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ВОСПРИЯТИЕ ОНЛАЙН КУРСОВ СТУДЕНТАМИ

Технологии постоянно эволюционируют в более совершенные формы, предоставляя преподавателям новые возможности по переносу обучения в виртуальное пространство. Новые образовательные тенденции, основанные на применении современных технологий, ассоциируются сегодня в первую очередь со смешанным обучением, когда традиционные формы обучения сочетаются с работой онлайн. Смешанное обучение, имеющее в основе личностный подход в обучении, обладает большим потенциалом для повышения качества преподавания и обучения. Высшие учебные заведения России выбирают данную технологию в качестве стратегии для привлечения интереса и повышения мотивации студентов, тем самым интенсифицируя образовательный процесс. Данная работа изучает вовлеченность и удовлетворенность студентов онлайн курсами, а также восприятие данных курсов в целом с точки зрения обучаемых. Данные исследования могут служить в качестве рекомендаций по продвижению онлайн курсов и достижению значительных образовательных результатов.

Ключевые слова: смешанное обучение, Moodle, онлайн курс, удовлетворенность студентов.

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DEBATE COURSE FOR ENGINEERING STUDENTS

Nowadays, there exist many approaches to teaching foreign languages in higher educational institutions. One of the key tasks faced both by students and professors is to choose a teaching method that directly depends on learning objectives. In addition to professional knowledge, modern engineers should also possess such skills as teamwork, efficient problem solving, critical and analytic thinking. The paper describes a debate course that is used to teach students the practical skills of public speaking, develop logical thinking and broaden their outlook in the framework of English for Professional Purposes. Experimental implementation of this teaching method proved that the debate course has a great potential in training teamwork skills and teaches different approaches to thinking through questioning casual facts. It also develops confidence that is crucial in public speaking.

Keywords: debate, engineering education, foreign language teaching method, argument.

Nowadays, there exist many approaches to teaching foreign languages in higher educational institutions. One of the key tasks faced both by students and by professors is to choose the teaching method that is relevant and leads to attainment of learning objectives, i.e. the kind of knowledge and skills that students should obtain in the end of the course [1].

Along with professional knowledge, the skills of modern engineering graduates include a wide range of communicative competences, because an engineer serves global society and should be able to communicate with it in an effective manner [2]. It means that in an international environment engineers should be able to understand the clients' needs, find an optimal solution for an engineering task and explain their ideas to customers. Wherefore, high level of communicative abilities is among desired learning objectives in language courses for engineering students [3].

However, in a typical foreign language lesson, the communicative skills are assigned only secondary roles, while the foreign language itself, its rules and structures, are the focus of studying [4]. Such lessons can include discussions, creating dialogues, listening to educational recordings, reading texts in students' books, learning vocabulary and grammar rules, watching videos or TEDs, writing essays and letters, which helps students develop their

abilities in four basic areas of language proficiency – reading, writing, listening and speaking. This contradicts the main goal of engineering students who want not to understand how the language system is operated, but rather to use the language in their professional purposes.

In view of modern needs of professional engineers, a new solution was proposed by Department of Foreign Languages, Institute of Cybernetics, Tomsk Polytechnic University. There a debate course aimed at teaching communicative strategies was developed and launched in the spring semester of the academic year 2012/2013. Since then the course was taught to students of ten senior groups, which counts up to 120 participants. In the fall semester 2014/2015 the discipline was extended with on-line components and for the first time offered as a blended course (On-line part is developed in the LMS Moodle).

Our experience with the debate course proved really interesting and useful. There we got knowledge about basic concepts of a debate as a formal dispute, including rules and etiquette, a typical structure of speeches and arguments, common areas of argumentation, strategies to track and successfully refute an opponent. The course covers 52 academic hours and includes 8 educational modules. During weekly meetings with our teacher and through unassisted work on the Moodle platform, we have been consistently learning the Lincoln-Douglas debate format. Usually there was a small portion of theory in class generously supported with discussions, preparatory written assignments, and disputes that formed the main part of the course. The advantage of the course is access to multiple video lectures and movie clips that make the process of studying even more exciting.

In the debate course we learned to better analyze speeches, understand logical links and use less time to formulate thoughts. Although most of participating students do not intend to become professional debaters, many attained skills and abilities may be use in day-to-day and professional life, such as:

- to critically listen to and understand other people's opinions,
- to pose strong questions,
- to present ideas in a logical manner,
- to support ideas with evidence,
- to predict consequences of actions and words,
- to outline speeches,
- to make quick decisions.

