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SCENARIO METHOD IN TEACHING ENGLISH TO STUDENTS OF ENGINEERING SPECIALITIES

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The profession of engineer is very demanding – person should have good background, be able to permanent improve their skills, learn and develop in professional sphere, be persistent, smart, have fast reaction and be able to work under the pressure. Problem-solving and forecasting ability are of great importance and value for engineering professions.

Talking about education an engineer should get we must mention the increasing demand for English language knowledge – and not only technical English, but also English for everyday communication. English teachers in university should focus on teaching students not only English language rules and words and so on, but they are to be aware that they should give students the ability to feel free in using this foreign language in their life even if students do not know hundreds of words and all the rules.

Modern interactive methods of teaching and learning English help to develop good language skills that include fluent communication, fast reacting to others’ remarks and so on [3]. Students being taught through these methods are more confident and so in future they will be able to manage with some instant-emerging situations that engineers often have to deal with. As the proverb goes “Tell me and I'll forget; show me and I may remember; involve me and I'll understand” it is really important to involve students, not allowing them to be passive observers of the educational process but to make them work and think.

One of the best methods for teaching some grammar and lexical topics is “scenario method”. It is gaining more and more popularity among different

disciplines – from medical training, sales training to engineering training. The idea it is based on is in forming different versions of development of a situation [1].

The underlying concept is that students in order to acquire and practice skills and improve knowledge be placed in a scenario where they make decisions that affect or alter subsequent events that then lead to new events, just like in real life. In our life, its private and professional parts we make choices every day and although some of them are good, some are bad and some really irrelevant, it is important to gain the experience, to form the base and background for avoiding bad choices in future or at least be ready to deal with the consequences [2, p.12].

For example, students are learning the theme “Electric circuit”. And there is a situation, millstone, given like “There is a house with laptop computer, washing machine, micro oven, vacuum cleaner, TV-set and lights turned on. The owner wants to turn on eclectic teapot”. Teacher asks students to give some possible variants of the situations. There can be special tasks, for example, to use conditional types or special words like ‘melting, fuse, system fault’ etc. The students can be divided into several groups each of which gets personal task like “The owner needs help” – and they develop the situation with the owner calling to electrician. The other group imagines and describes alternative variant when the owner dealt with short circuit himself.

For the topic with great scientists’ biography discussion students can model such situations as “Meeting with scientist”, “If I worked with this scientist”, “Inventions the scientist could have made” etc.

The most popular are scenarios of the job application process. This topic is prolific and very rich for versions-making, for example, English teacher gives the students some vacancy ads. The students are to make scenarios of conversation with friend about some vacancy and job requirements, advantages and disadvantages of the position advertised; job interview with some company representative, step-by-step applying for a job etc.

As we can see, the scenario method includes some elements of case method, dramatizing, role play, brainstorm, line-ups, think-pair-share, debate etc. They all are aimed to more productive studying and gaining improved skills and knowledge in special subject or field. They give students the ‘push’ in speaking, thinking, enquiring and problem-solving activities.

This method is used for stimulating the students to think and plan, foresee and solve problems both in everyday life and professional sphere. The most recommended topics are “technical professions”, “development of science and technology in Ukraine and world”, “job seeking”, but almost any topic can be taught with introducing the scenario method. It has lots of advantages and it is really very profitable and useful for future job.

The in-class work with applying this method is carried out in six stages:

1st stage: Introduction the subject to students, explaining the topic. Explaining the principle scenario method is based on.

2nd stage: planning the project for a scenario, analysis of the limits and factors influencing the potential situations.

3rd stage: Encouraging students to produce several versions in general.

4th stage: Description of each alternative scenarios of the future.

5th stage: Interpretation of created scenarios, assessment of general trends in the development of the versions. Writing down all the ideas and producing clear alternatives.

6th stage: Encouraging students to talk over the most appropriate and relevant scenarios, focusing students on the details that make these variants the best for highlighting the steps that have led to such results.

The functions of teacher during introducing of this method on lessons are as follows: to explain students what is this method used for and why it is very productive, useful and helpful in learning English; to focus them that it is necessary to be fast and logic in their scenarios, give them some algorithms but inspire to think out of the box etc.

Students learn not only to use their language skills, but also social skills. Using scenario method involves analyzing of the situation, develops problem-solving, forecasting the future, the skills of searching, processing, combining and using of information, modeling of future with regard to particular circumstances and conditions etc. Both students and teachers benefit from this method, and it should be used more widely in teaching Ukrainian students.

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