

FORMS OF AUTONOMOUS LEARNING AT A TECHNICAL UNIVERSITY IN ESP (ENGLISH FOR SPECIAL PURPOSES) GROUPS

ФОРМИ АВТОНОМНОГО НАВЧАННЯ В ТЕХНІЧНОМУ УНІВЕРСИТЕТІ У ГРУПАХ ESP (АНГЛІЙСЬКА ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ)

The article is focused on innovative methods used in teaching foreign languages in technical universities. Nowadays the problems of autonomous learning are becoming more and more urgent. The basic principles of autonomous learning are considered, special attention is paid to autonomous learning in ESP (English for Special Purposes) groups. On the basis of the analysis of the main forms and methods of autonomous learning forms and methods of autonomous learning, the most effective of them have been identified for working with engineering students. Such forms of autonomous learning as web-based learning such forms of autonomous learning as web-quests and debates are considered in detail.

The analysis of the main forms and methods of autonomous learning has been used to identify the most effective ones for working with engineering students. The article highlights the essence, content and functions of the project method. A detailed description of the typology of educational projects according to various classification criteria, the specifics of organisation, stages of implementation and expediency of applying the project method in the educational process as a form of productive learning of students are substantiated.

The introduction of project technology in the educational process will contribute to better assimilation and deepening of knowledge, development of students' creative thinking; formation of group teamwork and communication skills, management of conflict situations; will facilitate learning methods of searching, collecting, analysing and synthesising information to solve the set educational tasks. The possibilities of interactive foreign language teaching at a university in the mode of students' project independent work have been studied. A generalized model of interactive learning is considered; it is shown that the search method of teaching, supplemented by the interaction of students in the digital environment, involves students in the process of independent acquisition of knowledge, collection and research of information.

Key words: *new information technologies, innovative methods, global network resources, Internet, educational computer programmes, project method, project technology, project activity, productive learning.*

Стаття присвячена інноваційним методам викладання іноземних мов у технічних університетах. У наш час проблеми автономного навчання стають все більш актуальними. Розглянуто основні принципи автономного навчання, особливу увагу приділено автономному навчанню в групах ESP (English for Special Purposes). На основі аналізу основних форм і методів автономного навчання визначено найбільш ефективні з них для роботи зі студентами технічних спеціальностей. Детально розглянуто такі форми автономного навчання, як веб-навчання, такі форми автономного навчання, як веб-квести та дебати.

На основі аналізу основних форм і методів автономного навчання визначено найбільш ефективні з них для роботи зі студентами інженерних спеціальностей. Висвітлено сутність, зміст та функції методу проектів. Подано детальний опис типології навчальних проектів за різними класифікаційними ознаками, обґрунтовано специфіку організації, етапи виконання та доцільність застосування методу проектів у навчальному процесі як форми продуктивного навчання студентів. Впровадження проектної технології в навчальний процес сприятиме кращому засвоєнню та поглибленню знань, розвитку творчого мислення студентів; формуванню навичок групової командної роботи та спілкування, управління конфліктними ситуаціями; сприятиме оволодінню методами пошуку, збору, аналізу та синтезу інформації для розв'язання поставлених навчальних завдань. Досліджено можливості інтерактивного навчання іноземної мови в університеті в режимі проектної самостійної роботи студентів. Розглянуто узагальнену модель інтерактивного навчання; показано, що пошуковий метод навчання, доповнений взаємодією студентів у цифровому середовищі, залучає студентів до процесу самостійного здобуття знань, збору та дослідження інформації.

