

TEACHING ENGLISH TO ENGINEERING STUDENTS WITH COMMUNICATION AS THE MAIN TYPE OF ACTIVITY

У статті наведено аналіз досліджень деяких вчених-психологів та педагогів проблеми спілкування та розглядається роль спілкування як діяльності студентів технічних спеціальностей під час вивчення англійської мови.

В статтє представлен анализ исследований некоторых ученых-психологов и педагогов проблемы общения и рассматривается роль общения как деятельности студентов технических специальностей при изучении английского языка.

The article deals with the analysis of some psychologists' and pedagogues' research of communication and the role of communication as an activity of engineering students while learning English.

Ключові слова: спілкування, студенти інженерних спеціальностей, технічний університет, засвоєння мови, навички.

Ключевые слова: общение, студенты инженерных специальностей, технический университет, усвоение языка, навыки.

Key words: communication, engineering students, technical university, language acquisition, skills.

Statement of the problem. The expansion of contacts between different countries, the need for international cooperation makes foreign language communication skills necessary for everyone. This fact allows us to consider the formation and development of the skills and abilities of foreign language communication of university students as the topical line of research.

English communication is important in many areas of students' future work: professional, social, scientific. Verbal communication is necessary to achieve the maximum pragmatic effect of cooperation in various types of cross-cultural and intercultural communication. In this regard, there is an urgent need for the development of theoretical and technological support of the educational process aimed at creation and development of English communication skills.

The objective of the article is to consider communication as a psychological and pedagogical problem, to analyze the role of communication in student activity including training, and to show the importance of communication in the process of studying English.

Analysis of the literature. The problem of foreign language communication has been in the scope of study of many well-known researchers, psychologists and pedagogues as L. Vygotsky, A. Leontiev, S. Rubinstein (the theory of speech activity); V. Vinogradov, G. Vinokur, B. Golovin, V. Goldin, S. Ozhegov, L. Scherba (the role of speech and language in the development of culture); A. Akishina, N. Formanovskaya (speech etiquette questions); O. Abdullina, V. Grehnev, N. Kuzmina, E. Pronin, R. Shakurov (problems of creating the culture of verbal communication in the learning process); A. Bodalev, L. Bueva, V. Kan-Kalik, B. Lomov, A. Mudrik, V. Myasishev (the theory of activity and communication).

The research of interrelated aspects of communication is valuable for pedagogy: person and communication (L. Bueva), communication and activity (E. Shorohova), education and communication (M. Kagan), communication and attitude (V. Myasishev), communication and spirituality of a person (V. Suhomlinsky), communication and activity (A. Bodalev). They state communication as human interaction.

The analysis of psychological and educational literature suggests that the problem of forming and developing the English language communication skills, psychological and pedagogical conditions and means of their formation in a technical university are not studied well enough.

At present, the importance of communication in people's lives is beyond doubt: "human activity is impossible without communication" [4, p. 126]. We see its importance especially clearly in joint activities of students in the study of foreign languages. There is an exchange of activities and impact in the pedagogical process in the joint activity of a teacher and a student, teamwork. V. Panferov identifies four "common aspects" of studying the issue of communication: communicative, informative, gnostic and regulatory. As part of technical university students' English study, we are primarily interested in the communication aspect, which "involves the study of possible ways to find connections between people as means of communication" [4, p. 127].

Developing the category of communication, modern science states that mutual exchange of views, ideas, attitudes, interests takes place in the process of communication, while the system of relations "person -

person(s) develops and displays." Communication is seen as a complex form of human interaction.

Myasishev V. considers communication as an attitude, need, ability and communication in the activity. He identifies two critical needs - "communication and activity, their combination as the need of active communication or communication in the activity, representing the specific need characteristic of a human" [3, p. 151]. Myasishev defines three areas of basic needs - "knowledge, activities and communication" [3, p. 307]. It is these activities that we see in the students. In the study of the English language students show the need to study (know) the new material: vocabulary, grammar, new structures ... the activities aimed at meeting this need are performed, of course, there is a need for communication in the learning process, and as a result, for the implementation of the acquired information.

