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**MODERN TEACHING TECHNIQUES USED FOR PROFESSION-FOCUSED
FOREIGN LANGUAGE TRAINING OF THE STUDENTS QUALIFYING
AS ENGINEERS/ENGINEERS-PEDAGOGUES**

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Globalization of various aspects of life puts forward new challenges. One of the trends of modern life is migration of workforce, qualified engineers included, which makes it an absolute demand to revise teaching methods applied to educational process in general and to teaching foreign languages in particular, especially for specific professional purposes. Knowledge of foreign languages is especially required from graduates with engineering qualifications to get access to more job opportunities. Specialists with engineering qualifications are of great demand in various countries all over the world.

Revolution in technologies and world-wide usage of the Internet boosted the process of foreign language (especially English) learning, which put forward new tasks for the teachers and professors so that they could meet new requirements and tackle new problems using developing technologies, devices and gadgets. In order to make the process of teaching more dynamic, effective and up-to date, new methods and approaches to teaching foreign languages are being worked out and applied all over the world.

This article presents an overview of some ideas concerning application of specific methods and techniques as well as technologies to teaching foreign languages to future engineers and engineers-pedagogues based on the experience of using technologies to teaching foreign languages in different institutions in India, the USA and Ukraine which has been previously studied from various written sources listed at the end of the article as well as the author's own teaching experience.

Problems to be tackled while teaching foreign languages as well as effective strategies and techniques applied to teaching foreign languages are given account of and thoroughly analyzed. Special attention is paid to methods aimed at developing receptive skills such as reading authentic materials and using multimedia sources. A part of the article deals with methods applied to develop communication skills (both speaking and writing), which are of utmost importance for engineers in the present-day situation.

Keywords: teaching techniques, specific purposes, method, information technologies, new opportunities, business outcome, specific terms, current information.

Uskova T.O. "Сучасні методи навчання, які використовуються при викладанні іноземних мов майбутнім інженерам та інженерам-педагогам".

Глобалізація різних аспектів життя висуває нові завдання. Однією з тенденцій сучасного життя є міграція робочої сили, зокрема кваліфікованих інженерів, що робить цілковито необхідним перегляд методів викладання, що впроваджуються в освітньому процесі взагалі і в викладанні іноземних мов, особливо для окремих професійних цілей. Знання іноземних мов особливо потребують випускники з інженерною кваліфікацією для отримання доступу до більшої кількості можливостей працевлаштування. Фахівці з інженерними кваліфікаціями дуже потрібні в різних країнах світу.

Революція в технологіях та всесвітнє використання Інтернету посилює вивчення іноземних мов (особливо англійської), що висуває нові завдання для викладачів, щоб вони могли відповідати новим вимогам і вирішувати нові завдання з використанням розвинутих технологій й приладів. Щоб зробити процес навчання більш динамічним, ефективним та сучасним, нові методи та підходи до викладання іноземних мов розроблюються та впроваджуються.

Ця стаття надає огляд деяких ідей щодо впровадження специфічних методів і технік, зокрема технологій викладання іноземної мов майбутнім інженерам та інженерам-педагогам. Основою для статті стало вивчення досвіду використання технологій у викладанні іноземних мов у різних навчальних закладах Індії, США та України з використанням різноманітних друкованих джерел, що надані наприкінці статті, а також на підставі особистого педагогічного досвіду автора.

У статті надано опис та ретельний аналіз проблем, що виникають під час викладання іноземної мови, зокрема ефективні стратегії й техніки, які використовуються. Особлива увага приділяється методам, які спрямовані на розвиток навичок сприйняття за допомогою читання автентичних матеріалів та використання мультимедійних джерел. Частина статті присвячена методам, що використовуються для розвитку комунікативних навичок (як усних, так і письмових), які дуже важливі для інженерів у сучасній ситуації.

Ключові слова: викладацькі техніки, специфічні цілі, метод, інформаційні технології, нові можливості, підсумок діяльності, специфічні терміни, сучасна інформація.

