

РАЗДЕЛ VI. ПЕРЕВОД И ПЕРЕВОДОВЕДЕНИЕ

УДК 81-25; 81-26

ББК 81.432.4–55

DOI 10.52172/2587-6945_2022_21_3_80

S. V. Kharitonova¹

Nosov Magnitogorsk State Technical University, Magnitogorsk

ORCID 0000-0002-4603-9387

s.haritonova@magtu.ru

ON THE ISSUE OF TECHNOLOGIES FOR TEACHING A PROFESSIONALLY ORIENTED FOREIGN LANGUAGE AT A TECHNICAL UNIVERSITY

Abstract

The expansion of international cooperation in the economic, industrial and cultural spheres has created an urgent need for modern society in highly qualified specialists who are able to conduct business communication in foreign languages. In this regard, a foreign language for professional purposes has become an indispensable element in the training of future engineers. The system of foreign language teaching at the university is being intensively developed in terms of introducing modern methods and technologies that ensure the development of a full-fledged, independent and comprehensively developed student personality, capable of raising its educational level throughout life. The purpose of the article is to consider the technological approach to teaching foreign language for professional purposes. To improve the process of teaching a foreign language at a technical university, interactive technologies are used, an example of which is the project method. The general characteristic of using the project method in foreign language classes is presented. The productivity of the application of the project method is shown.

Keywords: higher education, professionally-oriented training, interactive technologies, project method, foreign language

Introduction

¹ S. V. Kharitonova – PhD in Pedagogic, Associate Professor? Department of Linguistics and Literary, Nosov Magnitogorsk State Technical University (Magnitogorsk, Russia).

A foreign language is one of the components in the training of highly qualified competitive specialists. In the process of studying it at the university, the task is not only to master communication skills in a foreign language, but also to obtain and accumulate knowledge in the chosen specialty, as well as to create conditions for their further independent development. E. E. Sukhova notes that in addition to the development of communicative and professional competence, new educational standards also require the formation of a number of general cultural and professional competencies in the process of teaching a professionally oriented foreign language [4, 170].

It seems necessary to focus on the main problems that stand in the way of successful mastery of a foreign language by students of technical fields and outline potential ways to avoid them. Firstly, it is necessary to take into account the limited number of hours allotted for the study of the disciplines "Foreign language" and "Foreign language in professional activity", as well as the different degree of proficiency of students in a foreign language.

To create a more favorable environment for students and teachers, it is necessary to turn to interactive teaching methods, which are based on the motivation of students' activity. They contribute to the education of interest in professional activity using a foreign language.

The main part

Interactive technologies are aimed at activating the cognitive activity of the maximum number of students who, during the learning process, realize and discuss their own ideas and thoughts and suggestions of their classmates. The collective work of students in the course of studying various sources of information on a given topic, preparing presentations and reports, assumes that each participant contributes to achieving the final result. In addition, joint activities take place in a friendly atmosphere of mutual assistance aimed not only at mastering new material, but also at developing cognitive activity and the spirit of partnership.

Active learning technologies include: problem-based learning technologies, project technologies, modular technologies, technologies of heuristic questions, brainstorming, role-playing, business games, round tables, classes, competitions, discussion and much more. The issues of educational technologies in teaching a professionally oriented language at a technical university are actively considered in the works of A. I. Dubskikh [3], N. N. Zerkina [2], L. P. Kostilova [5], S. V. Kharitonova [11; 12] etc. Since the main intention of mastering a foreign language is aimed at the ability to use it as a means

of communication, when studying the discipline "Foreign language in professional activity" it is advisable to resort to the use of interactive technologies, in particular the project method.

The article used a set of theoretical and empirical research methods: theoretical analysis of the literature on the topic, observation of the results of students' work on the implementation of projects.

