

UDC 608:372.862

SOME METHODS OF TEACHING OF TECHNICAL ENGLISH

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The paper deals with some means and methods of how to overcome the students' inner psychological obstacles, help the lecturers to improve the educational process when working with the student and teach special language. It introduces different theories, covering inner psychological obstacles of students and the ways of overcoming them, thus improving the educational process of teaching foreign languages.

Key words: *psychological obstacle, terms, technical English, professional vocabulary, communication, volition, lack of confidence, willingness, anxiety, agriculture, architecture.*

Introduction

It was and still it is a big problem for the foreign language educators to find an appropriate approach how to teach English more productively and how to help students to overcome their inner psychological obstacles when learning a foreign language. In fact, it is a very serious problem for not only foreign language educators but also university students. One of the solutions for this problem is that students should be involved in different groups according to their language level: beginners (elementary), pre-intermediate, intermediate, upper and advanced. But when we deal with students from different schools of our republic the problem can seem more serious than we imagine. One of the reasons of the poor English or rather the lack of intelligence is connected with the traditional way of teaching English at schools especially in the villages. In towns the teachers are eager to carry modern methods of teaching English, to use means and devices to make the lessons interesting and motivating, to use the internet, cooperative learning methods, group working, online lessons of every kind, thus the level of knowledge is higher, but in villages the picture is different. In town schools speech is more developed, communication is held every time in classrooms, students can speak more fluently than in village schools where teachers actually cannot communicate sufficiently themselves, have lack of vocabulary and knowledge. Sure there are exceptions as well, i.e. there are schools in villages where teaching English as FL is satisfactory. Unfortunately, after moving from one school to another or to the college, some students face serious problems either being in quite a different environment or experiencing new methods of studying English. The thing is that very often changing English the teacher can be "fatal" for the students. Some students are used to their former teachers at schools, as they have been learning since the first grade, where the methods and style of teaching/learning are quite different. There are also other effective factors such as attitude, motivation, anxiety and beliefs, etc., about foreign language learning that are considered to be important factors which might influence foreign language learning process.

In recent years some research was carried out in different schools to reveal the problems of foreign language teaching and learning. The aims are the same: to find effective methods, to create confidence and strong will for the students to learn English. For this purpose foreign language educators should raise the awareness of the importance of English and strengthen the volitional strategies of the students when they work with them. From the results we understood that there are several important factors that are necessary for the students: confidence, will, ability, tolerance. The results at high school are higher than those of secondary schools. It is quite logical that the level of

foreign language knowledge at high schools is comparatively higher. The reason is actually hidden in the final decision of students where to go and what to do after school. It is also important to know about the factors which can influence their decisions. These two factors: awareness of the importance of English and volitional control-together play an important role in learning English. The sooner the students understand the significance of English, the easier will be for them to choose their future profession.

Shushi technological university is also involved in this process. The teaching staff is eager to find ways and carry methods on to put teaching process on high levels. Different approaches are being worked out to highlight the main barrier for students in learning English which is that they had a general belief that they are not good at learning foreign languages. Others had already decided where to get education and had a clear orientation, will and proper abilities, but in this case learning English is pushed out. Shushi technological university gives such opportunities to continue students' further education in other universities, in Europe or the USA where a good knowledge of English is quite necessary and required.

Conflict setting

Research proved that the traditional approach is not productive. We must go to holding new and effective methods, to integrate methods which will help students to gain confidence and get rid of anxiety, sometimes to be allowed to choose an appropriate program or the so-called "self study programme". To teach technical and professionally oriented English it is more effective to teach a foreign language by using flashcards, dialogues, watching films, taking online lessons concerning their profile.