Introduction. World has changed dramatically since the beginning of the twenty-first century. Technologies have been revolutionized by computers, information technologies and the Internet. New appliances made it possible to create new opportunities for solving a lot of specific technical problems more quickly than before. The Internet has facilitated exchange of ideas between scientists and engineers from different parts of the world since on-line versions of professional and scientific journals were made available. Totally new opportunities were opened for qualified engineers and scientists owing to the process of business globalization and information technologies development.

But although a lot of new opportunities have emerged, it is not always possible to use them because of the language barrier which has always been a significant obstacle for professionals.

Scientists, technicians and engineering professionals nowadays come face to face with the problem of communication in a foreign language. In most cases coming to the desired business outcome is not about the quality of the technical idea or business project but about the right presentation of it to provisional partners or consumers. First-hand presentation made by the creator or developer is of utmost importance as this person knows all the details better than any translator or interpreter.

But to achieve the desired goal it is necessary for the specialist to have a good knowledge of a foreign language and to be able not only to deliver a presentation but to communicate effectively with possible counterparts and answer their questions spontaneously and to his/her advantage.

Regarding the above-mentioned, there is nowadays a great demand from the professionals in various branches of science and engineering for learning foreign languages for professional purposes, English in the first place as it is considered a global language at present.

Teaching English (or any other foreign language) to students qualifying in engineering requires a special approach and usage of specific

methods and techniques which may help make the course more effective and focused on achieving a specific goal.

It is difficult to find an engineer or a student nowadays who has absolutely no knowledge of a foreign language (English in the first place). Most specialists know specific terms concerning their specific branch of engineering as they usually use the Internet and try to look for current information on-line. What they really need is profession-focused vocabulary, basic grammar and communicative skills. Profession-focused approach to teaching specialists, acting as well as students) proves to be the most logical and effective in this case.

Purpose of the article. This article presents an overview of contemporary trends in developing more effective, profession-focused and skill-forming techniques for teaching a foreign language to the students qualifying as engineers/engineers-pedagogues.

Analysis of recent research and publications. One of the internationally recognized problems nowadays is the formation of foreign language competencies of students who are not linguists.

English is considered a global language and comes first on the list of foreign languages to be taught for specific professional purposes in most countries, but in countries where English has been second language since the times of the British Empire (*e.g.* India, Tamil Nadu) learning foreign languages such as German, Japanese, Chinese, French has been made mandatory for engineering students. This additional language is supposed to increase opportunities of research and work as well as job prospects for engineering students [1].

The issue of learning a foreign language is widely discussed and studied in India where English is not considered a foreign language. There are institutions where new methods are applied to teaching. In Vellore Institute of Technology, for example, innovations and technologies are applied to learning and soft skill development not only for foreign languages but for all subjects taught [2].

Enhancement of language perspectives of competent engineers are in the centre of attention in

various educational institutions in different parts of the world. Bucknell University in Pennsylvania, USA, launched a special project of foreign language study abroad for non-linguists. Lisa A. Ferrante Perrone's research [3] gives a detailed account of the study abroad programs for engineering students implemented in Bucknell University in recent years and of the outcomes for the participants to the program.

Certain aspects of teaching foreign languages are discussed in papers issued by our colleagues from various educational institutions of our country, among others O. Chevichelova, who describes communicative methods currently applied to teaching future engineers[4].

The research by I. Stavyt'ska concerns the formation of foreign language competence of students in Mechanical Engineering. The author defines the concept of "foreign language competence" as a dynamic combination of knowledge and practical skills. The term determines the ability of individuals to use a foreign language in professional, scientific activities and in social communication. The research represents the model of the formation of foreign language competence of engineering students using multimedia [5].

Jenny Cole and Jay Feng presented a valuable overview of effective strategies for improving writing skills of elementary English language learners [6].

Role-play technique as an approach to teaching/learning was described in detail and ways of using modern technologies were suggested by Ian Glover [7].

Presenting the main material

1. Problems to be tackled by foreign language professors teaching students of engineering specialties. Modern fast changing lifestyle demands a lot of flexibility from specialists in every branch of human activity. New challenges emerge as the world develops every day. Present-day social, political, technological conditions change very quickly and people have to work out adequate response to the changes. Globalization of economy and development of new technologies, being the main features of nowadays situation, require new types of specialists, and, therefore, new models of educating them.

