализации в контексте высшего технического образования.

Ключевые слова: иностранный язык, компетенция, профессионально-ориентированный подход.

НАВЧАННЯ ІНОЗЕМНОЇ МОВИ МАЙБУТНІХ ІНЖЕНЕРІВ: ПРОФЕСІЙНО-ОРІЄНТОВАНИЙ ПІДХІД

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Анотація. Розкриті основні особливості викладання іноземної мови у вищих технічних навчальних закладах, обґрунтовується важливість та аналізується зміст професійно-орієнтованого підходу до навчання іноземної мови, характеризуються шляхи його реалізації в контексті вищої технічної освіти.

Ключові слова: іноземна мова, компетенція, професійно-орієнтований підхід.

Introduction

Topicality of the article is predetermined by the necessity of improving quality of the training provided to future specialists and dramatic changes that occur in the process of globalization. Modern society sets new requirements for personal qualities and professional skills of individuals, namely: the level of social adaptation, education and special training, creativity, general cultural level. The growing role of cultural

exchange activities, European integration, the process of imparting the world's values – all these factors contribute to the demand for foreign linguistic proficiency of future specialists. As a result there is the necessity of using effective approaches to teaching a foreign language as a compulsory discipline at higher technical school, implementing innovative educational technologies and methods into the learning process, which contribute to the formation of foreign language skills of professionally oriented

communication on the basis of the acquired system of knowledge.

Recent Papers Review

The problem of finding ways to improve foreign language teaching at higher technical school is not new for researchers. The works published in the 60–80-ies of the 20th century are devoted mainly to teaching grammar [1], lexical aspects of the specialty in a foreign language (I. Berman, Z. Burova, V. Bukhbinder) and reading foreign professionally-oriented literature (A. Veize, T. Dridze, Z. Klychnikova, H. Rohova, S. Folomkina). When the works mentioned above are focused on the preparation of narrow-purpose specialists [2], which are able to work with printed information resources, the extension of international professional contacts (the late 90s of the twentieth century – the beginning of the twenty-first century) shifted the emphasis in teaching foreign language at higher school onto the problem of forming oral communication skills of future engineers in the context of professionally-oriented communication.

Problem Setting

The purpose of the article is to investigate the peculiarities of professionally-oriented approach to foreign language teaching and the ways of its implementation in the context of higher technical education.

Problem Solution

Current trends of modern higher education are characterized by professionalization. Professionalization of foreign language teaching is aimed at preparing specialists who are able to use a foreign language as a tool of professional interaction and awareness; it implies interconnection between the content of foreign language teaching and the needs of practical activities, into which the future specialists can be involved.

Modern professionally-oriented approach to foreign language teaching implies that students obtain the abilities to communicate by means of a foreign language in specific professional, business, scientific spheres and situations regarding the peculiarities of professional thinking under the condition of arranging motivational incentive activities and tentative research activities [2]. Professionally oriented teaching is aimed at personal and professional development. The pri-

ority activity direction is personality-oriented paradigm of teaching, which is based on considering personal qualities and interests of students and facilitates their further development. Organizing personality-oriented foreign language teaching is a process of creating the pedagogical conditions for active expansion of students' communicative competence and the formation of their subjectness in the process of personality oriented developmental interaction in the system «teacher-student» at higher education institutions.

The ways of implementing personality oriented foreign language teaching include [1]: selection of teaching materials adapted to the age and interests of students; using authentic textbooks in foreign language teaching; personification of teaching materials; managing the process of communication through role-playing; creating a positive emotional atmosphere in the classroom; taking into account students' right to choose their own ways to fulfil educational tasks; encouraging positive accomplishments in foreign language learning; teaching research methods; comparing the realities of native and foreign languages.

It should be noted that teaching professionally oriented foreign language communication at higher technical school is carried out under activity-based approach that involves developing intellectual and creative activities of the students based on using internal potential, uncovering needs, aptitudes and abilities [3].

Enhancing student learning in the process of foreign language teaching can be achieved by special arrangement of teaching material, the development of specific teaching forms and methods as well as through mobilizing potential and creative abilities of students and using them effectively.

Active teaching methods can be used to eliminate inconsistencies between higher social demands and the existing methods and techniques of teaching foreign languages. One of such methods is professionally-oriented role-playing [4].

The more students communicate and speak a foreign language, the better a practical lesson is organized since the main goal of foreign language learning is the ability to communicate by means of this language. At the initial stage of

learning a foreign language the preference is given to monologic speaking with a gradual transition to debates, discussions and disputes in senior years. The latter methods are the most important ones when it concerns teaching professionally-oriented oral speech to students of non-philological specialties.

Problem-based learning is an effective method of rational organizing student learning activities and optimizing foreign language teaching directed to the formation of professionally-oriented spoken communicative competence.

The problem-solving method is based on the system of issues (problems, tasks), to which students do not have ready answers. The essence of student learning through problem solving lies in creating situations that require seeking solutions (problematic situations). Students will make strong connections between concepts when they learn facts and skills by actively working with information rather than by passively receiving information.

Considering communicative competence as the goal and the result of teaching, it should be noted that its acquisition is possible only under condition of forming linguistic competence that is a specific aspect of foreign language learning.

Mastering professional terminology as an integral component of functional competence is the key to successful professionally oriented learning of a foreign language at higher technical school. Engineering vocabulary can be efficiently presented and practised in such usual ways as trying to make true sentences about your partner using one or more words from the list, miming, guessing game, list dictation game and the definitions game.

Conclusion

Recently there has been an increasing tendency to teaching professionally oriented aspect of foreign language communication, which is an important component of the educational activities

at higher technical school. Implementing professionally-oriented approach stimulates the students' motivation to learn and to improve their learning activities aimed at acquiring foreign language skills of professionally-oriented communication; it ensures the required and sufficient level of foreign linguistic proficiency of future engineers in situations of professionally oriented communication; it has positive effect on the quality of students' knowledge and skills; it regulates mental activity of students, facilitates their intellectual development and encourages independent and creative activities, fosters using more sophisticated methods of solving practical problems.

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