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## ENGLISH TEACHING FOR SPECIFIC PURPOSE AT A HIGHER ENGINEERING INSTITUTION: TEACHING MODEL OF SPOKEN LANGUAGE

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The characteristics of the foreign language professional-oriented training of future engineer-teachers are defined in this article.

Contemporary approach of English teaching for specific purpose involves the development of foreign language communicative skills of students in certain professional, business, scientific spheres and situations according to the characteristics of professional thinking, when organizing incentive-motivational and target-research activity. This is indeed a fundamental departure from language teaching for general educational purposes and socialization in education processes. However, English teaching for specific purpose of engineering students at higher school is not limited to learning «language for specific purpose». There are some certain features common to specific to the different contexts of language use, which students are likely to face in real communicative situations. However, it was necessary to take into consideration that functional lexis and grammar proficiency cannot sufficiently compensate for the lack of knowledge and skills, to enable implementation of activities that is insufficient development of communicative competence.

The difficulties of the foreign language professional-oriented training in engineering and pedagogical higher educational establishments are considered and the methods of their resolving are proposed in this article. The model of foreign-language oral speech teaching concerning to the specialty is offered, the examples of exercises, directed to the speech skills and abilities development, and the abilities forming of creative reconsideration of the text are given. Based on what the main goal of English teaching for special purpose is to develop not only speech, but also professional-communicative skills, the exercises on the development, training and firmly establishing foreign language skills and abilities have to be situational, information-intensive, and time-consuming, create the conditions for foreign language communication in the professional context. Various types of exercises can be put in place in the process of English teaching for special purpose of engineering students, what entails the potential for creative potential of a teacher as well as students.

According to the article, the essence of English teaching for specific purpose of engineering students is to integrate it with special disciplines in order to gain additional professional knowledge and to develop such personal qualities, necessary for future vocational activity, to develop communicative skills of students, to help them realize professional contacts in English in various fields and situations; with the aim of optimizing professional-oriented training and successful development of communicative-projecting skills it is necessary to develop and apply new training modules on specialty, providing the realization of professional-oriented foreign language training and motivation encouragement of engineering students at higher education institution.

**Key words:** engineering student, English teaching for specific purpose, professional competence, speech activity, communicative competence, discussion, dialogic speech.

**Подорожна А.О.** «Англійська мова для спеціальних цілей у вищій технічній школі: модель викладання усного мовлення»

У статті розглядаються особливості викладання англійської мови студентам інженерних спеціальностей у вищій технічній школі. Сучасний підхід до навчання англійської мови для спеціальних цілей передбачає розвиток іншомовних комунікативних компетенцій студентів у певних професійних, ділових, наукових сферах і ситуаціях відповідно до особливостей професійного мислення при організації спонукально-мотиваційної та цілеспрямованої дослідницької діяльності. У статті зазначається, що викладання англійської мови для спеціальних цілей студентів інженерних спеціальностей у вищій школі не обмежується вивченням «мови для конкретних цілей». Існують деякі особливості, загальні для різних контекстів використання мови, з якими студенти можуть зіткнутися в реальних комунікативних ситуаціях. Виходячи з того, що головною метою навчання англійській мові для спеціальних цілей є розвиток не тільки мовлених, а й професійно-

комунікативних навичок, вправи на розвиток, тренування і закріплення іншомовних навичок і вмінь повинні бути ситуативними, інформативними, та трудомісткими, що створюють умови для іншомовного спілкування у професійному контексті. У статті наводяться приклади вправ, які доцільно застосовувати у процесі навчання англійській мові для спеціальних цілей студентів інженерних спеціальностей, які розкривають творчий потенціал, як викладача, так і студентів.

У статті розглядаються певні труднощі реалізації професійно-орієнтованого навчання англійської мови у вищій технічній школі і пропонуються способи їх подолання. Пропонується модель викладання іноземної усної мовлення за фахом, наведені приклади вправ, які орієнтовані і на розвиток мовних навичок і умінь, і на формування здібностей творчого переосмислення тексту.