Students learning engineering usually have in mind a model of their future professional career and the goals to be achieved. Under current social and economic conditions a lot of students would like to try and find employment with international corporations that have branches in various

countries. Development of new technologies makes it possible to contact recruiting agencies all over the world and submit the necessary documents and even to have an on-line job interview with possible employers. On-line work has now become a generally recognized form of employment.

Although professional qualification of engineering and IT specialists from Eastern Europe (Ukraine included) is generally admitted, their lack of foreign language competence is often an impediment for their hiring.

Consequently, it is absolutely necessary to reform methods and techniques of teaching foreign languages, and English as a global language in the first place. Professors of foreign languages who educate future engineers and engineers-pedagogues are expected to become mediators facilitating the process of learning.

Current situation in education makes foreign language professors face new challenges. Nowadays engineering students want a foreign language course to be more to the point and focused on the actual details of their future profession, grammar and communication skills being of minor importance to them. Therefore, professors have to familiarize with at least some principal issues concerning future profession of the students which will help make the course more effective and actualized.

2. Searching authentic materials of engineering context. One of the most important issues seems to be usage of engineering context. Today modern technologies make it possible to find on-line appropriate materials to be used in the classroom. Students nowadays are more interested in authentic information and learn the language easier and more effectively if they are given authentic texts or audio-visual materials.

Materials may be of different kinds *e.g.* texts containing general information about a branch of engineering, current trends in development of specific products or technologies, application of new technologies to manufacturing various goods *etc.* The kind of information depends on specialty/subspecialty of the group and the level of expertise of the students. In any case, information should be understandable for the students, the main objective being to show how things already familiar to the students from specialty courses are called and described in English or another foreign language.

Although materials may be not only in the form of texts but also of audio-visual kind, it is more logical to begin working on a specific topic with written texts and then go to audio-visual

materials. Such graded approach facilitates learning specific language points and provides progressive accumulation of specialty vocabulary and formation of practical language skills necessary for future professional career.

3. Developing receptive skills Reading as a basic foreign language learning strategy. Reading, being a major receptive form of learning, is aimed at eliciting and assimilation of information from the text. Specialty information acquisition through reading has become quite common recently due to the Internet resources being available. From the point of view of the students reading of the texts related to their specialty is more motivating and interesting, which makes the process of learning a foreign language undeniably more effective. But whereas professional motivation helps understand the texts related to the specialty, there remain certain difficulties with in-depth understanding of the genuine resources. Engineers do not always have enough knowledge of grammar and vocabulary to grasp fully all the aspects of the presented material. That is why the students should be trained during their studies to elicit specific information from the text and interpret it.

Foreign language professors working with future engineers and engineers-pedagogues need to familiarize with at least some key points of specialty of the students, which makes it possible to prepare text-based tasks aimed at effective teaching of special language points related to the specific branch of engineering.

Pre-reading activities. Generally, professors preparing specialty-focused courses for engineers and engineers-pedagogues search materials of various kinds, texts included, on-line. Graded approach should be applied to the search. The material has to correspond to the language level of the students and to the level of their professional expertise. Professors should adapt to the level and abilities of their students and prepare the necessary activities to help students to master professional vocabulary. Kinds of activities should be worked out depending on the level of the students and be doable.

Every activity should make students comfortable with the new professional vocabulary and facilitate learning. While working on the vocabulary in the classroom contemporary tools should be admitted. Most students cannot imagine life without the Internet, so smartphones or tablets may be used in the classroom to look up new words, the more so because not every contemporary professional technical term may be found in paper dictionaries which are usually rather outdated.

When the students are familiar with vocabulary, basic grammar elicited from the text should be explained. It is important for the professor to take into account that engineering students are not actually interested in grammar as such. They need it only to understand the structures from the text. So the stage of grammar presentation should be as short and to the point as possible. Presentation of grammar structures as kind of formulas where some elements are constant and others may be substituted with various words might prove helpful.

