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# STUDENTS' INDEPENDENT WORK IN THE CONDITIONS OF MODULE TEACHING ENGLISH AT TECHNICAL UNIVERSITIES

**Introduction.** The openness of modern Ukrainian society, the growing number of international contacts of Ukraine with the countries of the world community in the scientific, educational, cultural and engineering fields have identified the need for technical specialists who use a foreign language in their professional activities. The foreign language becomes an important resource for social and professional growth, a prerequisite for participation of Ukraine in the Bologna process. In this regard, the foreign language training of future specialists with higher technical education is of particular importance, as they are required to possess such skills and abilities that would allow them to carry out professional communication and exchange experience at the international level.

**Presentation of the basic material.** The program of multilevel foreign language training of students in Kyiv State University of Technologies and Design has the distinctive feature. It is its integration into the system of professional training of technical specialists. The program is based on the idea of competence-based approach to the formation of cultural and linguistic personality of a student. It is a kind of a specialist with higher technical education, who possesses foreign language communicative and cultural competence. This competence allows a graduate to use a foreign language as a means of intercultural communication at the level of international requirements for continuing education and professional activities in the context of globalization of the intellectual labor market. At the same time this competence provides an opportunity to fully work with foreign information sources, to get acquainted with new world technologies, trends in the scientific and technical sphere, to establish contacts with foreign partners in the process of professional

activity. The structure of the foreign language communicative and cultural competence of technical university graduates could be represented in the form of communicative and general cultural competencies combination. From our point of view, the communication component of the foreign language communicative and cultural competence includes linguistic, verbal, information-technical, communicational, self-educational and test sub-competences, while the components of general cultural competence are sociocultural, linguacultural and intercultural sub-competences.

The program of foreign language training of technical university students is aimed at the formation and further development of the foreign language communicative and cultural competence at a level not lower than B1 of European language scale. However, it should be noted that the participants of the program are the students with different levels of English – from primary to advanced. This program is designed in such a way that a student with a lower level of English works more intensively throughout the entire period of study in order to move to a higher level. The achievement of the stated goal is possible if foreign language training is carried out with the advanced pedagogical technologies, among which there is a modular training. The modular training is defined as a special didactic system, which is a set of different forms and methods of joint activity of the teacher and students, which is organized in special structural and content units (modules) in order to effectively master the educational material and improve the quality of education in general [2]. The necessity to implement modular training in the system of foreign language teaching is due to the contradictions that developed as a result of changes in the social order for the training of specialists with higher technical education such as: 1) the high requirements for foreign language communicative and cultural competence and the level of its formation among technical universities graduates; 2) the need to reform the modern educational process and the imperfection of existing methods of teaching English; 3) the old models of teaching and modern requirements to the educational process; 4) the frontal

methods and the individual paces and ways of learning; 5) the dominance of the explanatory methods of teaching and the need to ensure active, effective nature of learning [1, p. 9].

It seems necessary to clarify the concept of *module* in relation to the foreign language training of technical universities students. In education, the term *module* refers to an instructional unit that focuses on a particular topic. Although the details and activities vary according to the specific context, such as course and student level, most educational modules include information about the topic, focus on student-centered learning activities and culminate in a project for students to demonstrate understanding [3]. In our understanding *module* is the target functional node which represents the section of the studied discipline which is rather independent in relation to other modules, and which has the thematic orientation, unites the educational contents and technology of its mastering in the system of a high integrity level. Thus, the module 1) is presented by a complex of the interconnected blocks of the educational material; 2) creates the basis for a comprehensive mastery of students' knowledge, skills and abilities in all kinds of foreign language speech activity; 3) is constructed in such a way that it makes possible to take into account individual communication and cultural needs of each learner, providing a framework for learner autonomy; 4) contributes to student's choice of individual learning paths for maximum advancement within his level of training and the transition to a higher level of English; 5) creates conditions for increasing motivation and interest of each student in mastering English for professionally oriented purposes.

Therefore, the basic idea of modular training is that each student can work with the proposed curriculum on their own, provided that it contains a targeted program of action, a bank of information and guidance for achieving the set of didactic goals.

One of the components of the program is individual work of students, aimed at reducing the gap between the different levels of English in order to

move to the desired level of proficiency foreign language communicative and cultural competence. For the successful organization of independent work in the conditions of modular training in English it is necessary to consider the following ideas:

1) the goals and tasks of independent work should be clear to students, and a range of tasks and exercises must be accompanied by a sequence of actions for their implementation, providing appropriate forms, methods and means of timely control and correction; 2) the students' independent work with the learning material of the module presents different types of academic activities aimed at the creation of all components of the foreign language communicative and cultural competence; 3) students are provided with necessary educational resources to carry out a certain type of individual work; 4) the individual work should promote active use of the knowledge and skills acquired in the classroom in practical activities.

The main types of students' independent work in the process of working with the material of the module are *homework, creative activity* and *individual work with remote access through the Web-CT.*

1. Homework involves performing exercises to activate and systematize the material studied in the classroom. This type of independent work is aimed at the formation and development of such components of the foreign language communicative and cultural competence as linguistic and speech sub-competence, as students develop lexical and grammatical skills of oral and written speech, develop skills of reading, listening, monological and dialogical English speech. In addition, self-educational competence is actively developing, as students learn to organize their own educational activities without the help of an English teacher.

2. Creative activity is represented by a system of creative tasks performed by students individually, in a pair with a groupmate or in a team. Project work, multimedia presentation, role-playing game, discussion, country studies quiz and others are proposed as creative tasks. Self-preparation and

presentation at a student conference, participation in the academic Olympics or competition-review of creative works are also considered as creative tasks. It is obvious that this type of independent work is aimed at the comprehensive development of almost all components of the foreign language communicative and cultural competence with a predominance of self-educational and information and communication sub-competences.

3.      Independent work with remote access through the Web-CT (Web Course Tools is an online proprietary virtual learning environment system that is licensed to colleges and other institutions and used in many campuses for e-learning [4]) platform involves students performing a training test presented by reading, listening, vocabulary and grammar tasks. One of the advantages of this type of work is that the student can perform it at any time if they have a computer, Internet access and a personal password to log in. Accordingly, this type of activity is aimed at the development of test competence. So students train in the performance aspect of the job, learn to allocate and control the execution time of each task, etc. In addition, self-educational competence of students are developing as they are forced to efficiently manage their time, use teaching resources (dictionaries, reference books, etc.), information technology in the process of performing tasks with the remote access through the Web-CT.

**Conclusions.** As a conclusion, it should be noted that the organization of students' independent work in the conditions of modular English language training is a rather complex interaction between the teacher and students, the rational construction of which depends on the achievement of didactic goal, the level of motivation and interest of students in learning English, as well as the degree of satisfaction of the teacher and students with the results of their activities.

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