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## THE METHODS FOR SOLVING THE PROBLEM OF UNDERSTANDING ENGLISH TERMS IN TECHNICAL INDUSTRIES

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Nowadays, most international companies struggle with the phenomenon of the "language barrier" in the area of understanding specific English terms. Various languages contain specific word combinations and phraseologisms that may not be correctly interpreted by a speaker of another language. As a consequence, the specialist may not perform his work properly due to a simple misunderstanding on the linguistic level.

The main criterion for hiring a person to work in an international company is knowledge of the main language of the company. Specific terms are not always a part of the common words used in the company, but if the organization is technically oriented, they can be a part of the language-in-use. In most cases, it is sufficient to have a source of reliable translation of these terms. In some instances, professionals must know the terminology. This knowledge comes by training. In the following paragraphs, the methods for solving the problem of understanding English terms will be discussed.

### **Specialized reliable source of translation**

There are problems with an adequate understanding of terminology, the meanings of which future workers, starting from the student level, cannot understand during lectures and seminars and, therefore, cannot use them correctly in a professional context. A possible way to tackle this problem is to compile a glossary for each specific subject studied. In many technical corporations, the question arises of an organized system of auxiliary materials to assist foreign workers in order to reduce the role of possible misunderstandings of terms. A large number of companies have their own methodological materials, distributed exclusively within the company, for foreign-language workers. However, to this day there is no widely used glossary of technical terms with translations into different languages. The creating of the glossary could help to improve the competence of workers. Initially it will require to form a team of developers for this glossary and in the future the companies will have an opportunity to use a trusted source.

### **Methods of advanced English language learning**

The students of technical universities are taught in Russian. From the moment of training they are attached to a particular term, learning a new definition of it later can be very problematic. The solution to this problem can be the introduction of different teaching methods, which will be described below.

Bilingual teaching, i.e. teaching in the non-native English language in a technical university, at the methodological level is quite widely represented in foreign and Russian educational institutions. The appropriate technologies are called CLIL (Content and Language Integrated Learning) and EMI (English as Medium for Instruction) and successfully complement the university methodology of teaching English for Specific Purposes (ESP).

CLIL is a combination of subject content and language categories. This approach includes various forms of using a foreign language as a tool for learning and provides effective opportunities for students to practice new language skills now rather than waiting for the right time in the future. Thus, English language learning is interdisciplinary and closely related to other subjects in the student's program; a feature of the CLIL methodology is that language skills become an instrument for learning the subject content. The focus is on both textual content and necessary subject terminology. The language is integrated into the curriculum and requires immersion in the language environment to interact with thematic content. The learners are highly motivated to use the language in the context of the topic being studied. This is facilitated by carefully selected language learning materials not only for a specific subject: lexical and grammatical units and structures, all types of speech activities (reading, speaking, writing, listening). A student who has mastered the knowledge system on the interdisciplinary basis guaranteed by CLIL course has a solid base for successful further scientific and professional activity, as interdisciplinarity is one of the fundamental elements of the education content.

Another method of bilingual education is EMI - using English to teach general and specialized subjects in countries where English is not the native language for the majority of the population. Students start learning terms in English so that they will not have problems when they encounter them in the future. By reading books on these subjects and attending lectures in English, learners quickly understand the meaning of the terms, easily memorize them and begin to use them in professional situations, in oral and written reports. The disadvantage of this program is the high initial level of English language skills of students, as the teaching structure is entirely in English. The program is suitable for training professionals whose work will be particularly related to the use of English. From the very beginning, students are accustomed not only to learning in a different language, but also to working regularly and analytically with a large amount of material in English.

The next technology of bilingual education is ESP. English for special purposes implies teaching English with consideration of different spheres of human activity. ESP is aimed at improving the level of English proficiency in specific areas. The ESP approach is primarily focused on direct teaching of foreign languages, with content aspects playing a secondary role; CLIL pays much attention to specific content and foreign languages, while the EMI method does not refer to foreign language teaching at all: it uses foreign languages as a tool for lectures and seminars. The combination of ESP (20% subject content and 80% language content) and CLIL (more than half subject content and less language content) is ideal for the practice of English language teaching at university. An example of this training so-

lution is the "Wings of Rostec" program, which prepares the participants using a special methodology and includes in-depth study of English. The program involves attending various events related to learning and practicing this language.

It is also worth considering the lack of teachers and remoteness of the regions where universities are located. Distance learning programs and developments, by electronic resources that are actively implemented in the educational process of the university tackle the issue of staff shortage. The use of extracurricular distance learning can improve the quality of students' English learning. Video materials with audio accompaniment (listening), thematic tasks and grammar clusters help learners of technical English to master vocabulary, improve grammar and increase word stock. Using conferencing applications, the instructor can offer students voice communication on academic on line topics as the part of a distance learning course, thus, increasing the amount of speech communication in a foreign language. To develop a distance learning course, special software (shells) such as BlackBoard, Moodle - course management systems (e-learning), etc. are usually used. With the help of this small list of assignments students have all the possibilities of self-learning English. This structure of supplementary English teaching in this article is demonstrative and therefore requires potential improvement.

A special glossary may help an employee to get necessary knowledge in the shortest time, but it does not guarantee that he or she will remember the meaning of the term in the future. EMI is the most effective approach to teaching English, but it requires initial knowledge. If the priority is to gain knowledge of translating terms in a particular field, the ESP method is the most practical because of its relatively less material to teach. For general student learning, CLIL will be the most optimal, due to the fact that the subject is taught in a game form. The choice of the program depends on the required tasks set by the customers or the educational institution, and it is worth noting that the described methods can be combined with each other.

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