Reading strategies. When the students are knowledgeable of vocabulary and grammar used in the text, it is time to proceed to the stage of reading. There are several well-known reading strategies that are usually applied to work on texts in the classroom. Application of a particular strategy depends on a variety of factors: level of the students, characteristic features of the text *etc.*

The most effective steps of work on the text related to engineering specialties seem to be the following:

- **Skimming of the text.** At this stage the text is read quickly and students try to grasp a general idea of the text.

- **Scanning of the text.** The aim of this stage is to find passages or sentences containing pre-taught vocabulary and get clear idea of specific points related to professional issues of the text. If necessary, certain passages or sentences may be translated into native language.

- **Silent Reading.** This strategy may be applied either to class- or home-work. Silent reading allows each student to work at his/her individual pace, concentrating on the context and not thinking about correct pronunciation. It is obvious, though, that this reading strategy is more applicable to small passages in the classroom and to larger texts at home because of different pace capability of individual students.

- **Shared Reading.** The students read the text cooperatively and interact while doing so. This strategy proves to be most effective in mixed-ability groups. In this case the professor divides the group into smaller groups (usually of four) where more knowledgeable students help those with less knowledge overcome difficulties. This activity is performed under the professor's supervision and the professor is able to provide the necessary support and feedback to students individually and in groups. While working on large materials consisting of several parts the professor may give separate parts to different groups after all the students have skimmed the text in full and

understood the main idea. Shared reading makes work on the text easier and more beneficial to all the students. They not only acquire knowledge of the foreign language but also become more confident and develop team spirit which is a skill necessary for their future professional activities.

• **Reading aloud.** It is the strategy which develops reading competence, improves general text comprehension and understanding of specific details. This strategy is applicable to materials in the form of sample presentations, discussions, commercial talks, business meetings minutes *etc.* Having chosen such kind of material the professor may organize the lesson as a role-play, which will make the process of learning more vivid and enjoyable. This strategy may improve not only reading skills but also other language skills such as speaking and pronunciation. In advanced groups the professor may select some texts concerning a current specific engineering problem (*e.g.* implementation of renewal energy devices) but written in the same foreign language by specialists from different countries and continent. Analysis of such texts presented by the professor in the form of reading aloud helps the students to compare language usage and styles which may differ considerably. Such a comparison makes students more confident when it comes to formulating their own ideas in a foreign language.

• **Comprehension check.** Comprehension of the reading materials can be checked in different ways. Professors may work out multiple choice exercises. Some aspects of the texts may be discussed in the group or become sources for individual or group projects related to specific professional issues. The form of comprehension check depends on the group level and specific specialty.

Post-reading activities. To ensure proper assimilation of professionally-focused vocabulary acquired through reading creative tasks may be set for individual students as well as small groups of three or four. Creative tasks may imply preparation of:

- a presentation of an innovative engineering product or technology (based on on-line information found by the students);
- a reference paper on a specific issue related to future specialty (based on enlarged search for materials on the Internet and in other written specialty sources);
- a talk (based on the previously done individual or group specialty research) to be delivered at a scientific-practical public event.

Creative tasks are of great practical value as they stimulate students to monitor current

publications on the topics related to future engineering/engineering-pedagogical profession. While browsing topical publications students observe current trends in the development of new technologies and their practical implementation into various production and manufacturing branches of economy. Students also learn to present their own ideas in a foreign language. This experience proves helpful for the students preparing to give talks at student scientific-practical conferences and meetings which tend to become international due to the process of Euro-integration of Ukraine.

As a result of conscious step-by-step work on graded written materials related to engineering/engineering-pedagogical topics the students are supposed to acquire knowledge and skills necessary to perform various foreign language activities such as:

- understanding of specialty publications;
- preparation of specialty papers and talks;
- effective on-line written and oral communication with colleagues in international professional network.

Working with multimedia materials. Multimedia materials have a great impact on the process of learning foreign languages owing to their authenticity. Using multimedia materials professors are able to offer new approaches to learning especially because multimedia materials are in constant process of updating and transformation.

Learning from multimedia sources not only provides higher motivation but also gives future engineers/engineer-pedagogues chance to acquire knowledge of a foreign language used in natural and authentic environment. This should lead to the use of the foreign language in a natural and authentic way.

Multimedia materials correspond with the modern trends in teaching foreign languages to specialists using current, constantly changing information.

