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EFFICIENCY OF INTERACTIVE METHODS OF TEACHING A PROFESSIONALLY-ORIENTED ENGLISH LANGUAGE FOR STUDENTS OF A TECHNICAL UNIVERSITY

Abstract: The experience of using interactive methods in the process of teaching professionally-oriented English to students of non-linguistic specialties in universities is considered. Methods such as case study, project activities and a round table are considered; their effectiveness and efficiency are assessed in terms of the implementation of oral English skills in real conditions.
Key words: interactive teaching methods, English, project activities, case studies.
Language: English

Introduction

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The problem of activating and intensifying the cognitive activity of students has always been one of the most urgent in the practice of teaching foreign languages at a university, therefore a search is constantly being made for teaching methods that make it possible to effectively use the joint cognitive activity of a teacher and students. Teaching in modern conditions is not so much a process of transmitting information as organizational help to a student in the implementation of their educational activities. This work involves the use of such methods, forms and teaching aids that would allow the student to achieve not only a high level of proficiency in a professionally oriented language, but also to acquire the skills of independent business and research activities using foreign, in particular English, language. Currently, the most effective teaching methods are those based on activity-based and interactive forms of cognition that allow students to:

• be open to learning and actively engage in relationships and cooperation with classmates;

• analyze their own learning activities;

• realize their creative, search and research potential;

• prepare for future business and professional activities;

• defend their positions, be able to perceive criticism and work on their mistakes with the constant help and support of a teacher [1].

One of the effective and optimal methods for solving the tasks are, in our opinion, interactive methods, which today are associated with the main methodological innovations in the field of foreign-language educational technologies. 1. Interactive methods as effective ways of teaching foreign language communication. The formation of professional foreign language communication skills involves the integration of the use of specialized language material and the observance of professional ethics of oral and written communication. In our opinion, modern teaching methods should:

• create an atmosphere in the lesson, in which students feel confident and free, which is facilitated by correctly selected and informatively rich language material, taking into account the professional interests of students and a sufficiently high level of complexity;

• initiate student activity, ensure the development of critical thinking, stimulate the exchange of value judgments;

• take into account the interests of students, develop their desire to practically use the English

language in real (if possible) and conditional production, business, research and interpersonal communication situations;

• appeal to the personality of the student as a whole, involve his emotions, feelings and sensations in the educational process, relate to his real needs, develop his speech, cognitive, creative abilities;

• motivate students, making them the main characters in the educational process, actively interacting with each other and the teacher;

• create situations in which the student realizes that the study of specialized English is more connected with his personal cognitive, strong-willed and active qualities, and not with the tasks, methods and means proposed by the teacher;

• organize independent work on the language, provide differentiation and individualization of the educational process;

• provide for various forms of classroom work: individual, pair, group, and collective, stimulating the activity of students, their independence and creativity. Based on these principles, we believe that interactive methods perfectly match the goals of teaching professionally-oriented English. Interactive methods are methods aimed at the interaction between participants in the educational process; and interactive learning - learning based on such interaction, while the role of the teacher is to facilitate the activity of students. The purpose of interactive learning is the creation by the teacher of the conditions in which the student himself will discover, acquire and construct knowledge. The essence of interactive learning is "in the special organization of the educational process, when all students are involved in the process of cognition" [2; 3, p. 7]. The interaction of students means that everyone makes their own personal contribution to finding ways to solve the problem, while sharing knowledge, ideas, ways of working in an atmosphere of goodwill and mutual support, which not only allows you to gain new knowledge, but also transfers cognitive activity to higher forms of cooperation and cooperation [4; 5]. In interactive learning, compared with traditional, the interaction between the teacher and students changes: the activity of the first gives way to the activity of the students themselves, and his task is to create the conditions for their initiative. The purpose of the application of interactive methods and techniques in teaching professionally oriented English is to develop the skills of business and professionally integrated interaction of future specialists in the process of intercultural oral and written communication in English. To date, rich experience has been accumulated in the application of interactive methods in foreign language lessons.

The experience of organizing classes in English using the case study method. Consider the technology of implementing the case study method using the example of a problematic professionally oriented situation called "Mining: New Professional Reality".

