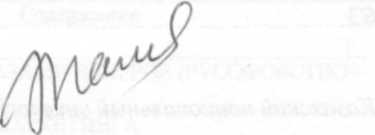
i Language and Innovations



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i Language and Innovations

МАПРЯЛ аясында Под эгидой МАПРЯЛ Under the aegis ofMAPRYAL



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Научный редактор Э.Д. Сулейменова

Редакционная коллегия: Г.Б. Мадиева (ответственныйредактор), Ж.М. Уматова, РЖ. Кондыбаева, Ж.Ж. Кузембекова

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interactive methods in teaching technical english

L.E Strautman, Sh.B. Gumarova Al-Farabi Kazakh National University, Almaty, Kazakhstan

[strat50@mail.ru](mailto:strat50@mail.ru)

Key words: teaching, foreign language, interactive methods.

In the conditions when in the first days of university studies the students see wide use of interactive techniques in the presentations of lecture material and get computer-aided instjuctions it is impossible not to respond to the demands of the new educational environment

This situation brings up the problem of availability of such interactive material. However strange it may seem but textbooks on technical English are either not available or irrelevant. Why is relevance so important? Why, nowadays, having so many textbooks it is difficult to find a textbook that will suit your needs? To begin with, it should be noted that the situation in teaching Technical English is Afferent from the situation in teaching General or Business English. For teaching General English different multi-level text-books have been developed. The task of the teacher is to determine the level of the students and to provide them with the text-books of the corresponding level.

The situation in teaching technical English is not so simple. The limited number of hours forces us to search for the most suitable material and new strategies which would improve the efficiency of its usage. The key factor is the response to the demands of the new educational environment when more and more English-speaking scientists reading lectures on physics in English come to the University and new disciplines in English are included in the curriculum.

It should be noted that now the students are more interested in the subject of their study than in general English. Even the texts about film stars do not arouse such interest as the texts on physics. The students are focused on their future needs which include listening to English-speaking reporters and reading scientific articles, journals, catalogues, books on subject matter and instruction manuals in English. The students are especially motivated by lectures on special subjects in English. They not only motivate them to leam English but also enrich their vocabulary.

According to our needs analysis reading comprehension is the skill that requires special attention and priority in our lesson planning Readmg comprehension implies both general and specific information, though inference and prediction are also involved in this skill but by comprehension we may also mean that the student is capable of recognizing the structure of the text, guessing the meaning of unknown words from the context, re-expressing the content of the text, re-writing the text, summarizing it, either in a written or oral way. However, not all these activities can be found in the textbooks used for the students of the Faculty of Technical Physics. For example, the most widely used textbooks in the Russian-language groups arc I.K. Bcrlina "English for the Second-Year Students of Natural Faculties" and I.D. Lepeshova 'English tor Senior Students of Physics Faculty". The texts in the textbooks enable us to solve the above stated problems, they are useful for enriching technical vocabulary, but the exercises are rather boring and do not motivate the students. Here we give some examples of the tasks for some of the exercises "State the function of Gerunds and Gerundial ЯЗЫКИ ИННОВАЦИОННЫЕ ПРОЦЕССЫ В ЕГО СОСТАВЕ И СТРУКТУРЕ

Complexes proceeded by prepositions", "Translate the sentences paying attention to the Objective •\* mfinitive and the Nominative + tofinitive constructions". We also have textbooks published by Cambridge University Press "Professional English in Use" and "Science" from Macmillan Vocabulary Practice Series, which provides opportunities to practice vocabulary using interactive activities! animations and diagrams. Usage of interactive activities does not leave indifferent even the most passive and weakest students, so we have developed some interactive exercises for our materials.

One of the approaches arising students' interest is usage of the methods called in one of the paperi "reading-to-do-skills", which means to give instructions to some practical applications. Such examples can be found in the textbook "Professional English in Use. Engineering" published by Cambridge] University Press. For example, it explains the use of Pythagoras's theorem in practice in plain English.^

A quick geometry lesson. Measure a length of timber for one of the sides adjacent to the right angle. It is ifeet long. Square that number - 3 multiplied by 3 equals 9. Do the same with the otter side] adjacent to the right angle. Work out the square of the number. Then calculate the square root of the I sum of (wo numbers.

Even the weakest students do not remain ^different to such exercises. The other problem is tJ problem of vocabulary \еатт%. Which vocabulary type should the ESP teacher teach?

In the research related to vocabulary learning P. Nation stated, "It is wise to direct vocabule leaning to more specialized areas when a learner has mastered 2000-3000 words of general usefulness^ English" О\аЬоглД00\, \%T).

Learners who will do academic study in English must focus on academic vocabulary know "general useful scientific vocabulary" or "semi-technical vocabulary" because they need to exhibil range of academic skills like reading research papers in their own field, listening to lecturers, dis and presenting their own methods and results. Therefore semi-technical vocabulary should be gnM priority by ESP teachers as this vocabulary is used in everyday life but has a frequent occurrences academic descriptions and discussions (Dudley-Evans &Johns, Developments in English for specfl purposes, 1998,87).