Speaking of the materials which may be found on-line it is worthwhile to point out that various audio-visual sources may be used such as:

- news reports from foreign TV channels (BBC World, CNN, Euronews, Deutsche Welle, Bloomberg and others) about new technologies and engineering achievements;
- programs concerning problems related to advantages of application of new inventions and innovative technologies to everyday life in various parts of the world *etc.*;
- interviews with scientists and innovation developers of various profiles.

Actual audio-visual materials enhance authenticity of the topic presentation; widen the outlook of the world in general and of the professional community in particular.

Working on audio-visual materials may be more difficult for the students initially, but the more they get used to such form of material the more interested they get and the more practical their individual approach to learning of foreign languages becomes.

Breaking the prejudice against audio-visual materials being too difficult for the students to understand is another problem for foreign language professors to tackle. First of all it is necessary to find short materials (no longer than 5 minutes). Longer materials are to be divided into short parts. Students are not able to assimilate long fragments and lose the line very quickly. Detailed preparation and preliminary work in the classroom is also of utmost importance.

Preparation of the multimedia materials for the classroom work requires from the professor to be flexible and find new updated information all the time. It is indispensable for a professor of foreign languages working with engineering specialty groups to monitor foreign TV channels and other information resources in search of materials to be used in the classroom. Audio-visual materials are to be recorded and made ready for the classroom.

Graded approach seems the most appropriate technique to be applied to working with audio-visual materials. This technique may comprise various stages depending on the level and previous professional experience of the students but usually the stages are as follows:

Preview of the material. The students should be given some preview of the material they are going to work on. The professor should prepare a lead-in reference for the students. They should be given some background information on the event they are going to work on:

- the place and time of event
- the problems discussed at the event
- participants and their background
- the exact kind of material the students are going to see and/or listen to.

Preliminary activities. Before presenting the audio-visual fragment to the students the professor is to work out activities aimed at facilitating understanding and further assimilation of the acquired knowledge by the students. Topical vocabulary should be picked out and selected from the point of view of its frequency of usage. Possible alternatives to the vocabulary used by the speakers should be analyzed as well as the grammar structures.

Watching/listening to the material.

Watching/listening to the material usually comprises several stages:

- watching/listening to the material in full;
- discussing the material under the professor's supervision trying to pick out the main ideas;
- watching/listening to short chunks picking out pre-taught topical vocabulary and other details, taking notes and translating some sentences into the native language to get the exact meaning;
- watching/listening to the material in full paying attention to the sentence structure, turn of phrases, style, manner of speaking, pronunciation etc.;
- rendering the material in order to assess its understanding and assimilation by the students.

Advantages of using multimedia materials are undeniable. To name just a few:

- multimedia materials make learning more vivid;
- visualization makes assimilation of the material easier;
- cognitive abilities are highly stimulated as several receptive channels are activated while students watch and listen simultaneously;
- material is assimilated both logically and imaginatively which makes learning more effective.

But it is worthwhile to notice that correct dosage of multimedia materials is necessary. The role of audio-visual materials is to illustrate vocabulary and grammar usage in real context and environment. The right balance of various types of activities and materials is of utmost importance for creating an effective model providing the desired result of knowledge acquisition and skills formation.

1. Developing communicative skills

Developing communicative skills is a priority in learning foreign languages nowadays. Fast developing contemporary international contacts put forward a task of training multi-skilled engineering specialists possessing not only vast specialty knowledge but also at least basic knowledge of profession-focused foreign language. Such training will open wider horizons for young specialists and help them integrate into international professional community.

Developing speaking skills. Activities based on reading and multimedia audio-visual materials. Development of speaking skills is a necessary element of any foreign language program. Teaching strategies used to build up speaking skills of future engineers/engineers-pedagogues should be based on professional context in the first place.

Profession-focused reading and multimedia audio-visual materials may be used as a basis for developing speaking skills of the students. Discussion and interpretation of the material in a foreign language enhances confidence of learners and provides for their desire to improve pronunciation and acquire more knowledge of the vocabulary and grammar in order to speak more spontaneously and to the point.