Before presenting the case directly, it is necessary to create a problematic situation and pose questions in a general way, prompting students to think about the topic and outline the problem. At this stage, the teacher should help students by providing them with the necessary factual and linguistic material, but not giving "accurate" answers to the questions posed. Note that when solving cases, "exact" answers do not exist in principle. The problem is as follows: the organization of work in a virtual team, when its members are in different rooms, buildings, cities and even countries, in the last decade is becoming more relevant, and the word "virtual" is increasingly associated with the word "problem". Problems arise not only because of the need to adapt to different time zones and the pace of tasks, but also because of the psychological discomfort that arises as a result of the inability to directly influence colleagues, immediately resolve a controversial issue and discuss the problem together in direct live communication. Students, as a rule, come to the conclusion that virtual teams are inevitable at present. They have already firmly entered all spheres of human labor, they cannot be ignored, therefore, it is necessary to develop strategies for managing them. At this stage, students are given the task to independently (individually, in pairs, in small groups) formulate in writing the ways to achieve success and describe the possible risks associated with virtual communication. It encourages the search for any necessary materials from any sources, including using Internet resources. If this task is difficult, then the teacher can give tips in the form of links to literature sources on the subject [5; 7]. Students get acquainted with all the collected material, analyze and interpret it, put forward hypotheses and write down their thoughts, ideas, conclusions, followed by their discussion in a group. It is important that this independent work takes place in English. After finishing work on a problematic situation, the teacher introduces students to a specific professionally oriented case. As a rule, a case is read three times. The first time - quickly, in order to get acquainted with the general content of the text and the initial identification of the problem, posing problematic issues; the second time - carefully, emphasizing information important from their point of view, pondering the events and facts of the case, writing down your comments and thoughts; the third time - selectively, trying to find answers to the questions posed in the text itself. Then, homework is given to write an individual, in pairs or group analysis of the case with a statement of the problem and a description of how to solve it, using sources on a given professional topic. Thus, students develop reading, writing, speaking skills in professional English, train their analytical and logical thinking, and also master the methods of self-organization and teamwork. At the stage of acquaintance with the principles of the case study, it is advisable for students to offer a universal analysis

scheme, which, firstly, organizes the entire array of material on the topic in a logically structured form and orientates students to a step-by-step analysis of the problem, and secondly, students can use it to present their ideas in the lesson, and thirdly, in the process of group discussion, it helps not to be distracted from the topic and focus on finding a solution. Undoubtedly, this work causes many difficulties for students. However, the teacher, assuming such difficulties, should correctly correct errors, not criticize for "freedom", but explain the flaws, encourage any written work and give samples of correctly completed tasks.

At the final stage, an oral presentation of the written works in the group and their discussion takes place. In accordance with the scheme, the teacher gives the floor to all students to state their positions on each item, starting with a brief coverage of the essence of the problem and ending with answers to the main questions of the case, encouraging them to discuss. He is a facilitator: he does not interfere in the discussion, interrupting students only in order to clarify obscure places or return their attention to the discussion of the essence of the problem in the event of a departure from the topic. From time to time, it is advisable to take preliminary results, which contributes to a more productive and focused consideration of the problem. Students do not always know how to listen and evaluate the point of view of others, trying to impose their own position, and not discuss, overly emotionally reacting to criticism of the interlocutors. Some students become aggressive in imposing their point of view, others refuse to listen to the arguments of classmates, citing experience of real work and solving such issues in practice. That is why the teacher needs to generalize the stages of work and concentrate students on the joint solution of the problem, avoiding the use of the Russian language. He also corrects during the discussion the unsuccessful variants of English phrases from a functional-stylistic point of view, thereby teaching the discursive use of the English language. Thus, "the assimilation of the experience of creative activity and the creative assimilation of the content of education" occurs [11, p. 6]. The disadvantage of the case study method is the high cost of organizing and conducting it, as well as the subjectivity of student assessments by the teacher and the fundamental impossibility of developing objective, unambiguous and clear criteria for evaluating the results of case studies.

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