У статті зроблено висновки, що суть навчання англійській мові для спеціальних цілей студентів інженерних спеціальностей полягає в його інтеграції зі спеціальними дисциплінами з метою отримання додаткових професійних знань та розвитку таких особистих якостей, які необхідні для майбутньої професійної діяльності, розвитку комунікативних навичок студентів, допомогли б їм здійснювати професійні контакти англійською мовою в різних сферах і ситуаціях; для оптимізації професійно-орієнтованого навчання та успішного розвитку комунікативно-проектних навичок необхідно розробити та застосувати нові навчальні модулі за спеціальністю, що забезпечують реалізацію професійно-орієнтованого навчання іноземній мові та заохочення мотивації студентів інженерних спеціальностей у вищій школі.

**Ключові слова:** студент-інженер, англійська для спеціальних цілей, професійна компетентність, мовленнєва діяльність, комунікативна компетентність, дискусія, діалогічна мова.

**Подорожная А.А.** «Английский язык для специальных целей в высшей технической школе: модель преподавания устной речи»

В данной статье рассматриваются особенности преподавания английского языка студентов инженерных специальностей в высшей технической школе. Современный подход к обучению английскому языку для специальных целей предполагает развитие иноязычных коммуникативных компетенций студентов в определенных профессиональных, деловых, научных сферах и ситуациях в соответствии с особенностями профессионального мышления при организации побудительно-мотивационной и целенаправленной исследовательской деятельности. Однако преподавание английского языка для специальных целей студентов инженерных специальностей в высшей школе не ограничивается изучением «языка для конкретных целей». Существуют некоторые особенности, общие для различных контекстов использования языка, с которыми студенты могут столкнуться в реальных коммуникативных ситуациях. Исходя из того, что основной целью обучения английскому языку для специальных целей является развитие не только речевых, но и профессионально-коммуникативных навыков, упражнения на развитие, тренировку и закрепление иноязычных навыков и умений должны быть ситуативными, информативными, и трудоемкими, что создадут условия для иноязычного общения в профессиональном контексте. В статье приводятся примеры упражнений, которые целесообразно применять в процессе обучения английскому языку для специальных целей студентов инженерных специальностей, которые раскрывают творческий потенциал, как преподавателя, так и студентов.

В статье рассматриваются определенные трудности реализации профессионально-ориентированного обучения английскому языку в высшей технической школе и предлагаются способы их преодоления. Предлагается модель преподавания иноязычной устной речи по специальности, приведены примеры упражнений, которые ориентированы и на развитие речевых навыков и умений, и на формирование способностей творческого переосмысления текста.

В статье сделаны выводы, что суть обучения английскому языку для специальных целей студентов инженерных специальностей состоит в интеграции его со специальными дисциплинами с целью получения дополнительных профессиональных знаний и развития таких личных качеств, которые необходимы для будущей профессиональной деятельности, развития коммуникативных навыков студентов, помогли бы им осуществлять профессиональные контакты на английском языке в различных сферах и ситуациях; для оптимизации профессионально-ориентированного обучения и успешного развития коммуникативно-проектных навыков необходимо разработать и применить новые учебные модули по специальности, обеспечивающие реализацию профессионально-ориентированного обучения иностранному языку и поощрение мотивации студентов инженерных специальностей в высшей школе.

**Ключевые слова:** студент-инженер, английский для специальных целей, профессиональная компетентность, речевая деятельность, коммуникативная компетентность, дискуссия, диалогическая речь.