Ключові слова: *нові інформаційні технології, інноваційні методи, ресурси глобальної мережі, Інтернет, навчальні комп'ютерні програми, метод проектів, проектна технологія, проектна діяльність, продуктивне навчання.*

UDC 378.016:811.111

DOI <https://doi.org/10.32782/2663-6085/2024/69.1.8>

Hural O.I.,

Lecturer at the Department of English for Engineeringing № 1
National Technical University of Ukraine
"Igor Sikorsky Kyiv Polytechnic Institute"

Lomakina L.V.,

Senior Lecturer at the Department of English for Engineeringing № 1
National Technical University of Ukraine
"Igor Sikorsky Kyiv Polytechnic Institute"

Dychka N.I.,

Candidate of Pedagogical Sciences,
Associate Professor at the Department of English for Engineeringing № 1
National Technical University of Ukraine
"Igor Sikorsky Kyiv Polytechnic Institute"

Problem statement in general form and its relation to important practical tasks. Nowadays, the higher education system is focused on systematic integration into the European system of higher professional education. In this way, not only the national qualification standards and specialised training programmes are being changed, but also the approaches to the traditional system of training highly-qualified specialists are being reconsidered. The traditional system of training highly-qualified specialists is being reconsidered. In order to be

successful and build a brilliant career, a modern university graduate must not only be able to fulfil the requirements of the national qualification standards.

In order to be successful and build a brilliant career, a modern university graduate should not only possess specific professional competences in his or her field. In order to be successful and build a brilliant career, a modern university graduate must not only have special professional competences in his or her field of activity.

In order to be successful and build a brilliant career, a modern university graduate should not only have specific professional competences in his/her field of activity, but also be able to organise his/her working space and time efficiently, be proactive, be active in solving a variety of professional tasks, be ready to constantly professional tasks, to be ready for constant professional development.

In other words, to learn constantly, to acquire new skills and knowledge necessary for the fulfilment of their professional duties. In other words, to constantly learn and acquire new skills and knowledge required in a particular situation. This is the reason why it is important for teachers of higher education to teach students to learn: to learn independently.

The task of teaching students to learn: to independently set goals, find ways to achieve them, assess them to set goals, find ways to achieve them, and evaluate the results obtained. These principles are the basic principles of autonomous learning.

What is the meaning of autonomous learning? D. Little gives the following definition of autonomous learning: "The learner's autonomy in learning activities is the learner's autonomy in learning activities". D. Little defines autonomous learning as follows: "The autonomy of the learner in learning activities lies in the learner's capacity for independent and autonomous action, in his or her ability to act independently and autonomously. The learner's autonomy in learning activities lies in his or her ability to act independently and autonomously, to reflect critically, to make decisions. The capacity for autonomy is manifested both in the way students learn and in the way they transfer the result of their learning to a broader context. The ability to autonomy is manifested both in the way students learn and in the way they transfer the result of their learning to a broader context" [1, p. 15–23].

The strategic goal of reforming and modernising education in Ukraine is to create an effective innovative educational environment in educational institutions through introducing the most advanced teaching technologies. Productive education in today's Ukrainian society is a powerful stimulus for activating personal creative energy, motivation for productive self-education activities, development of creative abilities of the individual through the means and forms of productive learning, one of which is the project method. Having passed the stage of evolutionary changes, the project method is a progressive method of educational technologies of the XXI century, aimed at the spiritual and professional development of the individual, mastering and mastering various methods of creative and research activities. As a form of productive learning, it ensures the creative nature of learning activities in which students realise their potential in a jointly achieved product.

An analysis of recent research and publications. Research of forms of autonomous learning at a technical university in ESP (English for Specific Purposes) groups as a means of implementing personally oriented learning is observed in the scientific works by T. Bashynska, L. Botko, T. Volkovska, S. Sysoieva, Z. Taran, O. Copernicus, and others. A wide-ranging coverage of the methods of autonomous learning as a pedagogical technology, which includes a set of research problematic methods creative direction, is disclosed in the scientific works of O. Pometun, L. Pirozhenko, O. Rybina, S. Sysoieva, and others. In particular, the definition of the project method as a comprehensive educational method can be traced (B. Gershunskyi, P. Petriakov, A. Karachev, N. Matiash, H. Selevko, S. Sysoieva, etc.); as a productive method of teaching (I. Bem, A. Khutorsky, J. Schneider).