Choice of materials closely connected with future professional activities of the students helps the professor to create classroom atmosphere salutary for interaction and exchange of ideas between the students. The more the students are interested in the topic under study the more they are willing to monitor the network in search of new topic-related information.

At this stage the professor stops being a single transmitter of information and gets involved in the multi-centered process of education. The role of the professor becomes more that of a language consultant helping the students to make their ideas clear rather than of a mentor.

The professor should create friendly atmosphere and a climate of mutual understanding in the classroom, characterized by a positive treatment of the students in the classroom. The students should feel that every idea is acceptable and worthy of further discussion. Polite ways of holding a discussion and delivering contradictory

ideas and views in the foreign language are to be taught to create positive attitude which will enforce the effect of learning not only the language but business etiquette as well. Mutual involvement in the process allows the students to use the foreign language in real and practical situations based on authentic materials.

While discussing professionally related materials, the professor should familiarize the future engineers/engineers-pedagogues with situations where they have the opportunity to access to the knowledge, considering their needs, age, social and cultural context.

Creative activities aimed at developing speaking skills. It is very important to make the students of any non-linguistic specialization confident in a multi-language community and be apt to use a foreign language spontaneously in business and ordinary everyday situations. In order to provide for that it is necessary to make time during the course to set creative tasks which will help to acquire knowledge of typical clichés for typical situations.

Role-plays are a very effective activity used to achieve this goal. Students should be acting out a situation typical of their future professional activities.

The ideas for the role-plays that may be suggested to future engineers/engineers-pedagogues, to name just a few, may be as follows:

The situation to be acted out	Speaking skills to be trained
1. Job interview	Introducing yourself Speaking about qualifications and previous job experience
2. Presentation of an engineering project	Preparing a short introduction Structuring a presentation Referring to the visuals Pointing out main characteristic features of the project Underlining the advantages of the project over similar ones Answering possible questions about the project
3. Holding a business meeting	Getting attention, opening the meeting Encouraging people to speak Controlling the meeting Summarizing main points Closing the meeting
4. Dealing with problems	Stating of the problem Explaining the problem in detail and clarifying it Suggesting a possible action Comparing alternatives and making recommendations Talking about urgency Making people do things on time
5. Participating in negotiations	Putting your point of view Making proposals Responding to proposals Listening and taking turns Making your case and responding Speaking with emphasis

The above-suggested ideas for role-plays are aimed at developing proper reactions from the students to typical situations they may come across during their professional career. Knowledge of at least some ways to deal with such situations is absolutely necessary for every specialist nowadays.

But it is worthwhile mentioning that role-play is also an activity that requires a lot of preparation from the professor. Detailed scenarios are to be worked out. The students are to be given particular roles to play in a conversation or other interaction. Examples of the situations may be derived from the previously used multimedia materials.

Depending on the language level of the group the professor works out different instructions. In groups of lower level students may be given specific instructions on how to act or what to say. In groups of higher level students may be given only a description of the situation and characters. Some opening phrases may also be given. In this case the task will be to act and react depending on the requirements of the situation and characters description. Of course, this task is more complicated and may prove effective only if the students are fit for it from the point of view of the language and are ready to improvise and enjoy this kind of activity.

Present-day technologies give opportunity to make role-play much more useful and effective. Smart phones or tablets should be used to record the process of the role-play for further discussion and analysis. Young people nowadays are not camera-shy. They are used to it and act naturally during the activity recording. When the scenario is acted out and the process is recorded, the outcome may be analyzed in detail and alternative ways of dealing with the situation may be discussed in the group. Then alternative versions may be acted out with different participants and outcomes. Alternative versions should also be recorded and thoroughly analyzed from the point of view of the language used and results obtained. Such an approach to role-play may not only make the process more enjoyable but also have more impact not only on the participants but on all the students of the group and provide in the end for better results at tests and/or exams.

Role-play develops oral communicative skills which are now absolutely necessary because of the pandemic restrictions and widely used distant business communication through networks. Experience of communication acquired during the studies gives a lot of advantages and

opportunities in real situations. Even job interviews nowadays are often held in on-line format. A lot of staff work online and get in touch with authorities and colleagues either through networks or video communication resources.