Agronomists here need to be taught agricultural terms, special vocabulary which will later help them to study special literature on the item. The same can be said about the architects. Special texts are chosen for them to enhance technical vocabulary, modern technologies and utilities, equipment help the students to strengthen their volitional control, attention, confidence and will. It is a big task that here we do not have live communication outside the university, that's why we must do a lot of group working, pair work and do a lot of practical exercises to develop our students' speech. The lecturers must use all modern interactive and cooperative methods to be useful for their students.

Many faculties in Shushi technological university are opened newly to support the state with experienced and highly qualified specialists. Architectural and civil engineering faculties are also aimed at this: to prepare a real working stuff for town reconstructing, and not only these faculties. University graduates will get chance to experience their profession in Artsakh and Armenia. Our country is first of all an agricultural country and learning special English will be much more demanded for later qualifications and academic research.

Agronomy (Ancient Greek ἀγρός *agrós* 'field' + νόμος *nómos* 'law') is the science and technology of producing and using plants for food, fuel, fiber, and land reclamation. Agronomy has come to encompass work in the areas of plant genetics, plant physiology, meteorology, and soil science. It is the application of a combination of sciences like biology, chemistry, economics, ecology, earth science, and genetics. Agronomists of today are involved with many issues, including producing food, creating healthier food, managing the environmental impact of agriculture, and extracting energy from plants [2]. Agronomists often specialize in areas such as crop rotation, irrigation and drainage, plant breeding, plant physiology, soil classification, soil fertility, weed control, insect and pest control.

Agroecology is the study of ecological processes that operate in agricultural production systems. The prefix *agro-* refers to *agriculture*. Bringing ecological principles to bear in agroecosystems can suggest novel management approaches that would not otherwise be considered. The term is often used imprecisely and may refer to "a science, a movement, or a practice" [2]. Agroecologists study a variety of agroecosystems, and the field of agroecology is not associated with any one particular method of farming, whether it be organic, integrated, or conventional,

intensive or extensive, although it has much more common thinking and principles with some of farming systems [3]. In Artsakh and Armenia such kind of specialists (agronomists and agroecologists) will be much more useful for developing the economy as they tend to work in the field of agronomy. Teaching special English to the students of these faculties is certainly very difficult first of all for their lack of technical vocabulary. Students have not come across these very vocabulary and texts at school and here in the university it is a problem to learn. But the problem, of course, is not impossible to solve.



Figure 1. Artsakhi vegetable harvesting

First of all the whole of vocabulary is given with transcriptions and translations. It is a kind of individual work for them. Later they are asked to learn these words by heart. A group work is held with them in asking the vocabulary. Then the special terms are explained in details to be memorized. Texts are read and told by students who have willingness to speak, to communicate, and as a result of this some students can talk and take part in discussions which is done every time the text is covered. Surely not all students have desire to study specially oriented English, but we work to motivate them. Low motivation is another obstacle. Students who have difficulty with foreign language learning are often described as underachievers or learners with low motivation. As we see, first and foremost one should help the students learning English to develop strong motivation. The Internet is sometimes used to show videos, pictures and information proper to the issue. An individual work is immediately given at home besides their vocabulary and texts either to present reports or show slides speaking about the theme given.

After the war our towns and villages need to be reconstructed soon. And huge work is being done towards this. Government and foreign investors spend much money on reconstructing buildings, or building new constructions. This is where architects are required, and this faculty is trying to prepare real specialists in this sphere of activity.

Architecture (Latin *architectura*, from the Greek *ἀρχιτέκτων* *arkhitekton* "architect", from *ἀρχι-* "chief" and *τέκτων* "builder") is both the process and the product of planning, designing, and constructing buildings and other physical structures. Architectural works, in the material form of buildings, are often perceived as cultural symbols and as works of art. Historical civilizations are often identified with their surviving architectural achievements.

Architecture has to do with planning and designing form, space and ambience to reflect functional, technical, social, environmental and aesthetic considerations. It requires the creative manipulation and coordination of materials and technology, and of light and shadow. The practice of architecture also encompasses the pragmatic aspects of realizing buildings and structures, including scheduling, cost estimation and construction administration. Documentation produced by architects, typically drawings, plans and technical specifications, defines the structure and/or behavior of a building or other kind of system that is to be or has been constructed.

