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UDC 378.147.007.2

PECULIARITIES OF EMI TEACHING APPROACHES FOR THE ENGINEERING PERSONNEL TRAINING

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Abstract. The article is concerned on purposes and problems of EMI-teaching of technical disciplines for future engineers. Possible approaches to lecturing and influence of different teaching technologies on teaching efficiency were analyzed.

Keywords: EMI (English as a medium for instruction), teaching technique, personnel training, teaching efficiency.

ОСОБЕННОСТИ ПОДХОДОВ ПРОФЕССИОНАЛЬНОГО ОБУЧЕНИЯ ИНЖЕНЕРНЫХ КАДРОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

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Аннотация. Статья посвящена целям и проблемам преподавания будущим инженерам технических дисциплин на английском языке. Проанализированы возможные подходы к чтению лекций и рассмотрено влияние различных педагогических технологий на эффективность обучения.



Ключевые слова: EMI (английский язык как средство обучения), педагогическая технология, профессиональное обучение, эффективность обучения.

Introduction. Internalization in higher education leads to widespread use of English as a medium for instruction in non-native English-speaking countries. This tendency is of great importance for Ukrainian students for studying abroad and engineers for work with foreign colleagues, companies, documentation and equipment. Recently, the world has witnessed a trend of researches connection, communication and experience exchange. Trainings and conferences are also conducted in English. As a result, academic English speaking, reading and writing skills have become extremely important.

Purpose. The purpose of work is to observe problems of EMI (English as a medium for instruction) teaching of technical disciplines for future engineers and to analyze possible lecturing technologies in order to increase training efficiency.

Methodology and Materials. The general logical and observation methods, polls and analysis of literature were used.

Results and Discussion. EMI teaching lead to higher demands on the teaching skills of content lecturers': the lecturers employed slower speech rates and less flexibility in dealing with unpredicted incidents and various challenges in language use. They had difficulty in expressing themselves effectively, especially in paraphrasing, searching for words, and refining statements. Such factors potentially result in detrimental effects on students' learning, such as less content coverage and knowledge loss.

There are many different approaches to what EMI training should actually involve. While the majority of institutions which provide training include the development of communicative skills in their programmes, almost half of the programmes in European universities omit bilingual teaching methodology completely [1]. Introducing EMI requires a significant shift in methodology and warns that non-language lecturers may not be familiar with the methodological changes which are necessary. According to literature the methodology suited to EMI involves shifting the focus of classes from the transfer of information to greater student participation and supporting the construction of understanding by students with the help of resources and scaffolding by the teacher.

Lectures are the most prominent format of instructional activity in higher education establishments. There are reading, conversational, rhetorical and memorization main styles of lecturing [2]. An EMI-lecturer should pay much attention to interaction, language and presentation of the material. To appraise overall level of interactivity such aspects should be observed: question types (rhetorical, open, closed) and their frequency, group work of students, checking comprehension on a regular basis. To appraise language the next aspects should



be taken into account: lexical and grammatical choice, use of topic-specific vocabulary (technical language), background knowledge of the topic, emphasizing important points via repetition, signposting or giving examples. For effective presentation of EMI-lecture logic structure with beginnings, endings and transition points, visual support, examples from other subjects and associations and pauses should be used.

For effective teaching lecturer should give students an opportunity to write down what is important and to think about the material. To summarize information EMI-teacher can ask rhetorical questions and give answers. At the end global summary for lecture and references to literature are necessary. To make the knowledge clear to students an EMI-lecturer can give some information for reading at home before the lecture. A dictionary on the topic is of great importance during lecture. It should be taken into account that language barriers may differ widely from student to student. Putting across a concept in English requires a lecturer to find out about the technical vocabulary knowledge of students. There are several effective strategies for correction students' spoken English. According to practice they are inviting the class to correct, taking the student aside later and correcting, recasting what the student has said so that the class understand.

An important challenge for EMI teachers is a search for effective pedagogy. The limited literature on EMI pedagogy does not provide clear guidance on the most appropriate teaching methods to compensate language difficulties. Use of different teaching technologies permits to improve teaching efficiency and understanding of the material, to intensify innovative teaching technologies. Making the class more interactive (i.e. encouraging student participation in class) will improve understanding.

Implementation of imitating-gaming techniques in educational process provides attraction of students to business, role, simulation and managerial games. Active part contributes to creation of professional skills and strengthening of social-specified behavior [3].

Project method is based on functioning approach aimed to develop mental abilities, critical and creative thinking, ability to solve a problem and to orient in informational environment. The advantages of this type of instruction are the activity of students, teamwork. Students learn to work as researchers, with various tools, technologies and materials. Nowadays the greatest advantage of projects is the ability to study problems that are not included in school textbooks, problems of modern science [4].

First, there appears to be a need for universities to pay greater attention to the whole issue of training teaching staff before and while they engage in EMI.

Conclusions. The need to prepare future engineers and scientists to activity



in conditions of globalization and internationalization demands to transfer an accent from English as a imperative discipline in higher educational establishments to the use of English as a medium for instruction. The quality of teaching technologies would be determinant for professional training of engineering personnel.

Conflicts of Interest. The authors declare no conflict of interest.

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УДК 378

ФОРМИРОВАНИЕ ДУХОВНО-НРАВСТВЕННЫХ ЦЕННОСТЕЙ УЧАЩИХСЯ

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Аннотация. В работе рассматриваются проблемы духовно-нравственного воспитания старшеклассников, рассмотрение путей формирования нравственного воспитания школьников в условиях общеобразовательной школы.

Ключевые слова: духовно – нравственное воспитание, нравственные ценности, нравственная культура, социокультурное поведение.

HUMANISTIC AND MORAL VALUES FORMATION OF HIGH SCHOOL STUDENTS

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