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**ПЕДАГОГИЧЕСКИЙ ПОТЕНЦИАЛ УЧЕБНОЙ ДИСЦИПЛИНЫ
«ИНЖЕНЕРНАЯ ГРАФИКА» КАК РЕСУРСА
ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОГО РАЗВИТИЯ
ИНОСТРАННЫХ СТУДЕНТОВ, ОБУЧАЮЩИХСЯ
НА АНГЛИЙСКОМ ЯЗЫКЕ**

PEDAGOGICAL POTENTIAL OF THE ACADEMIC DISCIPLINE
«ENGINEERING GRAPHICS» AS A RESOURCE
FOR INTERNATIONAL STUDENTS' LINGUO-CULTURAL
DEVELOPMENT LEARNING IN ENGLISH

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Автор раскрывает педагогический потенциал учебной дисциплины «Инженерная графика» в контексте лингвокультурологического развития будущих специалистов инженерной области, акцентируя внимание на подготовке иностранных студентов, обучающихся на английском языке.

The author reveals the pedagogical potential of the academic discipline «Engineering graphics» under future experts' linguacultural development conditions. The international students' training in English is focused on.

Ключевые слова: инженерная графика, иностранные студенты, лингвокультурологическое развитие, лингвокультурологическая компетенция.

Keywords: engineering graphics, international students, linguacultural development, lingua-cultural competence.

INTRODUCTION

The current world creates new and new majors every day. However, at the same time, there are fundamental ones, such as architects, engineers, doctors, etc. Who have to modify themselves each day

in relevance with the world requirements. It forces all educators to be constantly challenged by the need to be up-to-day and keep their syllabi contemporary as the world generally and professionally takes a new shape each day. The modern world is living under globalisation conditions, where international communicative skills are the prime. Such interaction is based on language and cultural ground that influences all sides. Linguaculturology studies such relationships between language and culture and emphasizes the linguacultural competence importance for the new globalised world. Despite the linguacultural approach has been widely used in teaching languages in education, nowadays, the English language is not only a foreign language (EFL) it is also a means of education as a medium of instruction (EMI). EMI is the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English [1, p. 4]. Therefore, nowadays, linguacultural development is feasible by specific professional means where a foreign language – English, contains nationally marked professional linguacultural units.

FUTURE ENGINEERS' LINGUACULTURAL DEVELOPMENT

The ability to communicate across a broad spectrum of interests is a vital component, not only in industry but also in education. Concerning the engineering field, the ability to communicate effectively goes beyond usual linguistic written and/or verbal expressions; it also includes the ability to communicate graphically.

The academic discipline «Engineering graphics» is unique because of graphical filling and plays a fundamental role in engineering training. Moreover, this discipline is featured into the majority of the STEM (science, technology, engineering, and mathematics) degrees. This discipline also provides specific terminology that widens and improves both linguistic and cultural students' skills, where both components are revealed in a professional context. Studying «Engineering graphics» in English in a non-English speaking country reveals the following challenges:

- discrepancies in standards used in our country and international students' homelands;

– current literature published in English on post-soviet area contains diverse terminologies, that might have been caused by specifics of technical translation;

– the lack of free access to international standards.

The above-mentioned points imply a deep literature analysis to notice and clarify the differences. In its turn, it enables us to highlight the cultural differences that cover the Russian-speaking translations. The prime aim of such research is to select the one integrated terminological way to decrease misunderstanding and show all possible variants for discovering the «Russian-marked» professional linguacultural units.

CONCLUSION

Using English as EMI is a future of the Belarusian education that also has been reflected in the concept for the education system development of the Republic of Belarus, where one of the ways for aim achievement and objectives solutions is an increase in the proportion of areas and specialties with training in foreign languages; [2, p. 16]. Such tendency leads to educational process modernisation under international context where teaching staff has been faced with such new for Belarus objective as organisation of an effective educational process in English that meets national and international standards simultaneously.

Lingua-cultural development is the latest world tendency, and we truly believe that providing students with linguacultural competence is one of the main ways to train contemporary professionally mobile and competitive specialists.

LITERATURE

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