Undoubtedly, the activities of technical university students in the study of English are varied. They include the study of audio and video materials, acquisition and development of skills of reading and translating authentic literature on their specialty, skills of foreign language speaking, understanding oral statements in English, analysis of the new information... However, in all these activities communication of students with each other or with the teacher is present. Communication is the basis of interaction between a teacher and a student. The task of the teacher is to create such a situation, which provides a unity of the teacher and the student in the learning process and the fertile atmosphere of learning as a unity of knowledge and communication. In the pedagogical process, the complexity of communication in the work of the teacher and students is revealed in diverse forms, enabling students to share their experiences, knowledge and new information, to encourage critical evaluation of their actions and the actions of others. Cognitive activity occurs in the interaction of the student and the teacher. In many respects the process of transfer and acquisition of knowledge depends on the atmosphere of cooperation and understanding of the participants.

Improving the educational process, its high results are achieved through activities and communication of the teacher and students.

A. Bodalev emphasizes that communication is, as a rule, "the interaction of people, in which each of the participants of this interaction, urged by more or less realizable motives, implementing certain objectives, for example, seeks to persuade the people to whom he addresses, to show them the attitude to any fact, event, person, or learn something previously unknown, etc. But people can join in communication and do some kind of activity that requires them to cooperate..."[1, p. 41]. Cooperation is an integral part of teaching, research, social activities of students. Moreover, communication is characterized as a particular type of activity, without which there cannot be the development of a person as an individual, as a personality and individuality [1, p. 78]. Consequently, taking into account that the student develops in the learning process, we can say that communication is one of the most important types of his activities. However, many technical university students do not pay enough attention to foreign language communication as a factor of their personal and professional growth and development.

S. Rubinstein refers to communication, considering its correlation with the speech. "Speech is an activity of communication – expression, influence, informing – through language; speech is the language in action. Speech, together with the language and different from it is the unity of certain activities – communication..." [5, p. 382]. So, when learning English and English speech, students communicate and, at the same time, learn the language and improve their speech while communicating. Language acquisition is the result of special training activities. However, "to really learn the language it is necessary that it is not just learned, but enters into a student's life and work in the process of use, meeting the real needs of the speaker" [5, p. 397]. This is why in the classroom it is necessary to use all possible means of communication, including information and communication technology. It is necessary to develop a set of exercises which develop communication skills effectively and use real situations that may arise in the work of technical university students. The phenomenon of communication considered this way acts as a specific independent form of student's activity. Its result is a relationship with another person, with other people.

A. Leontiev, in his turn, basing on the "German ideology" considers language as the primary means of communication, and the development of communication – in the light of labor activity development and the evolution of consciousness [2, p. 236]. The speech activity is considered to be the most well-researched form of communication [2, p. 135]. A. Leontiev also raises the issue of "whether communication is a qualitatively special kind of social activity" and whether it is "to act as an independent molar unit of the activity" [2, p. 235]. The researcher notes that as "private activity" communication activity can be considered "when we deal with speech acts that have an independent objective (subordinate to the common goal of activity) and the independent motivation that does not coincide with the dominant motivation of the non-speech activity that is served by these speech acts" [2, p. 55]. In the English-language communication of students, we can observe the self-motivation, such as mastering the language for professional communication, or receiving or transmitting any foreign language information.

Rivers points out that while selecting the educational material, a teacher must first of all remember that the teacher's purpose is to teach students to interact freely with other people: to understand what others want to communicate and share with others what they want to share (as a response to a message or an addition to the exchange of information). He also offers a scheme of processes to learn how to communicate. The processes are divided into skill acquisition and skill application. Skill acquisition includes: 1) knowledge, which is divided into perception (of units, categories and functions) and generalization (assimilation of rules regarding categories and functions); 2) reproduction, which is divided into articulation (training the sequence of sounds), and construction (training the formulation of utterances). Application of skills includes interaction (or real communication), which is divided into acceptance (comprehension of message), expression (communication of personal meaning) and motivation (communication) [6, p. 4]. The author also emphasizes that knowledge and intensive practice (skill acquisition) are not sufficient to ensure confident interaction. In practice this requires the practice of real targeted communication with others [6, p. 5].

Conclusion. Communication is a necessary condition for learning the English language by technical university students. Formation of the English-language communication skills of technical university students will be more effective if optimal pedagogical technology is included in the learning process, the complex of verbal and non-verbal means of English communication are used. In order to improve the efficiency of the process of formation and development of the English language communication skills of technical university students and to improve significantly their preparation for professional contacts abroad, it is necessary to develop a system of exercises for developing English speech (oral and written) activities (listening, speaking, reading) which would be practiced in a variety of English language communication training situations.

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