Let us consider a passage from the text taken from the book on solid state physics. (Вгшкегв Oxide layers deposited from organic solutions. Physics of thin films):

Adhesion strength was evaluated by tensile adhesion test by using a testing machine at a head speed of 0.5 mm/min Before measurements the specimens were filled with acrylic resin ■vacuum dryer and cured at 150°for I h to prevent adhesive penetration After removing the acrylic resin, the specimens were fixed with tensile jigs using epoxy adhesives and then cured at I for2h The tensile strength of the epoxy adhesive was only 60-70 Mpa.

The teachers, adherents of authentic texts, may applaud. It is an authentic text, but it can useful for students. What does the above example give us? In terms of relevancy or irrelevancy is irrelevant for bachelor students.

A new generation of textbooks, for example, V.A. Radovel "English for Technical Universil Moscow, 2010, E.I. Kurashvili "English for Physicists", Astxel Publishing House, 2004 suggest varied exercises but do not give interactive activities which stimulate students' participation learning process.

In special subjects (mechanics, molecular, atomic physics, etc) the students are given I interactive tasks, they are allowed to simulate various processes, in the course of nuclear physics (J are even allowed to simulate the operation of a nuclear power plant, therefore our text books dosj meet their expectations and reduce their motivation. Therefore to maintain students' interest ■ necessary to introduce new types of activities. The tasks presented below provide a feedback' the teacher and the student, they are placed in the Intranet as tasks for homework and means о control. The computer program for the tasks was specially developed by a programmer Й D'yachkov, it enables the students to fulfill some tasks with answer key, whereas the tasks wttl answer key are used as means of control.

Practical examples

1. Match the two parts

|  |  |
| --- | --- |
| Kinetic energy | Energy that results in an increase in temperature |
| Thermal energy | The form of energy that can be heard |
| Sound energy | Potential energy stored in a deformed material |
| Chemical energy | Mechanical energy in the form of movement |
| Light energy | Energy stored within the liquids or solids in a battery |
| Strain energy | The forms of energy that shines and can be seen |
|  | |
| Series circuit | A circuit containing one or more sockets |
| Short circuit | A very small, often complex circuit |
| Printed circuit | A simple circuit where all components are placed one after the other along the same conductor |
| [integrated circuit | What happens if life and neutral conductors touch while a current is flowing and there is no component between them |
| parallel circuit | A circuit which allows different components to be controlled independently by separate switches |
| 1 Power circuit | A circuit that can be populated with a large number of components |

(The exercise is fulfilled by dragging the right-hand parts of the sentences to right

2. Drug the words from the box into the table to make groups of verbs with similar meanings amend circulate redesign revise supersede

|  |  |
| --- | --- |
| Kinetic energy | Energy that results in an increase in temperature |
| Thermal energy | The form of energy that can be heard |
| Sound energy | Potential energy stored in a deformed material |
| Chemical energy | Mechanical energy in the form of movement |
| Light energy | Energy stored within the liquids or solids in a battery |
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| Series circuit | A circuit containing one or more sockets |
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(The exercise is fulfilled by dragging the right-hand parts of the sentences to right places.)

approve issue refine sign off

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
| Change | Send out | Accept | replace |
| Improve | distribute | agree |  |

3. Fill in the blanks with the appropriate words from the list given below.

1. The... of matter and the size of the universe arc not known yet
2. Uranium and thorium are, in the course of time,... into certain kinds (isotopes) of lead
3. The amount of uranium..., that of lead... gradually.
4. Nitrogen and oxygen are a mixture... 99% of the atmosphere.

5.... all the carbon and oxygen in the organic compounds of both plants and animals conies from carbon dioxide (C02)... from the surrounding water or from the air by green plants.

6. Coral animals growing on ... of the ocean floor eventually piled high enough to reach the  
surface of the water.

1. Ocean drifts and... are caused mainly by the prevailing winds of the earth.
2. Air has not much....

9. The atmosphere becomes progressively thinner with increasing ... . It ... to approximately 8  
miles above the surface of the earth.

10. In... to the layers of ions, in the ionosphere there are layers of electrons that provide reflecting  
layers for radio-waves.

1. In terms of electron content, the lowest layers... the least number of electrons.
2. Silicon dioxide, or quarts is the major... of granite.
3. Dark surface of the earth, such as rock and soil, are good... of heat.

14. Life might exist somewhere in the universe but it might not have ... to the level of taking  
beings.

a), b) currents, c) comprising d) decreases, e) elevations, f) possess, g) absorbers, h) altitudes, i) evolved, j) amount k) increases, I) eventually, m) extends, n) absorbed, o) weight p) addition, q) converted

Conclusion

Teaching of special subjects in English requires development of new approaches to teach technical English. To be competitive in this field it is necessary to include into work with speciali texts not only reading, translation and memorizing words, but also interactive activities, animations diagrams arising more active students' participation in classroom activities.

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