**Problem statement.** The current state of higher education regarding the recent pattern of its development has made new demands on the graduates' vocational training and their personal qualities. These are a high level of professional knowledge and skills, initiative, communication, creative activity, the readiness for continuous self-development and the ability to use these characteristics flexibly. The competitiveness of a modern specialist is determined by his or her high professional qualifications, as well as by the readiness to solve professional tasks in foreign-language communication. In this connection, the State Educational Standard for Higher Vocational Education requires taking into account the professional specificities in the foreign language training process and its focus on the tasks of the graduates' future professional activities. The availability of linguistic knowledge enables a graduate to stay informed by receiving new information concerning new achievements of world science and promotes their use in own practice. Therefore, the subject "English Language", being intrinsically integrative and interdisciplinary in subject matter, is aimed at enhancing and broadening of the educational outlook of learners, socializing of the personality of future engineering specialists, preparing them to live and work in a multi-ethnic and multicultural world.

**Literature review.** Analysis of psychological and pedagogical literature, learning from the experience of teachers of the departments of foreign languages and surveys of engineering students demonstrates that most students consider the subject of the general cultural block "English language» as a general educational subject, without connection to future vocational activities. Insufficient level of English training of most first-year students and the limited number of training hours lead to a low motivation to study the given subject. In this regard, it has become imperative to review the teaching process in general and the teaching of a foreign language in particular.

As a scientific direction, English teaching for Specific Purpose (ESP) began in the late 1960s, when English scientists and educators J. Weaver, J. Wells and P. Stravens advanced the theory, under which English is modified according to the content of the information, which is passed from a teacher to a student. Learning English as ESP (English for Specific Purpose) required not only a new approach to its methods, but also a fresh look at the content of a foreign language. The scientists such as Lyakhovitsky M. V., Pokushvalov L. V., Alekseeva L. E., Dmitryeva E. V., Samatanova A.

R., Gorban E. E. , researching the theory of foreign language for specific purpose, have given varying definitions of this concept : "teaching of foreign language for specific purpose is a training process of professionally-oriented communication within a defined profession, applying language for specific purpose (LSP)", «professionally - oriented training takes into account not only the professional direction of the content of teaching materials, but also the activity, developing professional skills», "professionally - oriented education is a process of foreign language teaching at an engineering high school, aimed at reading special literature, developing professional vocabulary, studying terminology, and particularly communication in the field of professional activity». There is a need to implement the teaching of English for Specific Purpose, coming from the competitiveness of a modern engineering specialist is caused not only by his/her professional merit, but also by ability to find solutions to professional problems in the context of foreign language communication. English language teaching plays a significant role in a future engineers' training, since it is defined as the basic part of development process of professional competency. English language has become not only a method to increase knowledge and skills within the engineering profession, to develop vocational and technical training of students, but it is being progressively developed into a language for specialty. Therefore, as foreign language skills for a modern specialist in everyday situations are becoming insufficient, so the aim of teaching English for specific purpose of engineering students, that considers the focus on developing ability to communicate in the professional field and encouraging professional components of foreign language training of a specialist must be specified and updated. To increase the level of English training of students is to develop their knowledge, practical abilities and skills, to enable them to use English, as a means of information activities, systematic enhancing their own professional knowledge, professional communication. Vocational training through a foreign language, foreign language training through a vocational training is a major problem in the training process of professionals at higher engineering institutions. For that reason, the looking for ways to make English language training of engineering students more effective remains a major challenge.

**The purpose of the article.** This work attempts to define the peculiarities of English teaching for specific purpose of engineering

students at a higher education institution and propose a model of English spoken language teaching on specialty.

**The statement of the main material.**

Reforms in Ukrainian higher education system require to revise and update the goals, principles and content of education, training methods, form of monitoring and assessment criteria, training tools not only in the system of higher engineering education, but also within each certain specialty (Popko, 2003, p.280-281). Nowadays there is a change in the requirements related to educational results, the training programmes are improving, and at higher engineering institution learn from the experience of foreign ones, it is possible to observe a convergence of Ukrainian and foreign universities in the framework of the Bologna Process. Various activities were being organized in the sphere of development and adoption of national educational standards of higher vocational education in the competence format, definitions and classification of competencies are clarified. Basic documents, providing practical realization of the ultimate training goal and implementation of foreign language reform at higher educational establishments, are state programmes to teach foreign languages at Ukrainian higher educational establishments. "National ESP Curriculum for Universities", a joint initiative of the Ministry of Education and Science of Ukraine and British Council in Ukraine, based on the recommendation of the European Council and includes the development of training modules, meeting the requirements of the state credit-module system. The programme aims at developing the professional speech competencies of the students, which will contribute to their effective functioning in academic and professional environment.

