

ROUND TABLE AS AN EFFECTIVE FORM OF TEACHING ENGLISH IN A TECHNICAL UNIVERSITY

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Abstract. The article considers such a form of teaching English as round table. This form can significantly enrich the learning process and contribute to the development of students' language skills in communicating on professional topics. Participation in round tables allows students to actively communicate in English, develop argumentation skills, improve vocabulary and grammar. Free discussions, in turn, contribute to the development of communication skills, independence and critical thinking.

КРУГЛЫЙ СТОЛ КАК ЭФФЕКТИВНАЯ ФОРМА ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В ТЕХНИЧЕСКОМ ВУЗЕ

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Ключевые слова: круглый стол, форма обучения, английский язык, профессиональные темы, выступление, обсуждение, коммуникация, эффективность.

Аннотация. В статье рассматривается такая форма обучения английскому языку как круглый стол. Данная форма может значительно обогатить процесс обучения и способствовать развитию языковых навыков студентов в общении на профессиональные темы. Участие в круглых столах позволяет студентам активно общаться на английском языке, вырабатывать навыки аргументации, улучшать словарный запас и грамматику. Свободные обсуждения, в свою очередь, способствуют развитию навыков коммуникации, самостоятельности и критического мышления.

One of the current areas of methodological research aimed at optimizing English language teaching in a technical university is the search for ways to teach effective speech communication on professional topics. The set of knowledge and skills necessary for the implementation of training, designated by the term "culture of speech communication", can become one of them in any study of English. The relevance of such a formulation of the question becomes especially obvious in our time of expanding contacts (especially business) with foreign countries, when the planned pragmatic effect of a speech utterance is often the key to the success of business cooperation in general.

As is known, much attention is paid to the culture of speech, as well as the culture of professional speech communication, when teaching the native language. With regard to teaching English, this issue has not been sufficiently studied, which can partly be explained by the more modest tasks facing those studying a foreign

language. At the same time, the lack of due attention to the culture of communication in the practice of teaching English leads, on the one hand, to numerous errors in students' speech, which disrupt communication, causing a negative reaction in native speakers, and on the other hand, to a significant decrease in the impact of the speech of the speaker/writer in English.

The natural evolution of the goal of teaching English dictates the need to teach communication in it as a specific type of human activity, which presupposes qualitative changes in the methodology of teaching English at a university, the search for and implementation of innovative forms of training. Such forms today are: discussion, debate, project method, round table.

One of the most effective forms of teaching the culture of speech communication on professional topics in English is round table, since students can and want to logically express their thoughts. This form of training also helps to create an atmosphere of trust and mutual understanding between the teacher and students, which contributes to more effective learning [1].

Round table is a type of discussion where participants communicate openly, formulate and solve problems, and learn to present arguments and defend their point of view.

Currently, the round table method is actively used and integrated into the curricula of career guidance study of the English language. Round table is always united by some topic or problem and, as a rule, becomes the final stage in the study of some section.

The round table method in studying English allows you to solve the following problems [2]:

- ensure the consolidation of lexical units;
- learn to express agreement and disagreement with an opinion;
- move away from the usual forms of dialogue in the classroom, with the ability to address several participants at once;
- develop communication skills in English;
- develop critical thinking, put yourself in someone else's shoes, accept another point of view, draw a conclusion based on the information received.

Let's consider the goals of this form of training from the point of view of teaching English:

- English for professional purposes (students use information relevant to their main specialty);
- English for academic purposes (students, using the Internet, select information based on reliability and credibility, prepare speeches, PowerPoint presentations, write annotations for speeches, practice public speaking skills);
- English for business communication (students develop group work skills, they learn to coordinate the work of participants during round table, using methods suitable for holding a conference and a business meeting).

Such events allow students to develop a number of competencies prescribed in the federal state educational standards of the new generation. When preparing a presentation or expressing their ideas on professional issues, students learn to

construct their speech logically correctly, clearly and reasonably, and fill their statements with lexical correctness [3].

The effectiveness of round table class is determined, first of all, by a clear statement and solution of a set of tasks. The main goal of such a lesson is to practice students in dialogic and monologue speech, in listening. The tasks of educational and developmental training are determined by the specifics and content of a particular topic.

The main requirement in round table discussion is the real, factual content of students' statements.

One of the features of round table discussion is the rejection of the strict academic nature of the lesson. Round table allows students to see each other. Imperative forms of involving students in a conversation (Answer questions ..., Speak about ..., Ask him questions,) give way to requests and invitations to participate in a conversation (Who would like to tell us about ...? I would like to ask you about ..., You are welcome ..., Any more ideas? etc.).

The success of round table discussion depends on several factors:

- the level of students' speech training;
- the degree of mastery of the topic;
- the quality of the lesson plan-scenario;
- the teacher as a speech partner.

In this form of training, the role of the teacher is extremely important, since it largely depends on him how the conversation will go: whether he can direct the conversation, improvise, listen attentively and with interest; adequately and expressively respond to students' statements - rejoice, be surprised, agree, disagree; use both verbal and non-verbal means of communication.

The organization of round table includes three stages:

- preparatory stage;
- main or discussion stage;
- summing up stage.

The preparatory stage involves choosing a topic, selecting material, determining the composition of participants, choosing a moderator. At this stage, the teacher provides assistance and consults students on all issues that arise.

The main stage consists of speeches by the moderator and participants, questions and discussion in the group. The polyphony inherent in such work allows students to develop skills of independent and critical thinking, teaches them to defend their point of view. For effective work at this stage, it is necessary to comply with general rules that will help make the work more productive. It is assumed that all speakers will adhere to the following criteria:

- speaking time is 6-7 minutes;
- the speech is accompanied by a presentation that corresponds to the topic of the speech;
- the presentation contains only key facts and figures, but not a continuous text that the speaker reads;

– the speech is logically structured: the speaker greets the audience, outlines the structure of his speech and then follows it, invites the audience to ask questions, thanks for their attention;

– the speaker observes speech etiquette, clearly and correctly answers questions.

The summing up stage involves both reflection by the speakers themselves and an assessment by the teacher. It should be noted that the presence of pre-determined criteria facilitates this process, makes it more transparent and facilitates the teacher's work. Since the teacher acts in this case as an organizer, then assessment by criteria seems to be the most adequate in this case [4].

Thus, round table as a form of teaching communication in English on professional topics is quite young, but is very popular with teachers, because it develops the ability to communicate, provides better conditions for developing speaking skills, ensures the exchange of knowledge between students, promotes the growth of motivation for learning, strengthens interpersonal relationships, i.e., contributes to the process of team building. Student round tables are an excellent opportunity to present your idea in English, understand and comprehend the ideas of others, evaluate or express critical comments, which greatly contributes to the self-development and self-organization of students, as well as to the formation of their future profession. This is a way to consolidate the topics covered by students in an academic discipline or on an interdisciplinary basis. It is also effective for identifying the intellectual and educational level of students, their oratorical and even moral and professional qualities, the possibilities of which can be further explored [5].

Round table provides virtually unlimited opportunities for considering current and important issues, allows students to learn how to speak in public, work with sources and critically evaluate information. Using round table as a form of training is effective and deserves its wide use in English classes at technical universities.

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