

SECTION: PEDAGOGY, PHILOLOGY AND LINGUISTICS

ENHANCING LANGUAGE PROFICIENCY OF FUTURE ENGINEERS: INCORPORATION OF GROUP WORK IN ENGLISH CLASSES

Feshchuk Alla
teacher

Halatsyn Kateryna
Candidate of Pedagogical Sciences, Associate Professor
Department of English for Engineering № 2
National Technical University of Ukraine
“Igor Sikorsky Kyiv Polytechnic Institute”, Ukraine

In today's globalized world, proficiency in English is a fundamental skill for future engineers. As the engineering industry becomes increasingly international, engineers need to communicate effectively in English to collaborate with colleagues, understand technical documents, and engage with clients and stakeholders worldwide. Traditional language instruction methods often focus on individual learning, but incorporating group work into English classes for future engineers can provide numerous benefits.

Group work offers a dynamic and interactive approach to language learning that goes beyond traditional classroom instruction. In the context of English classes for future engineers, group work provides opportunities for students to practice speaking, listening, reading, and writing skills in authentic communicative situations. By engaging in collaborative activities, students can develop their language proficiency while also grinding essential teamwork and communication skills that are invaluable in their future engineering careers.

Furthermore, group work promotes active learning and fosters a supportive learning environment where students can learn from each other's strengths and experiences. Peer interaction encourages participation, motivation, and confidence, allowing students to take ownership of their learning process [1]. Additionally, working in groups enables students to gain exposure to diverse perspectives and cultural backgrounds, enhancing their intercultural competence – a crucial asset for engineers working in multicultural teams and global environments.

Advantages of incorporating group work in English classes for future engineers:

1. Improved language fluency: engaging in group discussions, debates, and role-plays allows students to practice English in real-life situations, leading to increased fluency and proficiency.
2. Enhanced communication skills: collaborating with peers in group projects cultivates effective communication skills, including active listening, negotiation, and persuasion, essential for successful engineering teamwork and client interactions.

3. Encouragement of critical thinking: group activities that require problem-solving, analysis, and decision-making promote critical thinking skills, which are vital for engineers to tackle complex challenges in their professional practice.

4. Promotion of collaborative learning: group work encourages students to collaborate, share ideas, and provide constructive feedback, fostering a collaborative learning environment that mirrors real-world engineering projects.

5. Development of interpersonal skills: working in groups helps students develop interpersonal skills such as empathy, leadership, and conflict resolution, preparing them for the collaborative nature of engineering work environments.

Practical strategies for implementing group work in English classes for future engineers:

1) Structured group discussions: organize structured discussions on engineering-related topics, such as technological advancements, sustainability, or ethical dilemmas, where students can exchange ideas, express opinions, and engage in debates.

2) Collaborative projects: assign group projects that require students to research, plan, and present on engineering topics in English. Projects could include designing solutions to real-world problems, conducting case studies, or creating multimedia presentations.

3) Peer review activities: incorporate peer review activities where students provide feedback on each other's written assignments, presentations, or language usage, promoting reflection and improvement.

4) Role-playing scenarios: create role-playing scenarios based on common engineering situations, such as client meetings, project negotiations, or team discussions, allowing students to practice professional communication skills in English.

5) Problem-based learning: integrate problem-based learning activities that challenge students to work collaboratively to solve engineering problems, applying language skills to real-world contexts.

Considerations for effective integration of group work:

- Group composition: consider factors such as language proficiency levels, cultural backgrounds, and academic strengths when forming groups to ensure diversity and balance.

- Clear objectives and expectations: clearly communicate the learning objectives, expectations, and assessment criteria for group work activities to provide students with guidance and accountability.

- Facilitation and monitoring: facilitate group work activities by providing guidance, monitoring progress, and offering support as needed. Encourage active participation and ensure that all group members have opportunities to contribute.

- Reflection and feedback: incorporate opportunities for reflection and feedback after group work activities to encourage metacognition and continuous improvement. Encourage students to reflect on their learning experiences and provide feedback on the group dynamics and communication effectiveness.

- Assessment and evaluation: develop assessment methods that evaluate both individual contributions and group collaboration skills. Consider incorporating self-

assessment, peer evaluation, and instructor feedback to provide a comprehensive assessment of student learning.

Incorporating group work into English classes for future engineers offers a multifaceted approach to language learning that promotes collaboration, communication, critical thinking, and interpersonal skills. By engaging in group activities, students improve their language proficiency as well as develop essential competencies that are vital for success in their engineering careers. Effective integration of group work requires careful planning, clear objectives, facilitation, and assessment strategies that support meaningful learning experiences. As teachers strive to prepare future engineers for the demands of the globalized world, the incorporation of group work in English classes emerges as a valuable pedagogical approach that equips students with the linguistic and interpersonal skills necessary for success in their professional endeavour.

References

1. Brame C.J., Biel R. Setting up and facilitating group work: Using cooperative learning groups effectively // Vanderbilt University Center for Teaching. 2015. URL: <http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/>.

ЗАСОБИ ЕСТЕТИЧНОГО ВИХОВАННЯ ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ

Барсуковська Галина Петрівна

старший викладач

Кафедра дошкільної педагогіки і психології

barsukovskagalina@gmail.com

Белоус Анна Юріївна

здобувач освіти

anna.belous.19875@gmail.com

Шевель Алла Миколаївна

здобувач освіти

sevelalla210@gmail.com

Глухівський національний педагогічний університет
імені Олександра Довженка, Україна

Вступ. Питання естетичного виховання та розвитку естетичної культури підростаючого покоління є актуальною проблемою сьогодення. Особистісна орієнтація сучасної освіти передбачає залучення молоді до естетичного досвіду і творчої діяльності людства, що є основою естетичного розвитку особистості. Сприйняття і розуміння краси починається з дитинства. «Все прекрасне, що є в навколишньому світі і що створила людина для інших, повинно торкатися серця дитини, збагачувати її розум», – говорив В. Сухомлинський.