Contemporary approach of English teaching for specific purpose involves the development of foreign language communicative skills of students in certain professional, business, scientific spheres and situations according to the characteristics of professional thinking, when organizing incentive-motivational and target-research activity. This is indeed a fundamental departure from language teaching for general educational purposes and socialization in education processes. However, English teaching for specific purpose of engineering students at higher education institution is not limited to learning «language for specific purpose». There are some certain features common to specific to the different contexts of language use, which students are likely to face in

real communicative situations. However, it was necessary to take into consideration that functional lexis and grammar proficiency cannot sufficiently compensate for the lack of knowledge and skills, to enable implementation of activities that is insufficient development of communicative competence.

Therefore, foreign language teaching for specific purpose is considered as a training process, based on the needs of students in foreign-language learning, future profession and specialty, which, in turn, require its learning. It provides a combination of foreign-language mastering for specific purpose with the development of students' personal qualities, knowledge of foreign cultures and languages and special skills acquisition, based on professional and linguistic knowledge.

Characterizing syllabuses of English courses at Ukrainian Engineering Pedagogics Academy, the following key points can be highlighted:

- linguo-didactic system has been developed specifically for engineering students' training of concrete specialty through linguistic means. The given system provides project-oriented professional activity in the context of foreign-language communication and includes the following components: linguistic (thematic case of lexical items, speech cliches, functionally-speech base, training texts and hypertext) and didactic (techniques for teaching all kinds of speech activity, linguistic and communicative drills, interactive forms of communication, communicative tasks);

- basic training methods are aimed at developing thinking abilities of students and forming communicative-projecting skills, such as: an ability to put forward and define problem of academic and projective work, an ability to plan and carry out educational activity, in collaboration with other participants of the training process, an ability to present and to evaluate the results of training and projective activity, that are an important component of professional competency;

- professional needs and personal interests of engineering students must be taken into account (professionally important topic and situations, used in the process of English teaching, authentic tasks, problematic texts, raising topical concerns, related to future professional activity etc.).

The essence of English teaching for specific purpose consists in its integration with the special disciplines with the purpose of obtaining additional specialist knowledge and developing professionally important qualities. A foreign



language serves as a means of improving professional competency and occupational personality of students as well as it is essential to successful professional activity of a future specialist, being capable of communicating with the foreign partners.

English teaching for specific purpose at technical high school should be decision-oriented the following problems:

1) *To develop communicative skills in speaking, listening, reading and writing.* Dialogical speech includes the ability to have a conversation, to share information of vocational character. To acquire skills of monologic speech successfully, the students should be able to make a report, message, to express their own point of view in the discussion. Listening is the competencies and skills development to perceive and understand what other person is saying in English, in accordance with certain situation and sphere of communication. The aim of the reading teaching is to master all the varieties of reading publications of different genres, as well as scientific literature. The result of writing teaching is ability to write an annotation, an essay, a translation, and besides to write a formal letter correctly, to formalize an agreement etc.

2) *To gain certain linguistic knowledge, as follows:* knowledge of the phonetics, grammar structures, rules of wordformation, vocabulary. Students throughout the course obtain this knowledge, since any topic or communicative situation correlates with concrete language and speech means.

3) *To gain sociocultural knowledge,* in which the students are able to acquire first-hand experience of foreign country's culture, to adapt themselves to the foreign-language environment, to prevent misunderstanding in the communicative process.

4) *To master the specific set of units of professional vocabulary, technical or specialized terms and common phrases in English.* (Bryntseva, Podorozhna, 2016, p.102)

To teach English for specific purpose it is necessary to learn a significant amount of terminology, special definitions, that are needed for a future specialist, but the students are limited in the academic time at high technical schools and are not able to learn all terms, it is significant in this context to develop students' skills to work with specialized dictionaries, glossaries and any reference works on their specialty.

