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**PRINCIPLE OF ORGANIZATION LANGUAGE  
TRAINING OF FUTURE TECHNICAL  
SPECIALISTS**

**ПРИНЦИП ОРГАНИЗАЦИИ ЯЗЫКОВОЙ  
ПОДГОТОВКИ БУДУЩИХ ТЕХНИЧЕСКИХ  
СПЕЦИАЛИСТОВ**

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Ключевые слова: *интерактивные методы обучения, коммуникативная компетентность, профессионально ориентированный иностранный язык, специалисты - технологи, интерактивный процесс, инновационные методы.*

*Abstract. The article deals with the particularities of interactive learning techniques in order to create foreign language communicative competence of technical universities students. As the process of students' foreign language learning should provide not only the acquirement of some certain level of knowledge, but also promote the successful implementation of educational and developing potential of academic subject. Such purpose of training, in our opinion, can be achieved thanks to the introduction of interactive teaching methods: "brainstorming", method of projects, role-playing and business games, discussions, debates, round tables, where teachers and students act as equal participants of educational dialogue while also stimulating their creativity.*

*Аннотация. В статье рассматриваются особенности интерактивных методов обучения для создания коммуникативной компетенции иностранных студентов технических университетов на иностранном языке. Поскольку процесс обучения иностранному языку студентов должен обеспечивать не только приобретение определенного уровня знаний, но и содействие успешной реализации образовательного и развивающего потенциала академического предмета. Такая цель обучения, на наш взгляд, может быть достигнута благодаря внедрению интерактивных методов обучения: «мозговой штурм»,*

*метода проектов, ролевых игр и деловых игр, дискуссий, дискуссий, круглых столов, где преподаватели и студенты выступают равными участниками образовательного диалога, одновременно стимулируя их творчество.*

Foreign language training of technical specialists has become one of the most important components of modern high school. The English language teaching program for higher educational establishments indicates that the purposes of foreign language learning in high school are: mastering a foreign language as a means of communication, that promotes students' ability to use it as a communication tool in the dialogue of cultures and civilizations of the modern world; and the acquisition of professional-oriented foreign language competence. Language is considered as a means of interpersonal interaction in multinational and multicultural space. The process of foreign language learning in high school should provide the students with not only the appropriate level of language knowledge, abilities and skills to use it in various situations of life, but also this process should contribute to the successful implementation of educational and developing potential of the course. However, at the current stage of foreign language educational process the problem of students' speech competence formation which would correspond to the specific tasks of foreign communication situations and reproduce the entire content of professional activities.

To achieve this goal first of all it is necessary for the teacher in the process of learning to form the high level of students' professional self-development motivation. Therefore, in our opinion, to improve the students' motivation for foreign language learning with its further functional use, it is obligatory to use the interactive technologies which present the particular interest, as they create some comfortable learning conditions in which every student feels his success and intellectual ability. The basis of such educational process is the cooperation and productive communication aimed at solving some common problems, formation of abilities to notice the main point, to set goals, to plan activities, to distribute functions and responsibility, to think critically, to achieve the significant results solved.

The term "interactive pedagogic" is relatively new. The interactivity in education can be considered as the ability to interact, learning in the process of conversation, dialogue, action. Thus, literally, a method can be called interactive as if the person, who studies, is a participant, who performs something: speak, manage, simulate, write, draw and so on. He does not only act as a listener or an observer, but he is actively involved in what is happening and in this way actually creating this phenomenon. The content of interactive learning includes teaching each other, group form of educational process organization with the implementation of some active group learning methods for solving the didactics tasks. The teacher at the same time serves as an assistant in the work, a consultant, an organizer, becomes a source of information. However, students and teachers act as equal partners in the learning process. The interaction excludes the domination of any participant, any opinion or point of view above the others, but it must take into account the concrete experience and the practical application. During such dialogue training students learn to think critically, to solve complex problems by analyzing the circumstances and the related

information, weighing some alternative opinions, to make thoughtful decisions, participate in discussions and to communicate with other people. The implementation of these methods in technical colleges has its own peculiarities: the lexical material selection and the problematic situations playing off should be realized according to the curriculum. However, the future machinery specialists should get at these foreign language classes not only the fundamental knowledge of the chosen profession and some lexical minimum of a certain topic, but they also should improve their communicative skills in the simulated situations which are close to the reality. Considering this, let's study the possible implementation of some innovative methods at foreign language lessons of technical specialties.

