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ХАЛЛЫЕВА М.М., БАЛКАНОВА С.Г., АННАКУЛИЕВА М.С.

Туркменистан , г. Мары, Государственный
энергетический институт

INTERACTIVE METHODS FOR TEACHING ENGLISH TO ENGINEERING STUDENTS

Abstract. Traditional methods of teaching English often focus on memorization and grammar skills, which may not be effective for students who are more hands-on learners. By incorporating interactive activities such as group discussions, role-playing exercises, and multimedia presentations, educators can help engage students in the learning process and provide real-world context for language skills. This paper examines the benefits of interactive teaching methods for engineering students, including improved communication skills, critical thinking abilities, and overall language proficiency.

Keywords: foreign language, communication, interactive methods, method.

Teaching a foreign language, especially Professional English, is a task that is inextricably linked with the professionalisation of education. The Department of Languages in our institute focuses on using the advantages of the interactive method of subject-language integrated learning, in which Professional English teaching programs are built in close coordination with curricula for the special fields of engineering students. The implementation of the tasks requires the use of various methods in teaching English to students of engineering, but the main methodological innovations today involve the use of interactive teaching methods. The article describes practical examples of using the most popular interactive teaching methods (*role play, brainstorming, case study, discussion*) in the English language classes with students of engineering.

The social and economic changes that have taken place in the world over recent years have led to the new requirements for specialists in different scientific fields, including engineering. Nowadays, engineering graduates have to work under various conditions, analyse the current engineering processes and find effective ways to solve

problems, possess leadership skills, and be good at creative work and decision-making. The professional qualities of the students in engineering are developed not only by professional disciplines. General subjects such as the foreign languages play an important role too. To achieve these goals, foreign language teaching should include different methods; however, the main innovations are connected with the use of interactive methods.

Interactive means that people work together and have an influence on each other. This situation implies dialogue or conversation. Therefore, these methods are aimed at the interaction between not only students and the teacher but also with each other, it requires an active role of students in the learning process.

The most popular interactive methods are: **role plays, brainstorming, case study method, discussion practice.** They develop communicative skills, logical and critical thinking and different types of intellectual activity such as analysis, synthesis, comparison and generalisation.

The aim of role plays. It is commonly known that role plays to make the learning process more educational and proficient, improve interdisciplinary relationships, connect the theory with real needs of the professional field, and develop skills that are necessary for the future specialists.

For instance, when discussing the determination of the volume of sunlight that reaches each region of Turkmenistan, engineering students can act out it with a role play activity in which they are members of the Institute of Solar Energy of the Academy of Sciences of Turkmenistan.

Another interesting interactive method is brainstorming. Brainstorming represents a joint search of the ideas necessary for the solution of any problem. The main advantages of this method (on condition of its correct application) are that students seem to be "liberated" - the language barrier disappears, there is no fear to say something wrong, the restraint goes away, etc. The method of brainstorming develops creative and associative thinking, initiative, the ability to produce a maximum of ideas in a tight time, the ability to express personal opinions.

The method of "brainstorming" differs from the discussion one in that it implies the rejection of any criticism of ideas. The following can be offered as subjects of "brainstorming" for engineering students:

1. - **What are the best ways to save energy?**
2. - **What are the advantages of modern power stations?**
3. - **What new sources of energy do you know?**
4. - **How do you imagine the generation of electricity in 50 years?**
5. - **What energy technologies are more profitable to exploit in the conditions of Turkmenistan?**

An equally interesting interactive method that a foreign language teacher can use when teaching students in engineering specialties is the **case-study method**. Its main goal is to teach future specialists to analyse information, evaluate alternative ways of solving the problem and find the most optimal option out of several possible ones.

The following situation may be an example: General Electric (GE) – is one American multinational conglomerate incorporated company, operates through the following

segments: aviation, healthcare, power, renewable energy, digital industry etc. Schneider Electric is a French multinational corporation specializing in the same segments at much lower prices. GE Company's market share is plummeting. The company board decides to expand operations. The corporation management is developing appropriate marketing strategies. Students get into groups and act as General Electric Company's CEO's.

They receive four detailed strategies, examine them carefully, and then hold a meeting discussing the benefits and drawbacks of each marketing strategy within the group. Then the students join up into a single group and make the final resolution as to which two of the marketing vehicles shall be employed to expand the sales.

Another important interactive method to be employed for teaching English as a foreign language to the engineering students is a **discussion practice**. Taking part in a discussion is a professionally significant communication situation for engineers, still more it demands higher language proficiency and a certain achieved level of professional knowledge, so it is advisable to set up such discussions at final stages of a vocabulary topic study. Generally, the discussion is started by the teacher who is setting forth a controversial issue.

For instance, after the "Types of Electric Power Stations" topic is studied, one may offer the students to discuss which type of electric power station is better, assuming that the participants will be actively arguing on the benefits and drawbacks of electric power station, while giving pro and contra arguments.

Note, that for adequate discussion process the teacher must provide conventional phrases of engineering communication expressing various intentions, e.g. those regulating discussion process ("Shall we get started?" etc.), statement arrangement ("There are several points I'd like to make"), expressing confidence or doubt, or agreement ("I'm sure that..." / "It seems to me that..." / "I agree to the point") etc. Group discussion practices ensure topic consolidation and give extra cross-disciplinary opportunities.

Thus, it should be noted that interactive methods in teaching English as a foreign language to the students of engineering ensure energetic interaction of communication parties. This results in active exchange of professionally significant information in foreign language, cultivates both professional and business communication skills. Analysis of questionnaire results shows that all students deem interactive methods helpful in English studies, because these methods enliven the process, help to overcome stage fright, promote professional skills development, and benefit communications in the native language of students.

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