The essence of English teaching for specific purpose consists of its integration with major subjects in order to gain additional vocational

knowledge and develop professionally important qualities of a person. It is the main difficulty in implementing the given training at higher education institution. English teachers do not have the required special professional vocabulary; sometimes do not understand communicative needs that are specific to engineering professions. Consequently, English teachers face several challenges of psychological, linguistic and methodical character. Therefore, English teacher for specific purpose should familiarize themselves with the key principles of specialty, learn basic specialized vocabulary, and understand the terminology. Moreover, at times the lack of teacher's basic preparation on engineering specialty leads to the misrepresentation of information in translation, or vice versa, stress was laid on unimportant issues. To address such problems, educational materials, that would reveal the basic definitions of engineering specialty; provide the students with the situations, where they could apply the theoretical knowledge acquired on specialty to solve practical tasks; apply training materials, which are already known for the students, but present them from another point of view could be implemented in English class at higher education institution.

A model of English speaking teaching for specific purpose could be designed as follows:

- to formulate communicative characteristics for certain kinds of texts on specialty and means of expressing these characteristics, i.e – communicative models;
- to detect communicative characteristics of speaking and means of expressing the given characteristics;
- to compare these means of expressing and to select the models for active and passive training
- to determine the most necessary communicative characteristics and models of English speaking for specific purpose and offer the complex of drills for their active training;
- to learn various communication-oriented kinds of texts on engineering specialty, to select certain kinds of texts for their training, to detect their basic communicative characteristics and models, to create the effective system of drills to train the selected structural units;
- to select and to train word-formative, lexical and grammar structures, required to read, understand, listen and speak;
- to develop and to automate learning algorithms of students on all types of speech;
- oral communication from a dialogue to monologue, and vice versa, using tasks and games of problem-research character. An English teacher

should select the drills before speaking properly; control the difficulties correctly; not forget about pro-cyclical repetition of training material, which is learnt in small doses over time; automatize the skills, making drills difficult gradually. However, continuous communicative focus of drills on speaking in the context of certain voice chats of academic activity should be maintained as one of basic and indispensable conditions. An English teacher should also know characteristic features of scientific and engineering texts and familiarizes students with them as required (special terms, specific general scientific vocabulary, specific formal vocabulary, certain complex grammar structures, e.g. Passive Voice, Modal Verbs etc.).

The initial stage involves the simplest descriptions and monological forms of processing. The second stage contains texts that are more difficult by structure and style, but it is necessary to develop the scheme of students' activity as a communicative structures «a teacher /audio and multimedia tools/-a student», «a student – a student» as soon as possible. In addition, there is a need to select the training material for specific purpose and take into consideration the existing students' knowledge and skills regarding English language and their specialty, as well as their age, aim and type of communication, the level of education etc. The working out of the texts begins after word formation, lexical and grammatical constructions mastering. The drills should be presented in «dialogical» form, including in the process of introducing new vocabulary. It would also be useful to train terminological and general scientific vocabulary as well as formal vocabulary of scientific literature and modal-evaluative vocabulary of spoken language.

Monologic form of communication involves such ways of expression as description, storytelling, message, reasoning, and proof. This, in turn, makes it necessary to develop the following communicative skills of students: to describe, to inform, to express, to explain, to prove. It is reasonable to use profession-oriented or scientific-technical text to teach engineering students of monologic speech skills.

The main feature of dialogic speech is questions of a different nature. To teach dialogic speech is a training process of various back-and-forth, and not just questions and answers. At times, the remarks encourage students to talk but at times, they are a response to speech of other person. The dialogic speech involves the following skills:

- Students are free to use certain cliches, which are specific to this form of speech.

- They can understand what the other person is saying.

- Students are able to respond quickly to the other person's words.

