

ABSTRACTS

УДК 378.147:811.111

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GUIDELINES ON THE ORGANIZATION OF SIMULATIONS FOR TEACHING ENGLISH SPEAKING AT TECHNICAL UNIVERSITIES

The use of active learning methods, in particular, simulations is justified in higher education. This article deals with some aspects of simulation organization. The simulation was introduced at the National Technical University of Ukraine «Kyiv Polytechnic Institute» for learning oral English communication skills and lasted one semester. The aspects discussed are important for the effectiveness of its implementation. The main focus of the paper is on the functions of the teacher, simulation evaluation process and certain stages of its implementation, as well as the organization of educational space.

Among the functions of the teacher the following are discussed: the organizer, the operator and the participant of the simulation (product owner).

Key challenges in implementing the simulation described in this work are organizational difficulties, psychological difficulties (passive students, tension and hostility), and not following the simulation's specifications.

In the implementation of simulations the following stages are to be considered: preparation, implementation and feedback. Evaluation is done by a foreign language teacher and students at all stages of the business game, as well as by experts during a presentation of completed projects.

Optimal organization of educational space involves considerations of lighting, placement of furniture and equipment. The article describes these parameters for an eighteen-person group.

Efficiency and the need to follow these recommendations when implementing simulations for teaching English communication skills are confirmed by the conducted experiment.

Key words: preparation, implementation and evaluation of simulations, teaching foreign language communication, interdisciplinary integration.