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INTEGRATED APPROACH TO ENGLISH TEACHING FOR STUDENTS OF TECHNICAL SPECIALTIES

Abstract. The paper presents the results of implementation of the integrated approach to ESP teaching for the students of the Heat and Power Engineering Faculty. The study gives a list of personal qualities that make a person successful in foreign language learning. It also provides the hypothesis that a teacher plays significant role in functioning of the whole system of education.

Key words: interactive teaching methods, components of teaching, subject of education.

Introduction. A modern language teacher faces a large number of professional challenges that stimulate the search for new effective methods and technologies for organizing the learning process to increase motivation and improve the process of mastering a foreign language.

The main requirement for English teaching for students of technical specialties in modern conditions is the formation of intercultural, professional oriented communicative competence, which will allow applicants of higher education to integrate into the international professional and scientific environment. For this reason, a modern higher school needs English teachers, who not only have the appropriate level of knowledge (not lower than C1), but are also able to successfully combine different technologies and methods of teaching.

Methods. The integrated approach is implemented into regular teaching process within the course "English Language for Professional Purposes". The subjects are students from the Heat and Power Engineering Faculty. The subjects of the faculty have different level of language knowledge, participate in the different activities with different learning content. The integrated approach involves modeling the learning process in such a way that all activity in the foreign language classes are based on the design, adaptive, organizational, motivational, communicative, controlling and cognitive skills of the teacher (Passov, 2001, p.14).

Results. Taking into account the number of hours to study a particular topic, different levels of English proficiency and the specifics of the future profession of students, the integrated approach consists of the following components:

- 1) the actual learning process (the teacher's skills to teach students);
- 2) independent work of students (the student studies independently, and the teacher controls);
- 3) creative work of students as part of independent (cooperation of the teacher with students during the preparation for contests, projects, presentations, etc.).

In addition, effective co-operation and communication between the teacher and students in English classes are the basic components of the integrated approach, the main purpose of which is to combine all traditional and advanced teaching methods. Such a combination should be clearly balanced presenting the new material by a teacher and performing any kind of tasks by students. It is clear that such an approach

can only be provided by a highly skilled teacher who draws attention to all the subtleties of the methodology.

Modern pedagogical investigations emphasize that the interactive methods allow a foreign language teacher to integrate innovative information technologies into the learning process to ensure the interaction of students with the educational environment. Among the main interactive teaching methods used by foreign language teachers the following ones should be noted: business and role games, discussions and roundtables, brainstorming and others. The use of interactive methods helps effectively solve practical and developmental problems, contributes to the formation of positive motivation for professional foreign language communication.

Regardless of which learning method is chosen, the main role is played by the subject of the functioning of the whole system of education – a teacher whose role in this case is considerably more complicated, since he acts as:

- teacher (serves as a source of academic information);
- methodologist (knows methods for teaching materials);
- teaching manager (organizes the learning process);
- consultant (demonstrates new mechanisms for obtaining knowledge, acts as an intermediary between the training material and the student, responds to current student issues);
- facilitator and inspirer (creates favorable conditions for learning and stimulates creativity of students, encouraging them to study independently).

A person who seriously learns a language is interested, what personality traits qualities and key factors help to achieve high results in the language learning. Swedish researchers have developed a questionnaire to reproduce the model of a polyglot student, or in other words, a set of necessary qualities inherent in people who speak several languages and for whom the study of foreign languages is a matter of life. In English, this question sounds laconic – what makes the good language learner? Participants were asked to rate their own qualities and skills on a 5-point scale, where A was 5 points (the highest level), and F meant a lack of certain quality (failed).

Only one fourth of the respondents put themselves the highest score for their excellent memory: 51% believed that they had excellent ability to simulate the sounds of the foreign language; 31% put themselves the excellent grade for the ability to simulate intonation of the foreign language. To the question – what is most necessary for successful study of the foreign language – 91% of the respondents answered – motivation. To the question – what is more important for a successful study of the foreign language – formal learning (organized in an educational institution) or continuous engagement in language? – 66% of the respondents gave the highest marks to formal education, and 95% recognized the key factor in constant involvement in the foreign language (reading texts, watching movies, attending lectures, communicating with native speakers, traveling, etc.).

Kato Lomb (2013), a well-known Hungarian translator, writer and one of the first synchronic interpreters in the world, gives a list of personal qualities that make a person successful in foreign language learning. Consider and comment on this list:

- curiosity to languages and to life (this is the basic point on which the whole process of learning is built);
- playfulness (K. Lomb wrote that she always seemed to be playing with languages and this helped make the process of learning more attractive, exciting, joyful and fun);
- optimism (this feature is necessary for the successful execution of any creative activity, and the study of languages is creativity);
- living temperament and the desire to discuss various topics (if we are interested in life as such, we are not indifferent to many of its spheres – it means that we always have what to say and what to ask, we are ready for dialogue or discussion and for the monologue which will help us share what we know with others);
- the ability to find and feel the pleasure of the language learning process itself (along with self-discipline skills, this ability adds joy, a sense of success and continuous progress, enlivens and fills up hard work with energy and positive);
- courage to apply the acquired knowledge in live communication (not to be afraid to make mistakes and to realize that through the correction of mistakes language and speech competence is acquired, all skills and abilities are improved);
- observation (connected with curiosity, which is necessary in the process of any acquaintance and study, and the study of foreign language is acquaintance, research and assimilation);
- absence of vanity and superiority (this quality provides the desire and ability to speak, read, learn, ask, seek answers, the more we learn, the deeper we understand, as much we do not know);
- flexibility (the ability to feel the language, be open, accept and apply different ways of expressing and reflecting the reality that exist in different languages);
- tolerance to uncertainty (the process of studying a foreign language is complex and success always comes as a result of difficult and lengthy work).

We will simply list the following features, because they detail the above stated and do not require detailed comments:

- love for reading;
- openness to other cultures;
- openness to people;
- satisfaction from solving complex tasks.

Conclusion. For the effective implementation of the integrated approach to ESP teaching for the students of technical specialties, the teacher must constantly improve both linguistic and methodological skills, combining innovative and traditional learning technologies, experimenting with creative tasks for students, studying and analyzing recent research in the field of methodology, pedagogy and linguistics. On the other hand, the determining factors for success in mastering foreign languages are, first of all, high motivation of the student, the ability to organize systematic independent work on linguistic material, using all available opportunities and sources, persistence and positive, optimistic approach, as well as awareness of his/her own responsibility for result.

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