

## **English collocations in the framework of teaching engineers at university**

This paper deals with the problem how develop communication skills of undergraduate students through collocations. We refer to different types of collocations. We focus on the activities associated with teaching collocations in EFL classroom that help students develop their communication skills while learning collocations in an easy and interesting way.

Keywords: collocation; collocational competence; lexis; types of collocations; communication skills.

Higher education is dynamic and ever changing. Teaching English at university is not the exception. The main aim of teaching English at university is to develop communicative and sociocultural competence. It's also necessary to add collocational competence to students' thinking. Collocation has been referred to as «the habitual juxtaposition of a particular word with another word or words with a frequency greater than chance» [3].

According to Michael Lewis «collocations are those combinations of words which occur naturally with greater than random frequency» [1, p. 44]. Taking into consideration the definition given above, it's obvious that students should be aware of the importance of collocations to help the learners understand, manage lexis and communicate more effectively.

It's necessary to draw students' attention to the following types of collocations, listed by Michael Lewis [2, p. 51]:

- Adjective + noun (*e.g. effective, successful /complete, full / detailed + implementation*)
- Noun + noun (*e.g. a pocket calculator*)
- Verb + adjective + noun (*e.g. learn a foreign language*)
- Verb + adverb (*e.g. examine properly*)
- Adverb + verb (*e.g. half understand*)
- Adverb + adjective (*e.g. extremely inconvenient*)
- Verb + preposition + noun (*e.g. scrape through an exam*)

We need to teach collocations to students from lesson one. At elementary level the aim is to increase the number of words learners know. First, it's important for students to learn such de-lexicalised verbs as *get, have, make, do, take*. Even though they may have a basic meaning, they are more commonly used in combinations with nouns or other words as collocations. Intermediate students need more new words with more collocates while also

increasing their collocational competence with words they have already known. In terms of the topic «Education» the following collocations: *take / re-take / pass / fail / an exam* should be worth drawing to students' attention at elementary level and *scrape through an exam* – at intermediate level.

As for the activities used while working with texts, tasks where students fill in the gaps work very well. The task «*Odd one out*» where students must decide which correlations are correct and which one is incorrect is one more activity to practise using collocations. The learners cross out the word which doesn't belong in the group. For example, *apply for / get / lose / do / have / make / a job*. The odd word is *make*.

Matching games can be done by playing dominoes. In this game two parts of a collocation are given on different cards and students should match up with two halves to make a complete collocation.

Collocation grid and bingo game are especially good as an individual review, a race, as competitive or collaborating teams working for speed and accuracy.

Quizlet helps learn collocations with flashcard sets. Students are very interested in this web tool as it's motivating, interactive and easy to use.

Backward vocabulary test is a set of definitions prepared by a teacher. The task for a student is to provide the correct collocation or multi-word unit.

Five-word story is very useful task for all students. They should look up a word in a collocation dictionary and choose five verbs which suggest a story, e.g. *enter for / revise for / take / fail / re-sit an exam*. This task can be done with any noun which suggests a process, such as: *problem, product, relationship, research, system, job*.

Dictogloss is the activity which helps revise any grammar or lexis. The teacher reads any short story twice. Students are allowed to write keywords while listening for the second time. Students recreate the story, using all collocations which have been mentioned by the teacher.

The collocation game works properly in case the teacher chooses the order of the words thoroughly, moving from more general words to stronger collocations, e.g. *contain, have, look for/seek, find, gain, get, obtain, collect, withhold*. All these words collocate with the same noun. This noun is *information*. Such task can be done with adverbs and adjectives, e.g. *carefully, closely, in detail, minutely*. All these words collocate with the verb *examine* [4].

The activities mentioned above greatly contribute to teaching the English language. It's significant to teach collocations rather than separate words as they improve students' collocational knowledge. The present paper has offered some activities for students to learn collocations in an easy and interesting way and to develop their communication skills.

## Литература

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### **Изучение требований к профессиональной компетентности выпускников как неотъемлемая часть профессиональной подготовки инженеров будущего**

В статье показан ряд аспектов, связанных с формированием учебных планов в условиях современной модернизации образовательных стандартов высшего образования. Выявлена необходимость учета требований многих заинтересованных сторон к профессиональной компетентности будущих выпускников, для реализации этого предложен метод креста реальности Розенштока-Хюсси.

Ключевые слова: инженерное образование; формирование компетенций; профессиональная компетентность; оценка требований; метод креста реальности.

В настоящее время во многих вузах, в том числе осуществляющих подготовку инженеров, идет процесс разработки новых учебных планов, причем связано это с окончательным утверждением и регистрацией в 2020 году очередной группы образовательных стандартов высшего образования, сделанных с учетом профессиональных стандартов, (например, для направлений подготовки бакалавров 22.03.02 «Металлургия», 22.03.01 «Материаловедение и технологии материалов» и других).

В описанном выше контексте вузы, располагая ограниченным количеством зачетных единиц (240 зачетных единиц для программы подготовки бакалавров и 120 зачетных единиц для магистерской программы) и еще меньшим количеством аудиторных занятий, должны сформировать