The idea of using a debate technique to teach students foreign languages for professional purposes is of great interest, because it shifts the focus of learning from linguistic aspects of engineering professions to the skills and abilities that have become very important for a modern engineer. In addition to obvious speaking practice, an engineering graduate can achieve the following skills from the debate experience:

Analytic thinking: Any debate starts with analysis of a resolution, i.e. topic of the debate. In professional life, ability to understand the problem correctly is a key to success of the whole project.

Broad outlook in many areas: Preparation for a debate requires substantial reading on the matter under discussion. This is very useful because engineers need to adjust their projects to the needs of society, i.e. be aware of various processes occurring in it.

Confident public speaking: The goal of the debate course is a successful public speech. Besides much practice, this course teaches various strategies and methods of having a successful dispute. Modern engineers have become public figures who often introduce their projects and companies to large audiences.

Teamwork: Debate is a team game, where overall success of each team depends on participants' ability to support each other. This skill is of high importance for a graduate of a technical university, because engineers usually work in large teams.

Tolerance towards opposite opinions: In the debate, game participants are assigned positions irrespective of their personal points of view. It means that sometimes a debater has to defend a position that he/she personally disagrees with. Besides analytic and critical skills, this approach also teaches tolerant attitude to social and cultural diversity and respect for people around you.

Self-organization and self-education: Successful performance in a debate greatly depends on individual preparation of its participants. Before the game starts, debaters survey the topic and organize contentions, elicit and prepare evidence that might be used during the tournament. This additionally broadens their outlook and teaches much-valuable self-organization and unsupervised work.

In conclusion, one would never think that learning a foreign language at university can be fun. Equally, this process usually associates with learning grammar and vocabulary by rote. The described approach resulted in an intensive speaking practice, free from boring definitions and test routine. It not only offered students an efficient way to develop desired skills, but also made the foreign language lessons entertaining and motivating.

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КУРС ДЕБАТОВ ДЛЯ СТУДЕНТОВ ИНЖЕНЕРНЫХ СПЕЦИАЛЬНОСТЕЙ

В настоящее время существуют различные способы преподавания такой дисциплины, как английский язык, в высших образовательных учреждениях. Основной задачей, с которой сталкиваются как обучающиеся, так и преподаватели, является выбор методики преподавания, которая зависит от целей обучения, т. е. от того, какие именно знания и навыки необходимо получить. В работе раскрывается актуальность такого способа преподавания, как дебаты, целью которых является получение практических навыков публичного выступления, развитие логического мышления и расширение кругозора. В результате изучения данной методики преподавания авторы пришли к выводу, что дебаты учат работать в команде, развивают умение мыслить критически, подвергая все факты сомнению, а также уверенность, необходимую для выступления перед аудиторией.

Ключевые слова: дебаты, инженерное образование, методы преподавания иностранного языка, аргумент.

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LEARNING ENGLISH WITH A NATIVE SPEAKER AS A FORM OF CROSS-CULTURAL DIALOGUE

The authors of the work examine the differences in teaching English between native and non-native teachers of English. Having analyzing TPU experience in this sphere from the student's perspective, respective strengths and weaknesses of both groups of teachers are specified and educational strategies of «mixed» teaching are suggested.

Keywords: cross-cultural dialogue, English language teaching, native speakers, TPU.

In recent years it is considered a good form to emphasize that you study English with native speakers, or at least you have continuous language practice with foreign teachers. It doesn't allow to lose colloquial skills, it is extremely useful affects replenishment of a lexicon, and at the same time allows to gain knowledge of techniques, only available foreign teachers. There is nobody a secret that than more you adjoin to a foreign language in any its manifestation: you read the text in the textbook, you write the SMS, you try to understand the instruction to the washing machine or you listen to dialogue, – more you intuitively grab with that a lexical and grammatical system of language, subjects more at you «intuition of language» develops so-called, that easier you remember new words and rules, the quicker they pass from a passive into an asset.

At Tomsk Polytechnic University, we practice sessions with native speakers. The teacher was hit and in our group. The experience we felt the process of interaction between the two cultures.

It's been a very interesting lesson, because we were able to not only pass the material according to the curriculum, but also to get acquainted with the culture, life, mentality of another country, ask us all your questions, which have always received comprehensive replies. Of course, first of all, it will be called if interest to engage students, depends on teachers, in this regard, we were very lucky with our's.

All classes are held in a pleasant and relaxed atmosphere, there have been problems in finding a common language. This, of course, was very interesting.

English lessons with native speakers give opportunity to plunge into realities of language together with our foreign teachers. The first «Hello!», farewell «See you on Friday!», any comment of the teacher carrier is an inval-