FORMING THE ENGLISH-LANGUAGE COMPETENCE OF FUTURE ENGINEERS BY MEANS OF INTERACTIVE TECHNOLOGY

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The problem of finding new forms and methods of organizing the learning process is not new. So, back in the 1980s the term interactive pedagogy (G. Fritz, Germany) appeared, and means such an organization of the educational process in which participants become partners and interact with each other. Hence, the notion of “interactive method” as a way, a way to achieve the goal of learning with direct active participation of the one who is learning, became widespread. According to A. Pometun, interactive technologies can be considered as those that are implemented through the active interaction of teachers and students in the learning and educational process and provide an opportunity to organize corporate activities, gain new knowledge, starting from the interaction of two or three people and broader cooperation [3].

The effectiveness of English language learning for future engineers, according to our belief, depends on the constructively chosen theoretical approaches to the development of English language learning methodology and its implementation in pedagogical practice. On the other hand, the analysis of psycho-pedagogical literature indicates that the professional training of students of higher technical educational institutions should take into account the links of engineering activity with the environment, society, human, i.e. the engineer’s activity should be humanistic.

Therefore, among the conceptual approaches to the successful implementation of English language learning in higher technical schools we have identified: systemic, personality-oriented, communicative, humanistic, activity-based and competence-based approaches, which give an opportunity to influence effectively the sphere of social communicative relations and self-realisation of the subject.
The essence of innovative methods application in the learning process consists in such an organization of learning, in which students are active subjects of cognitive activity, and the teacher in this process acts as an organizer, consultant, one of the information sources.

The brainstorming method is productive in learning English. We have defined the general rules of brainstorming: any idea, regardless of its reality, should be listened to; any of the participants can propose one or more ideas at the same time, so as not to block their imagination; group members should refrain from criticizing the speaker with an idea; after the ideas have been uttered by all group members, a consistent discussion and elaboration of a common solution takes place; those who disagree with the overall final solution are entitled to speak with a special opinion at the stage of the topic defense [2].

In the process of learning English by means of “brainstorming” the conditions of solving such tasks are provided: to master the material creatively; to unite theoretical knowledge with practice; to intensify cognitive-motivational activity.

In the course of the study, we found that English language learning is effective and efficient if it is built on dialogical principles, gives a constant impetus to the mutual development of teachers and students who are equal partners, and at the same time is a means of scientific and cognitive creativity.

Conclusions. The application of distance technologies in the process of English-language competence formation requires compliance with the topic, purpose and content of the educational material, precise formulation of tasks, specific instructions for its implementation, skillful use of online platforms and the ability to find the necessary information on the subject, the purpose and content of the educational material, as well as the ability to use online platforms for the development of English-language competencies, as well as the ability to use online platforms for the development of English-language competencies.

References:


