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TEACHING ENGLISH FOR PROFESSIONAL COMMUNICATION IN TECHNICAL INSTITUTES

Abstract: *the article describes main aspects of teaching professional communication in technical institutes. Successful professional career of an engineer today is impossible without skills of oral and written professional communication. Appropriate choice of forms of teaching, sources of information and exercises helps students to obtain the necessary skills.*

Keywords: *professional communication, professional competence, communicative skills.*

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ОБУЧЕНИЕ АНГЛОЯЗЫЧНОЙ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ В ТЕХНИЧЕСКИХ ВУЗАХ

Аннотация: в статье рассматриваются основные аспекты обучения профессиональному иноязычному общению студентов технических специальностей. Успешная деятельность выпускника технического вуза невозможна без умений и навыков устной и письменной профессиональной коммуникации. Правильный выбор форм обучения, источников и комплексов упражнений обеспечивают эффективное формирование необходимых умений.

Ключевые слова: профессиональная коммуникация, профессиональная компетенция, навыки общения.

In the modern world information, knowledge and communication are the driving forces of social development, and the dynamics of this development depends entirely on the intellectual ability and training of an individual. Under these conditions technical specialties become significant for the economy, progress, quality of life and modernization of society. Requirements for technical specialists' qualification and, therefore, for the system of technical education are increasing.

However, Russian engineering education is still oriented towards training specialists mainly for the domestic market, where foreign language needs have long been limited to translation of English technical texts. The expansion of international contacts in the field of science and technology and the increased mobility of technical specialists lead to greater opportunities for international scientific and professional cooperation. The need to participate in negotiations, study scientific and technical literature, arrange business and scientific communication, participate in scientific conferences and discussions, write articles requires a high level of English language proficiency in scientific communication. In this regard, the Federal State Educational Standards of the new generation consider teaching professional communication in English as a necessary condition for successful professional activity of technical institutes students.

The purpose of the English language teaching in technical institutes is to teach the English language for professional communication, i.e. to prepare students of technical institutes for international communication in specific professional, business, scientific situations, taking into consideration the peculiarities of «technical thinking» and scientific professional self-education. The main forms of the communication are:

- 1) use of specific technical terminology in conversations in class;
- 2) office work and business correspondence;
- 3) drawing up and translation of technical documentation;
- 4) combination of General English vocabulary and technical vocabulary in a conversation;
- 5) participation in seminars, conferences and presentations [1, c. 60].

Step-by-step teaching professionally-oriented communication in English contributes to the formation of verbal and thinking activity and the development of linguistic intellect. It is a component of professional competence of future specialists. Achieving this goal is based on:

- 1) selection of the appropriate language material;
- 2) choice of its volume and classification by levels;
- 3) mechanism of language mastering formulation (including written speech as one of the most complex types of speech activity);
- 4) development of criteria and forms of control;
- 5) creation of multimedia courses for students' independent work.

The main sources for the course are:

- 1) Internet sites on various fields, professional forums;
- 2) e-versions of professional conferences and presentations;
- 3) technical periodicals;
- 4) samples of business documentation in English;
- 5) authentic video materials.

The basis of the content of the English language course is a set of exercises aimed at teaching oral and written speech with the involvement of professional vocabulary and terminology. They include professionally oriented communication with

the predominant role of colloquial speech and translation of technical English texts. The course includes such forms of work as presentations, conferences, role-playing games, discussions. The level of professional competence of specialists is achieved by developing a set of communicative skills, which are formed in the course of mastering foreign language communication. Communicative skills include the ability to present a problem, the ability to formulate the topic and goals of a conversation, the ability to present the content of the topic, the ability to draw a conclusion and summarize information as well as argumentation skills [4, с. 22]._Thus, in class students have conversations on professional topics, work with professional documentation and discuss options for problem-solving.

Significant attention is paid to teaching translation of technical texts such as catalogs and brochures, various instructions for installation and operation of equipment, information materials of foreign firms, manufacturing firms. The process of working with English technical texts requires the following skills and abilities:

- 1) learning grammatical phenomena based on vocabulary and terminology typical for technical literature;
- 2) effective use of sight-reading skills to find the necessary information;
- 3) ability to conduct semantic analysis of a text and find the main idea;
- 4) ability to translate a technical text containing the information of interest accurately enough;
- 5) the ability to use special dictionaries, dictionaries of abbreviations and the ability to use the knowledge obtained at lectures, practical classes and from special literature in Russian [2, с. 25].

The development of the skills occurs in the process of translating various technical texts: students learn the necessary vocabulary units and terminology, work with typical grammatical structures. A language, specific for a particular field of knowledge, even the narrowest, does not form a separate system within itself. It is an integral part of a language, the vocabulary is part of that language, the grammatical structures are common for that language. When translating technical texts, students often face such problems as:

- difficulty in mastering technical vocabulary, the volume of which is quite large;
- multiple meanings of English words – especially unfamiliar words (and often familiar words, but with a meaning that is not appropriate for the given context), students look up words in a dictionary, find several meanings and often cannot decide which of them is the most appropriate;
- the presence of compound sentences in the text, the use of the passive voice and inversion.

The problems are solved with the predominance of General English words and word combinations, it helps students in the selection of the appropriate vocabulary units and consolidation of their knowledge. At the same time when translating texts, along with skills of grammar analysis, students' awareness of different lexical peculiarities (and often lexical and grammatical ones) is developed, without them it is impossible to understand texts clearly and correctly and provide adequate technical translation. English texts should be translated in such a way that any expert in a technical field understands what they are about – that's why a formal/logical style must be used for translation from English into Russian and vice versa.

Thus, in modern society the English language is considered to be a necessary condition for successful professional activity of graduates of technical institutes. Teaching English for professional communication within the framework of the English language teaching is aimed at formation of both specific skills (to understand and to use specific vocabulary and terminology, to use special dictionaries) and universal skills (to conduct semantic analysis of a text and find the main idea, present the problem, formulate the goals and the topic of the conversation, present the content of the topic, defend their point of view, make a conclusion and summarize information). The right choice of forms of training, sources of materials and sets of exercises ensures the effectiveness of teaching English professional communication in technical institutes.

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