The method of “brainstorming” consists of three stages. The first stage - problem statement. At this point the problem or theme should already be clearly defined. At this stage, we do the selection of participants, the presenters are determined and a student who can quickly record the ideas of his groupmates is selected.

The next stage is the generation of ideas. This is the main stage. At this time, students - brainstorming participants - produce and record the ideas arising on the given topic. Even the most incredible ideas should be encouraged and by no means should be criticized, as it leads to participants' stiffness and isolation. To facilitate the work and to improve the tasks productivity fulfillment at this stage the participants can be divided into two groups according to the polar positions they take to address the challenging issue. Having noticed all the ideas that are available you can analyze, group and format them - this is the last stage of brainstorming - at this stage the ideas are estimated, the best are selected and then grouped and systematized. It should be emphasized that the method of brainstorming is aimed at developing the speaking skills. On the other hand, it is very important to introduce the method of “brainstorming” using the topic which is familiar to the students so they are not diverted to find the necessary words and structures, and can only be focused on the process of ideas generating of the familiar material.

The method of projects involves a certain set of teaching and learning tools and students' activities which can solve a particular problem as a result of independent cognitive actions and involve the presentation of the results in the form of a specific product. As pedagogical technology it is a set of research, exploration, creative and problematic methods. During the training some various types of methods of projects are used: research, creative, informative, practical, method of games. They are present in different forms, among which we consider the most appropriate for the linguistic competence formation at English classes in high school are the following: role playing, report, press conferences organization, interviews, thematic exhibition and slideshows with the verbal support of students who present them and others. At the first stage, students learn the lexical material on the given topic. The next stage - the division into groups and getting the task to create a separate project presentations of some part of a car. The last stage – the conclusion: the discussion of advantages and disadvantages of the proposed projects. Thus, the use of project technologies enables the formation and development of research, communicative, technological,

informational competencies, generates creativity, stimulates intellectual activity, develops communication skills, helps to build interdisciplinary links, teaches to use information and telecommunication technologies in the study of foreign languages, helps to develop the skills of group work and creates social mobility. In addition, all these factors raise students' motivation, as in this case, language learning is not a goal, but a means of creating the final product. Even the weakest students can prove themselves out by performing some feasible tasks, and as a result, each student contributes to the creation of the project.

The interactive learning of foreign language communication contributes not only to the program material mastering, but also creates communicative competence, which is determined by the change of students' communication style, by the realization of some communication barriers, by the nature of solving some communication problems. The specific of this methodology implementation in technical universities is to solve the main problem of the educational process: learning some complicated material by each individual student in the most appropriate way, from the level of vocabulary mastering by means of reproductive material performing to the development of professional communication skills.

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## THE PROCESS OF SOCIALIZATION AS AN OBJECT OF CAUSAL-COMPARATIVE RESEARCH

## ПРОЦЕСС СОЦИАЛИЗАЦИИ КАК ОБЪЕКТ СРАВНИТЕЛЬНОГО ИССЛЕДОВАНИЯ

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*Ключевые слова: сравнительное исследование, научная методология, социализация, научный метод, описательное исследование.*

*Abstract. Our report deals with the process of a causal-comparative study in the field of socialization of students. It is presented an overview of pedagogical research: the ways of obtaining knowledge and the types of scientific research in the field of pedagogy. We made an attempt to explain the purpose of the analysis in a comparative study of the problem. Thus, having examined the pedagogical research and its types, we can say that the causal-comparative type of research is intended to determine the cause for or the consequences of differences between groups of people.*