Modern pedagogy reveals views on the content, structure, typology of project methods, stages of and the specifics of their application in the educational process (V. Guzeyev, A. Kaspersky, V. Kuritsyna, O. Pekhota, L. Pirozhenko, O. Pometun, O. Savchenko, H. Selevko, L. Serhieieva, M. Skatkina, etc.).

Formulation of the article's goals. This research work examines the arising part of forms of the autonomous tutoring English in higher education. Autonomous learning can and should become an important component of language training in a technical university. The purpose of this article is to substantiate the forms of productive student studying.

Presentation of the basic research material. To enrich their professional, educational and personal experience, young professionals today travel extensively, communicate with their foreign colleagues, and their level of English proficiency is low.

To enrich their professional, educational and personal experience, young professionals today travel extensively, communicate with their colleagues abroad, and their level of English proficiency is often a decisive factor in employment. The level of their English language skills is often a decisive factor for employment. Thus, the objectives of autonomous learning in higher education are as follows:

- to develop student's personal qualities;
- to form students' critical thinking;
- to develop lateral (non-template) thinking;
- to prepare them comprehensively for the continuous process of education, self-development and self-improvement.

The following tasks are faced by a foreign language teacher in a technical university who implements autonomous learning in his/her work:

- to develop language competences;
- to form a system of continuous language education;

- to provide students with an opportunity to independently maintain and improve their language skills;

- to maintain and improve their language level independently in different learning situations in conditions of varying levels of learning.

The students can maintain and improve their language level independently in different learning situations under conditions of varying educational and professional contexts and diversity of educational systems. In this context, the academic environment is rethinking the content, means and methods of teaching English for the learners. The content, means and methods of teaching English for Specific Purposes (ESP) are undergoing a rethinking.

One of the modern founding principles of English language teaching in a technical university is autonomous learning. The autonomous learning is becoming one of the modern founding principles of English language teaching in a technical university.

In the field of language learning, the concept of learner autonomy and autonomous learning was initially developed in connection with language teaching for special purposes – ESP groups. Therefore, modern ESP (English for Specific Purposes) methodologies must necessarily be designed in such a way that the concept of learner autonomy and autonomous learning.

ESP (English for Specific Purposes) methodologies must necessarily be designed to involve the students in the process of selecting the content, methods and methods of teaching.

When selecting content, it is important to include materials that appeal to the student's personal experience, feelings, emotions, and encourage them to express their own opinions. It is important to provide such materials that appeal to the student's personal experience, feelings, emotions, encourage them to express their own opinion, evaluation, which stimulates the formation of value orientations [2, p. 78–97].

Thus, such educational technologies, which are oriented to the student's personal experience, become a priority educational technologies that are oriented to the student's personality, his or her interests, needs and opportunities, as well as learning methods, providing a high level of students' independence.

A student learns when he is actively thinking about what he is learning. However, before he can actively think, he must want to do it, and then the student is transformed from an object of learning into a subject of activity, becomes the initiator of learning, controlling this process. And here it is important that the student possesses the methodology of self-learning.

It is important for the student to know the methodology of self-learning, i.e. the development of students' autonomous learning is an educational task that requires the development of autonomous learning.

The development of students' autonomous learning is an educational task that requires purposeful work on the main components of the technological side and work on the main components of the technological side of the learning activity.

The development of autonomous learning of students is an educational task that requires targeted work on the main components of the technological side of learning activity, development of learning competence and personal characteristics.

The central means of controlling the autonomous activity of students is the task, as "the task itself is a regulator of activity", according to many experts [3, p. 12–22]. Therefore, the teacher should accurately formulate tasks and at the same time take into account the level of knowledge and skills of students. One of the most interesting methods of autonomous form of education is the project method.