The word "architecture" has also been adopted to describe other designed systems, especially in information technology.

Here the students work much to learn technical English, special terms and texts on architecture, architectural design and constructing. History of architecture is taught, and also modern trends of nowadays architecture is shown to students. Texts are read and translated in classrooms, special vocabulary is given to study and learn by heart, and at home students learn telling and preparing reports when given on different topics. The Internet is used to show examples of modern constructions, different architectures (middle ages, ancient times, European architecture etc.), seeing these pictures and videos students can learn much about design and decoration, material and structure. What is notable in this classroom that the students learn interactive methods of learning, cooperative learning, discussions with the aim of developing oral speech and communication skills. These methods of teaching are also supported by many researchers. It is indisputable that English plays a very important role as a world language. This fact will undoubtedly help them to regulate themselves in managing a foreign language anxiety. Some students understand that being weak at English they need to study further, but they admit that "knowing is one thing, doing is another thing". By studying the behavior of different students we for ourselves clear up that even if they do their best, it is still a problem for them to overcome the difficulties in learning English. In any case we realize that volition is controlled by learners intentions in realizing their goals and keeping their motivation [1].

Thus, according to our research we reveal that the students should consider two prominent factors: awareness of the importance of English and volition control. Promoting volitional strategies and assisting their students the educators help them to overcome their inner obstacles in learning English.

Research results

The results of our research are the following: the traditional approach is not productive. We must go to holding new and effective methods, to integrate methods which will help students to gain confidence and get rid of anxiety, sometimes to be allowed to choose an appropriate program or the so-called "self study program". To teach technical and professionally oriented English it is more effective to teach a foreign language by using flashcards, dialogues, watching films, taking online lessons concerning their profile.

Conclusion

We may conclude from the paper that there are several methods and approaches to help us to overcome the psychological obstacles during the teaching of English as foreign language, especially Technical English. These methods can help the students to study better and as a result they can support the productive and effective language teaching. In this paper we tried to point out some methods of teaching English at technological faculties of Shushi technological university. Here we discussed carrying new and effective methods at technological faculties, the example is shown in two faculties-agricultural and architectural, but the methods can be carried every time they are needed and whenever necessary. And here also some factors are mentioned which are required to learn English.

References

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Կ.Է. Փաթյան

Շուշինի տեխնոլոգիական համալսարան

Հոդվածում ներկայացված են օտար լեզվի դասավանդման և ուսումնառության գործընթացում սովորողների հոգեբանական խոչընդոտների /օրինակ՝ ցածր մոտիվացիան, կամային հատկությունները և այլն/ հաղթահարման որոշ ուղիներ և մի քանի մոտեցումներ, որոնք նպաստում են ուսուցման գործընթացի արդյունավետ կազմակերպմանը և ուսումնական նյութի յուրացմանը:

Բանալի բառեր. հոգեբանական խոչընդոտ, եզրույթ, տեխնիկական անգլերեն, մասնագիտական բառապաշար, հաղորդակցություն, կամք, վստահության բացակայություն, պատրաստակամություն, շփոթվածություն, գյուղատնտեսություն, ճարտարապետություն:

НЕКОТОРЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ТЕХНИЧЕСКОГО АНГЛИЙСКОГО ЯЗЫКА

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В статье представлены некоторые способы и методы преодоления психологических барьеров студентов /низкий уровень мотивации, волевые особенности и т.д./ в процессе изучения иностранного языка и разные теории, способствующие преподаванию иностранного языка и лучшему усвоению учебного материала.

Ключевые слова: психологическое препятствие, термин, технический английский, специальный словарный запас, коммуникация, воля, отсутствие доверия, готовность, неловкость, агрономия, архитектура.