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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-

able source of new words and expressions which you catch up a bonus to the studied material. You won't notice how remember and you will begin to use naturally in the speech numerous idioms and colloquial cliches.

Besides, you will cease to be afraid of the fluent spontaneous speech, will become easier to perceive it aurally, after all you will have a practice at each lesson.

Informal conversation isn't limited to a slang and fashionable words and expressions at all, it is impregnated with cultural heritage: phrases from known movies, songs, books.

If idioms and a cliché practically any Russian-speaking teacher can learn, actual cultural realities of language are available only to the carrier, to the person who grew up and lives talking in English, and only he will be able to explain, what words should be avoided not to cause undesirable associations. And also, only he will be able to explain how dexterously you can address with cultural sending's in the daily English speech.

A native speaker's repertoire of vocabulary and expressions is going to be so much richer than a non-native can ever be. Of course there are impressive exceptions, but a native's use of the language, and especially slang and the more dynamic aspects of the language (which are often deeply rooted in the culture) are nearly impossible to emulate by non-native speakers.

The exception though is extremely gifted teachers who have learned to use and teach certain aspects of the language that transcend grammar. They can emulate a native speaker in not just following the grammar rules, but in breaking them (which is possible to do within a paradigm), and then effectively teach it (which few books do). This is mastery that is beyond the scope of the native/ non-native question.

Another advantage about native speakers is that their students generally feel more motivated to speak in English in class. The fact that the teacher is from an English speaking country and not the country of the students generally works as an unconscious trigger for the student to speak the language. This may have nothing to do with the teacher's proficiency or teaching ability.

The final advantage, which is the most popular, is that a native born teacher will teach or transmit much better pronunciation. This is for sure an advantage, but what a lot of people don't know is that it's difficult for beginners and lower intermediate students take advantage of this. In my opinion, upper intermediate and advanced students will benefit a lot more.

With hard work, good strategies, and a little effort, however, anybody can drastically improve their pronunciation without the help of a native teacher, or even by themselves.

While it's true that there are clear advantages and disadvantages to both native and non-native speaking English teachers, it's important to recognize how complicated and full of misconceptions this topic is.

In our opinion, the perceived superiority of native speaking teaching abilities is greatly exaggerated and limited to only certain aspects of teaching, while the advantages of Russian teachers, which are many, are completely ignored.

Despite the mentioned pluses of communication with native speaker, learning with a teacher provides some additional advantages:

The biggest advantage, without a doubt, that non-natives have is that they have consciously learned the language step by step and can guide their students through the labyrinth of confusion that they have already conquered. Native speakers, on the other hand, unconsciously inherit the language from their parents and often find themselves struggling to teach certain aspects of grammar or understand what students are going through.

Teachers who have learned the English language through their own blood, sweat and tears have a much greater ability to see through their students' eyes via their own process.

Another advantage is that non-native English teachers generally become teachers for reasons that suggest teaching ability and interest in the language. Having a passion for what you teach is a priceless advantage because the teacher's enthusiasm is totally contagious to not only the student, but other teachers too.

The point is that non-native English teachers have many significant advantages that are overlooked in favor of the exaggerated and often inaccurate idea that native speakers are simply far better teachers. That's not to say that native speakers aren't naturally better in some areas, but it's important to have a balanced perspective.

Besides a number of pluses which are received by the student during studying the language with a native speaker, he or she always meets some additional difficulties, which can not be avoided in the situation of dialogue not only between two people, but between two cultures.

We think in Russian and only then we translate words into a foreign language, then we compare with rules of grammar, then we tell the offer. And it is too tiresome for the person. For the solution of this problem it is necessary to think and speak English at once. Quite so children learn to speak the native language, they literally absorb in themselves language. And after all any grammatical rules, they don't know. They will comprehend the theory much more later. Perhaps, it will seem to someone very difficult, but such techniques of studying of English are most effective.

The following difficulty consists in misunderstanding between the teacher and the student. The mute pauses arising at conversation of a problem at the student at the formulation of the thoughts in a foreign language and many other things arise first of all because not only to students sometimes happens very difficult to understand fast, and places and not the clear speech of the teacher, but also the teacher it is difficult to define in what the student experiences difficulties.

It is obvious that dialogue of cultures, an exchange of useful information can take place in English only in case its participants are able to perceive and understand foreign-language texts on hearing and for reading, are able to

state the thoughts in a monological and dialogical form, are able to express the thoughts in writing. So, use of all types of speech activity at climate, psychologically favorable for communication, is necessary conditions for realization of dialogue of cultures.

Drawing a conclusion, it should be noted that dialogue of cultures gives to pupils more opportunities for expansion of their outlook, maintains interest in the learned language, and, therefore, and motivation.

All this together promotes the solution of the communicative, educational, general education and developing tasks and provides learning efficiency increase.

It is clear that the dialogue of cultures, the exchange of useful information in English can take place only if the participants are able to perceive and understand a foreign language text comprehension and reading, are able to express their thoughts in monologic and Dialogic form, are able to express their thoughts in writing. Thus, a sufficient level of language proficiency of students will significantly increase the effectiveness of training and will help eliminate the cons mentioned earlier. But this does not mean that students who do not speak the language at a high enough level, it is not necessary to conduct such studies, but rather on the contrary, it is possible and even necessary, but it is better to do it in the presence of a Russian-speaking teacher. This will help draw out lessons the most. In case of misunderstanding, students and foreign teachers will help to understand each other. Clearly, the effectiveness will depend directly on the level of knowledge of the student, but the progress will, in any case, But unlikely, that type classes suitable for grammar. After all, when it comes to specific terms or conversational, the teacher-an alien with ease can help sort out their use in speech. But with respect to grammatical rules, it is more difficult. The student to understand the grammar of a foreign language will be much easier if the teacher is going to give material based on the base, which the student already possesses, namely by comparing the target and native languages.

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ИЗУЧЕНИЕ АНГЛИЙСКОГО С НОСИТЕЛЕМ ЯЗЫКА В АСПЕКТЕ ДИАЛОГА КУЛЬТУР

В настоящей работе исследуются различия в преподавании английского языка между носителями языка и русскоязычными специалистами. Проанализировав опыт Томского политехнического университета в сфере преподавания английского языка носителями, авторы определяют плюсы и минусы и предлагают возможные варианты «смешанного» преподавания.

Ключевые слова: межкультурная коммуникация, преподавание английского языка, носители языка, ТПУ.

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ОБЩЕНИЕ С НОСИТЕЛЯМИ ЯЗЫКА КАК СПОСОБ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

Английский язык является языком международного общения. В данной статье описана работа клуба английского языка «We love English» для студентов из Якутии. В ней рассмотрены порядок и программа проведения занятий, изложены мнения участников клуба и студентов-иностранцев, обучающихся в вузах г. Томска. Клуб работает на протяжении двух лет и в дальнейшем продолжит свою работу, расширяя круг своих слушателей.

Ключевые слова: клуб, Якутия, английский язык, студенты, студенты-иностранцы.

В наше время, время больших скоростей и высоких технологий, к числу самых важных ресурсов следует относить интеллектуальный ресурс. Именно знания позволяют людям овладевать востребованной и