



 Research Article

## THEORETICAL VIEWS OF TEACHING ENGLISH TO ENGINEERING STUDENTS

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### ABSTRACT

This article describes the theoretical basis of the methodology in teaching English to engineering students. We use the method as case-study, role-playing business games, critical understanding of the text. According to the nature of the final product, the following types of projects are distinguished: constructive-practical, informational-research, published, scripted, creative projects related to social inquiry.

### KEYWORDS

Case-study, role-playing business games, critical understanding of the text, problem-based method.

### INTRODUCTION

Today's new step in the development of the concept of problem-based education is related to the formation of the principles of dialogic and group-based problem-based education, the study of the conditions of professional thinking in a group. This ensures the formation of a more effective professional thinking of the specialist and includes previously developed principles and methods of problem-based education, as well as new ones arising from the specific characteristics of higher education.

In the process of teaching foreign languages, the regularity of using problematic situations and

problematic tasks is explained by the fact that speech activity - the way of thinking is inseparable from its formation and means of formation, that is, language and speech. Judging from the presented situation and linguists come to the conclusion that the problem situation plays a key role not only in the process of thinking, but also in the process of word formation. One type of problem-based education is the problem-based project method, also called project method, project technology. According to the variety of names shown, all authors say that design activities are always combined with problem-based learning. If the problem principle emphasizes the personal nature of the

creative mental activity of learners to a greater extent, the design principle implies the active methods of the educational process in general and in language teaching.

## METHODS

In the field of language teaching, design technology refers to learning methods and activities that allow students to solve a certain problem as a result of independent cognitive activity, as well as technologies that involve the presentation of the results of this activity. According to the nature of the final product, the following types of projects are distinguished: constructive-practical, informational-research, published, scripted, creative projects related to social inquiry.

Another form of problem-based method is considered to be problemsituational analysis - case-study, case-study method that came from abroad. This educational method testifies to the integration processes of the higher school in the European educational system.

Currently, the case-study is considered as one of the most effective models of teaching the language of specialization to students of the preparatory courses in the field of economy, management, municipal state administration, and social studies.

Role-playing business games, which are used in higher education institutions training specialists in the fields of foreign economy and market economy, are used to practice professional communication in the foreign language, such as concluding a contract, holding a discussion, making a decision in a quick work situation - getting out of a conflict.

The main key to the effectiveness of business games is that the student, on the one hand, creates an imitation model of production or a certain part of it, and on the

other hand, imitative modeling of specific production conditions, game modeling of the content and forms of professional activity, the ability to create an imitative game model of the activities of all participants, implementing the principles of dialogic communication, duality, and problematic [1; 46]. The effectiveness of this form of contextual education will depend on the nature of its use, justifying the systematic goals of its use and its place in the educational program.

Modernization and reform processes in the field under consideration are carried out in the field of education in the following ways:

1. In accordance with the profile of the students of the foreign language course, deepening the orientation to the profession and transferring the content of this course to the skills and competencies that are formed. Such a course is aimed at ensuring the formation of intercultural competences of students of higher educational institutions [1; 89], they are taught to see the world in terms of work;
2. The process of clarifying the teaching of professional communication in a foreign language includes the specified fields, the topic of communication, situations, texts, knowledge of the history of the language and the country, the skills and competences of speaking in foreign language, and intellectual skills. In this case, the orientation of learners to the "conversational culture" in the development of intercultural communication is carried out by choosing the necessary sociocultural component that creates the necessary conditions.

In order to develop listening skills, which are a component of professional communication in the Foreign language, this type of speech activity can be

divided into the following levels : global, detailed and critical understanding of the text (full understanding of its content, logical connection between them, basic g (e.g., narrowing down the author's point of view, critically understanding what was heard, being able to evaluate its content) and forming appropriate responses (listen and repeat, listen and distinguish, determine the purpose, determine the author's attitude, evaluate). The suggested exercises teach learners to creatively use the information received in the listening process in performing complex communicative tasks. In oral professional communication is now a major factor in preparing a graduate of a professional higher education institution who has the skills to participate in interpersonal oral communication with foreign partners, as well as to speak at business meetings, seminars and scientific conferences. is important [2, 136 ]. The educational practice based on the explanation of non-linguistic specializations did not justify itself.

## CONCLUSION

It seems difficult to master this type of speech activity, which, in comparison with others, is related to the identification of the needs and motives of a certain number of learners in the professional field, because motivation of specific communicative actions is considered one of the most necessary conditions for effective oral communication. Identified needs and motives allow to determine the communication intentions of the persons engaged in oral communication, as well as to determine the field, topic and situations of professional communication based on the subject of the specialized language course. These parameters for the organization and structure of the communication of a certain contingent of students determine the development of the minimum number of language skills and competencies necessary for this

development, as well as the development of a set of exercises consisting of creative and priority communicative tasks.

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