It should be noted that in the process of project activities, the level of students' interest increases in a particular subject, and students' interest in learning increases. During the implementation of projects, students are involved in finding solutions to the problem and ways to research it, they are given the opportunity to demonstrate real results in the process of working on an educational project. Students are taught not only how to develop and implementing the project in accordance with the assigned task, but also presenting its results to a wide audience; learn to use approaches to rational time allocation and management (Time Management); reveal the creative abilities and creative thinking of each participant of the educational project.

The advantages of the project method are:

- development of self-education and self-control skills;
- development of group activity skills;
- improvement of information culture – development of skills of searching, collecting, presenting information; searching, collecting, presenting information; increasing motivation;
- development of creative abilities;
- integration of different subjects.

The disadvantages of project activities include:

- the problem of subjective evaluation of creative work;
- technical overlays that can affect both the work process and the final result [4, p. 18].

The project method provides new opportunities for solving complex methodological tasks. For the successful implementation of projects in the educational process, it is necessary to take into account the specifics of a particular discipline and the peculiarities of each type of project. Autonomous work of the student, as well as work in cooperation with the teacher, can be carried out in various organizational forms: individually, in pairs, in groups.

Each of these forms are designed to create and develop in the aggregate organizational, informational, cognitive and communicative skills of students, the mastery of which will ensure students' advancement in language learning, language acquisition. The choice of each of these forms will be determined by the organizational form of a particular type of independent tasks. The choice of the organizational form and the place of its application is determined mainly by the nature of the material, the type of activity to be developed, the age and psychological characteristics of the students.

Such tasks should be creative and productive type. First of all, they include web-quests, debates, project work.

Educational web-quest is a problem task with elements of a role-playing game.

Webquest is a problem task with elements of role-playing game, for the fulfillment of which information resources of the Internet are used [5, p. 110].

Another form of organizing autonomous learning is holding debates. Debates are a game technology, which has its own principles and rules, allowing to develop communicative skills of students, the ability to intelligently conduct polemics, defend their position of students, the ability to competently conduct a polemic, to defend their position on the basis of knowledge and logical position on the basis of knowledge and logical reasoning. Debates develop critical thinking, including the ability to compare and contrast, to find and analyze independently information from a variety of sources.

Conclusions. Thus, all of the above forms of autonomous learning have proven to be effective for working with students in technical universities and can be easily integrated into the traditional system of teaching foreign languages.

The above-mentioned forms of autonomous learning have proved to be effective for working with students in technical universities. It is important to remember that autonomous language teaching in a technical university is the ability of students to self-regulate the learning process. It should be manifested in them at all stages of the learning process. The partner students integrate the knowledge and abilities that have been acquired in other learning contexts into the language learning process, i.e. learners take responsibility for learning foreign languages.

But the autonomy of the learning process is created under the guidance of the teacher. Students need to be taught the skills and abilities of autonomous foreign language learning, planning of learning activities.

REFERENCES:

1. Little D.R. Learner autonomy and human interdependence: some theoretical and practical consequences of a social-interactive view of cognition, learning and language. *Learner Autonomy, Teacher Autonomy: Future Directions*. Harlow, Longman/Pearson Education, 2000. 110 p.
2. Little D. *European Language Portfolio: guide for teachers and teacher trainers*. Strasbourg, Council of Europe, 2010. 210 p.
3. Lawrence J. Supporting 21st-Century Teaching and Learning: The Role of Google Apps for Education (GAPE). *Journal of Instructional Research*. 2015. 281 p.
4. Олійник І.П. Використання методу проєктів на уроках англійської мови як один із шляхів формування комунікативної компетентності учня: монографія. Котовськ, 2012. 21 с.
5. Стечкевич О., Особливості організації змішаного та дистанційного навчання у закладах фахової передвищої та вищої освіти. *Молодь і ринок*, 2022. Вип. 1(199), С. 101–110.