Methods of active and interactive learning in the process of teaching a professionally oriented foreign language have a long history and remain one of the most effective, both in technical universities and in working with students of other professional fields. Among them, the project method differs in that it offers a presentation in a foreign language of a thematic professional problem, a task and implies the search for a specific solution in the process of learning a foreign language. This method develops professional communication skills, as well as independence, search, research activities [7], contributes to increasing the level of general competence of future engineers, as it provides an additional opportunity to update professional knowledge, skills and abilities. Moreover, the application of the project method contributes to the formation of the necessary competencies: intercultural [5], communicative and a number of professional. In the process of implementing the method, it implies the development of a creative approach to solving the problem by the student and the skill of independent work with electronic resources and in educational environments.

There are different classifications of projects. The choice of a certain type of project depends on the goals and objectives of the training. In the methodological literature, the stages of work on projects are distinguished, which, summarizing, can be reduced to the following: 1) formulation of the project topic; 2) collection of information; 3) systematization of the results obtained; 4) creation of a project for the purpose of its practical application; 5) presentation of the project [8]. The implementation of the project can be individual, paired or collective. Each project should end with a specific result in the form of a slide presentation, an abstract, a virtual tour, a booklet, etc.

When organizing classes using the project method, special attention should be paid to the choice of language material and the creation of comfortable productive learning conditions in which students could feel their success, intellectual self-sufficiency [1].

When planning a project on a professionally oriented foreign language, it is also necessary to take into account a number of circumstances:

- the subject of projects should overlap with the specialization chosen by students;

- students should be able to navigate the information about the achievements of world science and technology, the stages of scientific and technological progress, outstanding personalities who have made scientific

discoveries, as well as the peculiarities of speech behavior and business etiquette;

- the project topics offered to students should be integrative in nature and be aimed at studying problems from related fields of knowledge;

- all students should have assignments and tasks for the project.

Working on the project is combined with the creation of a solid language base. When working on a project, a foreign language acts as a means by which students receive the information they need. Each project is dedicated to a selected topic, which takes a certain amount of time to develop, and is carried out at the final stage of work on it. However, the preparation for the project is carried out during the previous classes. Projects implemented in the classroom are both long-term and short-term, occupying one classroom lesson.

Work on a project on any topic is carried out in several stages: the preparatory stage, the planning stage, the research stage, the report-presentation of research results, the stage of evaluating the results of the project.

Defending the project work, students should express their point of view on a certain problem and argue it, as well as answer questions. Students who listen to the speaker's speech should note the main advantages and disadvantages of the presented work, offer their solution to the problem [9].

Conclusion

Nowdays an important criterion for the professionalism of a specialist in any field of work is readiness for business communication in a foreign language, since the successful outcome of business contacts with foreign partners depends on its formation.

The effectiveness of teaching a professionally oriented foreign language depends on the methods used. Interactive technologies are one of the most popular today.

Interactive learning aimed at finding a joint response helps to develop adaptability, communication, cognitive abilities, the ability to listen and respond at the right moment, which is nothing more than a culture of communication. By presenting a group project to classmates, or by sharing their ideas in a group, students learn self-presentation. The content of the work will determine the level of its complexity, respectively, and the level of language training.

The use of interactive methods has a positive effect on motivation, the psychological climate in the audience, the formation of interpersonal relationships and social roles. An interactive approach to teaching helps to find a suitable educational strategy that can be used in professionally oriented foreign language classes.

When studying a professionally-oriented foreign language, the project method allows you to create a creative atmosphere both

in the classroom and outside it, since the project involves creative cognitive activity. And this activity is focused on the formation of a complex of knowledge and skills, develops independence, the ability to think logically, search for the necessary data and work with them, and also develops the ability to plan, competently express their thoughts and ideas, and so on. The project method helps to switch attention from performing exercises to the cognitive activity of students, which requires proficiency in certain language means for their registration.

