

У той же час активність студентів зменшується через наявність недостатнього досвіду у професійній діяльності. Позитивна роль мотивів навчальної діяльності виражається у постановці чітких і ясних інструкцій щодо подальшої праці. На актуалізацію та мотивацію цієї діяльності впливають тематика занять, методика викладання іноземної мови, інтерес студентів до навчання та особистість викладача.

Усе вищезазначене сприяє розвитку умінь і навичок відстоювати свою думку, знаходити варіанти вирішення питань, що виникають, а це є однією із важливих умов підготовки майбутнього спеціаліста при вивченні іноземних мов.

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Developing presentation skills in English as a way to increase professional competence of future engineers

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The importance of the ability to give effective presentations in English among engineering students is acknowledged in today's globalised world. It is also the way

to increase their competence and communication skills for future professional success which proves the importance of teaching presentation skills in the English language in a technical university within an ESP environment.

However, at the stage of training at a non-linguistic university, students do not have any subjects designed to develop the skills of this type of activity, which leads to the incompetence of future professionals to speak publicly when interacting with colleagues in terms of professional communication. In this regard, in our opinion, it is within the framework of the “Foreign Language” discipline aimed at forming foreign language communicative competence that students can master the skills of delivering public presentations.

This approach was implemented at the Department of Cross-Cultural Professional Communication of the Belarusian State University of Informatics and Radioelectronics, where in the process of studying the language of specialisation, students of the Faculty of Engineering and Economics were offered to master the art of public speaking in English. In this case, oral presentation acts as a separate type of speech activity.

The methodology of presentation skills development was based on the principle of stage-by-stage formation of skills and development of foreign language speech activity skills, which implies the passage of such stages as the formation of skills, their subsequent improvement and further development. Extensive scientific and methodological materials on teaching presentation skills [1, 2] allowed us to identify several stages of learning, each of which corresponds to a certain skill of delivering a presentation and is conditioned by the structure of a presentation itself, including the introduction, the main part of the presentation, conclusion, and answers to questions.

The following skills have been identified as core presentation skills: starting a presentation, welcoming an audience, introducing oneself and the topic of the presentation, arousing interest in the audience; conveying the main message, pointing out key details, explaining complex points, providing additional facts; using different

presentation tools, operating with various exact and approximate numbers, measures of calculation, using comparison to highlight similarities and differences, describing results; presenting and analysing.

Based on the identified skills, the training course was presented in the following six sections: Opening a presentation, Communicating the main information, Using presentation tools, Dealing with different types of visuals, Concluding a presentation, and Handling questions. Each section, in its turn, included several stages of work in accordance with the stages of foreign language skills development. The first stage involved acquainting students with certain speech clichés. Authentic audio materials were used for this purpose, followed by the actualisation of the necessary speech patterns. The next stage was devoted to intensive practice based on substitution tasks such as filling the gaps, matching the words to make collocations, completing the phrases, etc., and transformation tasks such as expanding phrases using new words, paraphrasing the ideas, combining separate phrases into a dialogue/text, proving something basing on the ideas given, etc. In the final stage, which corresponded to the stage of skill development, students were encouraged to employ the knowledge and skills acquired in the context of preparing and delivering their presentations or parts of presentations through communicative tasks, such as using the plan build up the opening for a talk, speaking/bringing arguments according to the plan, expand the ideas on the topic, etc. These tasks were also used to assess students' language competence and the level of their presentation skills development. Each section concluded with a self-performance task aimed at the development of students' acquired presentation skills flexibility.

It should be noted that the use of interdisciplinary approach, on the one hand, and the principle of stage-by-stage foreign language communicative skills development, on the other hand, allows us to make the process of skills development learner-centred and action-oriented [3] motivating students to increase their English language competence in giving efficient presentations and contributing to achieving

high results in learning English for specific purposes and their sustainable professional development into the future.

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Використання елементів STEM-освіти на уроках англійської мови

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Ми живемо в епоху інформації, комп'ютерів, супутникового телебачення, мобільного зв'язку, інтернету. Наше повсякденне життя вже неможливо уявити собі без інформаційно-комунікативних технологій (ІКТ). Сучасні діти ще задовго до навчання в школі знайомляться з цими технологіями. Учитель повинен урахувати те, що інформаційно-комунікаційні технології навчання міцно увійшли в життя. Використання нових інформаційних технологій підвищує якість навчання. Сучасний педагог має передусім опікуватися