If the students get interested in role-playing, they can organize role-plays on various professional or general topics on-line beyond the curriculum without the professor's supervision. This kind of role-play may be even more engaging and effective because of freedom of communication and no time limits.

Developing writing skills

Writing is another mandatory skill for any specialist especially under present-day conditions and COVID restrictions when development of distant contacts has become enforced. But even under normal conditions writing is an absolute must for almost everyone nowadays.

After having graduated any qualified young specialist faces the problem of looking for a job. At this stage the most important thing is to write an advantageous resume and an application letter. The better they are written the more chance the candidate has of making a favorable first impression, of being invited to a job interview and getting the job. No one is given a second chance of making the first impression.

As soon as young people start work, they face the obligation to write various kinds of correspondence, documents, reports, references and other papers.

So, building up writing skills is undeniably a very important task the students have to tackle with the help of the professor. It is worth mentioning that some writing skills are to have been pre-taught while performing other activities. One of the useful methods is to encourage the students take notes in the foreign language under study while reading texts and working with audio-visual materials.

First thing that comes to mind when we think about writing in a foreign language is grammar competency. Written messages, business e-mails and other papers will be totally unintelligible without at least basic knowledge of grammar. But good knowledge of spelling is of equal importance because sometimes misspelled words are not corrected by computers if they coincide with existing words of different meanings.

Although new technologies and on-line resources provide us with samples of various written correspondence, we have to personalize them and not just use mechanically. The

beginning and the ending formulas are quite similar, but the main text is expected to be individual.

Setting a writing task for the students usually comprises some stages:

- giving detailed instructions about the task objectives (what kind of paper they should write, of what format and of what length);

- analyzing writing frames and templates suited to the task (a lot of them can be found on-line);

- naming indispensable elements to be included into the paper such as opening and final formulas, functional language and others depending on the type of the paper;

- analyzing grammar structures used in similar paper samples.

After setting the task it will be reasonable to divide the students into small groups and let them discuss the paper they are going to write. Communication at this stage is very productive as it helps understand the objectives and plan the approaches to be used while writing. Then each group may be asked to write the first draft which is to be discussed together with the professor from the point of view of grammar and contents.

While discussing the drafts the students can observe the role of correct sentence structure, building separate paragraphs. Together the students can effectively reshape what they have written in order to obtain a properly edited result.

Building up specialty-focused writing skills

Working with future engineers makes it necessary to train them to write professionally focused papers such as:

- descriptions of specific technical processes or products;

- reference papers on current publications in specialty branch;

- technical proposals;

- user instructions or manuals;

- marketing proposals *etc.*

Students qualifying to become engineers-pedagogues are supposed to be working in future on such documents as:

- instructional and supportive documents for technology-related tasks;

- feedback on specific points;
- training documents;
- answers to frequently asked questions (FAQs).

In view of future involvement in creating of the documents of the above-mentioned kinds, acquisition of dependable technical writing skills becomes indispensable. These skills are to help render complex technical information in a user-friendly manner.

Regarding the task of developing the students' specialty writing skills the professors should concentrate their attention on working with specialty-related materials and use accessible technologies to monitor and select current information to be used in the classroom and for the students' independent project work.

Students are to be made to understand that if they plan on working in the international companies, writing skills are to be their priority. Well-developed writing skills make the ideas and suggestions more understandable and the specialist looks more capable and dependable.

Conclusion. Present-day realities and processes of reshaping of lifestyle in Ukraine as well as our country's Euro-integration movement put forward new challenges to be tackled by professors involved in education of the new generations of professionals, especially in engineering. Special tasks are to be solved by professors of foreign languages in particular regarding a great demand for technical specialists having good knowledge of specialty-focused foreign languages.

New tasks put forward the necessity of working out new approaches and using all accessible new technologies as well as application new modern techniques to teaching foreign languages for special purposes.

The above-mentioned approaches and techniques are considered very effective by specialists from various countries. Application of such approaches and techniques makes educating process more stimulating and effective. The students acquire good knowledge of a foreign language and they are shown a lead to follow to constantly improve and deepen their skills adapting to new challenges of modern life.

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