REFERENCES

1. Voevoda E. V. Problems and factors of effective professional language training of students of non-linguistic specialties during their adaptation at the university // *Human capital*. 2017. № 9 (105). Pp. 39–42. (In Russ.).
2. Butova A. V., Dubskikh A. I., Kisel O. V., Chigintseva E. G. Electronic educational environment Moodle in English language training // *Arab World English Journal*. 2019. Vol. 10. (1). Pp. 47–55. (In Eng.).
3. Dubskikh A. I., Zerkina N. N. The role of a teacher in the process teaching a professionally oriented foreign language at a technical university // *Modern trends in the development of the education system*. Cheboksary: Publishing House "Wednesday", 2018. Pp.108–110. (In Russ.).
4. Dubskikh A. I., Kisel O. V., Bosik G. A. Development of foreign-language professional and communicative competence of students through a differentiated approach // *Modern problems of science and education*. 2019. № 4. Pp. 85. (In Russ.).
5. Ilyushina A. V. Modeling of the process of formation of intercultural competence of students in teaching a foreign language // *Psychological and pedagogical search*. 2018. №1(45). Pp. 169–175. (In Russ.).
6. Kostikova L. P. Formation of competencies of research activities of undergraduates in a foreign language // *Psychological and pedagogical search*. 2018. №1(45). Pp. 72–79. (In Russ.).
7. Polat E. S. *Modern pedagogical and information technologies in the education system: studies. manual for students. higher. studies. institutions*. 3rd ed., ster. Moscow: Publishing center "Academy", 2010. 368 p. (In Russ.).
8. Sukhova E. E. The main periods of the history of teaching a professionally oriented foreign language // *Problems of teaching a professionally oriented foreign language at a university: materials of the International scientific and practical conference dedicated to the 100th anniversary of the Ryazan State University named after*

S. A. Yesenin (Ryazan, March 23-24, 2015). Ryazan: Publishing House "Concept", 2015. Pp. 96-99. (In Russ.).

9. Temple Ch. The development of critical thinking through reading and writing in the higher education system: strategies for use in any subject areas. New York: Open Society Institute, 2002. Pp. 46. (In Eng.).

10. Kharitonova S. V. Culturological aspect in the interaction of language and culture // Actual problems of theoretical and applied research: language, culture, mentality: materials of the international scientific and practical conference. Magnitogorsk: Publishing House Nosov Magnitogorsk State Technical University. University. 2014. Pp. 256–259.

11. Kharitonova S. V Digitalization in education // Actual problems of modern science, technology and education: abstracts of the 79th International Scientific and Technical Conference. Magnitogorsk: Publishing house Magnitogorsk. State Technical University. G. I. Nosov University, 2021. Vol. 2. Pp. 348. (In Russ.).

12. Kharitonova S. V. Technologies of teaching a professionally oriented foreign language at a technical university // Actual problems of language training at a technical university: traditions and innovations. Proceedings of the All-Russian Correspondence Scientific and Practical Conference with international participation. Under the general editorship of L. A. Baranovskaya. 2020. Pp. 87–91. (In Russ.).

Литература

1. Воевода Е. В. Проблемы и факторы эффективной профессиональной языковой подготовки студентов нелингвистических специальностей в период их адаптации в вузе // Человеческий капитал. 2017. № 9 (105). С. 39–42.

2. Butova A. V., Dubskikh A. I., Kisel O. V., Chigintseva E. G. Electronic educational environment Moodle in English language training // Arab World English Journal. 2019. Vol. 10. (1). Pp. 47–55.

3. Дубских А. И., Зеркина Н. Н. Роль преподавателя в процессе обучения профессионально ориентированному иностранному языку в техническом вузе // Современные тенденции развития системы образования. Сборник статей. Чебоксары: Чувашский республиканский институт образования, 2018. С. 108–110.

4. Дубских А. И., Кисель О. В., Босик Г. А. Развитие иноязычной профессионально-коммуникативной компетенции студентов посредством дифференцированного подхода // Современные проблемы науки и образования. 2019. № 4. С. 85.

5. Илюшина А. В. Моделирование процесса формирования межкультурной компетенции студентов в обучении

иностранному языку // Психолого-педагогический поиск. 2018. № 1 (45). С. 169–175.