- They have skills to continue conversation, i.e. to make the remarks, which will make conversationalist respond to the remark (Zelenin, Kravchenko, 2011, p.206)

The training process of engineering students involves the communicative skills, enabling to establish professional contacts in English in various spheres and situations. Communication sphere is considered as a combination of uniform communicative situations, characterized by repeatability of speech stimulus and relations between the communicators and communicative situation. A foreign language communication of engineering specialists can take place both in official and non-official forms, in the process of individual and group contacts, as conversations with foreign partners, presentations at the conference, in the deliberations about treaties, projects, business correspondence. In this regard, it is considered advisable to involve the following communication spheres in model of English teaching for specific purpose: academic-scientific and professional, imitating the conditions of professional contacts.

Since spoken language has “broken” structure, it is composed predominantly of simple sentences, characterized by contextual incompleteness of phrase stretches and specific emotional connotation, it is necessary to compare communicative features of scientific texts and spoken language according to certain specialty at an initial training of speech act structures. Communicative features and models remain at the level of recognition, necessary for their expression, the others are actively trained. A simple sentence and more common kinds of complex sentences, not containing large numbers of subordinate part of the sentence, should serve as the grammatical basis for spoken communication. The structures, expressing certain speech actions (informative, motivational, estimative and modal, contactive etc.) are introduced in English spoken language for special purpose as cliches and idioms. It should be noted that at an initial stage the training activity in order to provide basic knowledge have to be organized according to clear algorithms, presenting all educational material. Started with the reading text, it is necessary to seriously teach students to perceive the training information «by ear». It is possible to apply «intonational reading» of innovative intensive methods and use of modern

audios, videos and multi-media tools as much as possible.

A text, which is the main academic unit at English teaching for specific purpose, should be presented and listened to several times, be repeated fully and partly, especially at the initial stage and for students with low levels of knowledge. Only in this case a student will be able to formulate a basic idea of the text and its logical structure, in particular, to divide components «topic-topic», and is the basis of communicative act on specialty. A student should be taught to ask questions correctly (logically and grammatically) and to provide full answers to questions, i.e., to perceive and carry on a conversation, to remember about main problems and logic of presentation.

If English text is seen as means to provide a basis for speech, it is necessary to note the text should primarily: take into consideration students' needs and specific priorities; as well as take into account students' professional interests; touch upon the topics, which are learnt now and oriented to solve concrete communicative task.

In other words, the cognitive and communicative needs of students must be taken into account when selecting texts, they also should take into consideration the professional interests of students that is to reflect future sphere of activity, the situations of professional communication. The information, obtained by students from the text, then is included in the communicative process on scientific or vocational-practical theme within professional field of the communication. To provide effective work on the text, it is necessary to apply the drills, focused on speech skills and abilities development, as well as the skills development of creative reinterpretation of the text. They should be oriented to avoid some linguistic and stylistic difficulties, arising during reading, to solve the semantic problem of the text. For example, the following *pretext tasks can be applied*:

- Read the following keywords and phrases; define the topic of the text.

- Underline the keywords in the text.

- Divide the text into three parts: introduction, main part, and conclusion.

- Guess the meaning of the following expression (there are words, that are probably unknown).

- Read the text (paragraph) and find the words that mean...

*Text exercises*, focused on emphasis of semantic indicators in the text and understanding

concrete facts, installing semantic connection between certain facts from the text, combining the isolated facts of the text in semantic whole:

- Read the first paragraph and find the sentence, containing the basic information.

- From the text choose the sentences, describing ...

- Find facts, confirming/denying/characterizing...

- List the issues that are raised in the text

- Find the key facts, informing about ...

*After-reading tasks* are focused on controlling understanding the main content of the text and developing skills to provide the students' assessment of the training text:

- Answer the following questions.

- What information in the text was useful/new/surprising/boring for you? And why?

- Do you agree/disagree with the following statements?

- What problems do relate to the main idea of the text?