6. Костикова Л. П. Формирование компетенций научно-исследовательской деятельности магистрантов на иностранном языке // Психолого-педагогический поиск. 2018. № 1 (45). С. 72–79.

7. Полат Е. С., Бухаркина М. Ю. Современные педагогические и информационные технологии в системе образования: учебное пособие для студентов. 3-е изд. Москва: Академия, 2010. 368 с.

8. Сухова Е.Е. Основные периоды истории преподавания профессионально-ориентированного иностранного языка // Проблемы преподавания профессионально-ориентированного иностранного языка в вузе: материалы Международной научно-практической конференции, посвященной 100-летию Рязан. гос. ун-та имени С.А. Есенина. Рязань: Общество с ограниченной ответственностью "Издательство «Концепция», 2015.С. 96–99.

9. Temple Ch. The development of critical thinking through reading and writing in the higher education system: strategies for use in any subject areas. New York: Open Society Institute, 2002. Pp. 46

10. Харитоновна, С. В. Культурологический аспект во взаимодействии языка и культуры // Актуальные проблемы теоретических и прикладных исследований: язык, культура, ментальность: Материалы международной научно-практической конференции, Магнитогорск, 15 марта 2014 года. Магнитогорск: Магнитогорск. гос. техн. ун-т им. Г.И. Носова, 2014. С. 256–259

11. Харитоновна, С. В. Цифровизация в образовании: иностранные языки // Актуальные проблемы современной науки, техники и образования: Тез. докл. 79-й международной научно-технической конференции. Т. 2. Магнитогорск: Магнитогорск. гос. техн. ун-т им. Г. И. Носова, 2021. С. 348.

12. Харитоновна, С. В. Технологии обучения профессионально-ориентированному иностранному языку в техническом вузе // Актуальные проблемы языковой подготовки в техническом вузе: традиции и инновации. Сборник трудов Всероссийской заочной научно-практической конференции с международным участием. П/р Л. А. Барановской. Красноярск: ФГБОУ ВО «Сибирский государственный университет науки и технологий имени академика М. Ф. Решетнева», 2020. 2020. С. 87-91.

**К ВОПРОСУ О ТЕХНОЛОГИЯХ ПРЕПОДАВАНИЯ
ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОГО ИНОСТРАННОГО
ЯЗЫКА В ТЕХНИЧЕСКОМ ВУЗЕ**

С. В. Харитонова

*кандидат педагогических наук, доцент кафедры языкознания
и литературоведения, Магнитогорский государственный технический
университет им. Г. И. Носова,*

455000, Россия, г. Магнитогорск, пр. Ленина, д. 38

Обусловленная социальным заказом общества разработка способов обучения профессионально-ориентированным иностранным языкам является одной из самых актуальных аспектов преподавания иностранных языков. Иностранный язык является неотъемлемым компонентом профессиональной подготовки современного специалиста технического профиля. Система иноязычного образования в ВУЗе получает интенсивное развитие в плане внедрения современных методов и технологий, обеспечивающих развитие полноценной, самостоятельной и всесторонне развитой личности студента, способной повышать свой образовательный уровень в течение всей жизни. Цель статьи – рассмотреть технологический подход к преподаванию профессионально-ориентированного иностранного языка. Для совершенствования процесса преподавания иностранного языка в техническом вузе используются интерактивные технологии, примером которых служит метод проектов. Представлена общая характеристика использования метода проектов на занятиях иностранного языка. Показана продуктивность применения метода проектов.

Ключевые слова: высшее образование, профессионально-ориентированное обучение, интерактивные технологии, метод проекта, иностранный язык

Для цитирования: Kharitonova S. V. On the Issue of Technologies for Teaching A Professionally Oriented Foreign Language at a Technical University // Libri Magistri. 2022. № 3 (21). С. 80–87.

Поступила в редакцию 10.07.2022