Effective process of English teaching for specific purpose at higher education institution cannot be achieved without such methods and techniques as exercises. Exercises are basic material means of organizing activities of a teacher as well as students. Doing various exercises leads to obtained skills application in more creative context. Exercises are considered as repeat (multiple) mental or practical action to acquire it or improve its quality. The system of exercises is a complex of necessary exercises, carried out in a certain sequence. A range of factors also influence what exercises will be included in the given complex and in what sequence they will be carried out, such as which skills and abilities are necessary for engineering students in the process of English teaching for specific purposes. Therefore, in order to maximize the greater involvement of all students in the training process and the creation more effective conditions to gain new knowledge and skills, it should pay particular attention to the quality of exercises. In the conditions of English teaching for specific purposes at high technical schools, the following should be taken into account:

1) The variety of types of works, tasks, carried out in pairs, groups, individually; the diversity of ways of information presentation.

2) The logical link, from simple to difficult, from the known to the unknown makes exercises easier to carry out.

3) The training process has produced concrete results at maximum involvement of all students.

4) Using the creative potential at all stages of the learning process stimulates the acquisition and consolidation of skills and abilities.

5) Providing an appropriate environment that would eliminate the psychological stress and encourage the students to participate actively in the tasks; to take the initiative and to strive for results (Shaimova, 2013, p.693).

Based on what the main goal of English teaching for special purpose is to develop not only speech, but also professional-communicative skills, the exercises on the development, training and firmly establishing foreign language skills and abilities have to be situational, information-intensive, and time-consuming, create the conditions for foreign language communication in the professional context. Various types of exercises can be put in place in the process of English teaching for special purpose of engineering students, what entails the potential for creative potential of a teacher as well as students.

One way to revitalize the communicative skills is a discussion. As a rule, a discussion is considered as creative tasks, such as: «brain storming», «conceivable situations» etc.

As a kind of dialogical speech, a discussion is characterized by a large number of participants, expressing various opinions and points of view on the same subject. A precondition for a discussion will certainly be the presence of some disputed issue, problem.

The main tasks of a discussion at English teaching for specific purpose are:

- Practice in development of fluency of unrehearsed speech.
- Mastering professional-important skills (achieving the goal of solving the problem; studying the opposite views; generating new concepts, etc.);
- Training through content (receiving updated information, developing communicative skills).

Work practices at high technical school showed that important conditions for successful discussion are organization and preparedness of all participants (both students and teachers) for it. It would seem appropriate to allocate the following stages of a discussion:

- Introductory paragraph (to announce the theme and work plan; to give examples, illustrating the topic under discussion).

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– Discussion of the arguments put forward (to identify and to analyze the problem, to research, to make conclusions, to put forward and to discuss proposals).

- The final part (summarizing).

The following number of issues will need to be taken into consideration for a successful discussion:

1) To choose a theme and raise the question appropriately in the form of controversial issues.

2) The adequate problems (too complex issues are not of particular concern to the students).

3) Special readiness of all participants of a discussion (reading recommended literature, collecting additional material).

4) Teachers should guide the discussion skillfully (clear formulations of questions, forethought of discussion).

5) Developing creative, relaxed environment, characterized by free statements of opposing points of view, mutual respect, the absence of pressure, etc.

**Conclusion and further research prospects.** Therefore, the essence of English teaching for specific purpose of engineering students is to integrate it with special disciplines in order to gain additional professional knowledge and to develop such personal qualities, necessary for future vocational activity, to develop communicative skills of students, to help them realize professional contacts in English in various fields and situations. The further research on the topic should help the students to increase the content-rich database of English teaching for specific purpose of engineering students; to provide English proficiency as means of development and formulation of thoughts in everyday situations, as well as in the context of future profession; to obtain the level, necessary for practical application of English in future professional activities.

Thus, it may be concluded that for optimizing professional-oriented training and successful development of communicative-projecting skills it is necessary to develop and apply new training modules on specialty, providing the realization of professional-oriented foreign language training and motivation encouragement of engineering students at a higher education institution.

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