

Министерство образования и науки Российской Федерации
НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО
ПРИМЕНЕНИЮ ПРОФЕССИОНАЛЬНО-
ОРИЕНТИРОВАННЫХ ТЕХНОЛОГИЙ ПРИ
ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ**

Методическое пособие

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Данное учебное пособие предназначено для педагогов, которые обучают студентов - будущих педагогов в ВУЗе.

Пособие состоит из двух тематических блоков: «Brands» и «Organisation». Каждый раздел содержит рекомендации по введению нового материала, по использованию текстов и проведению упражнений, направленных на усвоение новой информации, отработку изученного материала и формирование необходимых навыков. Также пособие содержит ответы на задания и рекомендации по оцениванию работы студентов. Для составления практических заданий использовались профессионально-ориентированные технологии.

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Оглавление

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Lesson 1 – Brands

1.

As a warm-up and introduction to the topic, discuss with students what they think about brands in general.

Write the names of several brands on the board and find out if they buy the products of these brands or not and why.

For each brand, ask students to give an example of a similar brand from the same category. Anticipate but do not pre-empt the activities in the rest of the unit.

2.

Introduce students to the new brand vocabulary, explain the meaning, and make sure they pronounce and stress the words correctly.

Tell the students to choose some of the brands above that they are interested in and use the new vocabulary to discuss in pairs what image and qualities each of them has.

3.

Invite the students to discuss what associations the two brands you have proposed evoke in them and why the brand has such an image.

Remind students about the idea of word partnerships, the idea that there are words that usually go with other words to form typical partnerships or combinations.

4.

Introduce the students to the new vocabulary, discuss the general meaning and understanding of the new words.

Ask students to match the words with their meaning.

Then ask the whole class for the answers.

Answers:

- 1) the title given to a product by the company that makes it - name
- 2) using an existing name on another type of product - stretching
- 3) the ideas and beliefs people have about a brand - image
- 4) the tendency to always buy a particular brand - loyalty
- 5) how familiar people are with a brand (or its logo and slogan) - awareness
- 6) the set of products made by a company - range
- 7) the use of a well-known person to advertise products - endorsement
- 8) when products are used in films or TV programmes - placement
- 9) the introduction of a product to the market - launch
- 10) the length of time people continue to buy a product - lifecycle
- 11) the percentage of sales a company has research - share
- 12) customers of a similar age, income level or social group share - segment.
- 13) the best-selling product or brand in a market challenger - leader
- 14) information about what consumers want or need segment - research
- 15) the second best-selling product or brand in a market - challenger

5.

Tell students to complete the sentences with new vocabulary.

Ask the whole class for the answers and work on any remaining difficulties.

Answers:

Brand: 1 awareness, 2 loyalty, 3 stretching, 4 image

Product: 5 endorsement, 6 lifecycle, 7 range, 8 placement

Market: 9 leader, 10 segment, 11 challenger, 12 research

6.

Divide the students into pairs and ask them to discuss the proposed questions.

Then organize a discussion with the whole class, choosing the most interesting topics.

7.

Remind students of the benefits of analysis and mind mapping.

Share a business and brand mind map with students in print or online.

As a class, review and discuss it.

Then divide the students into groups and offer to draw up your mind map on the topic of brands, their characteristics, purpose, and features.

In this task, students can show creativity and individuality, there are no strict rules.

8.

Give students up-to-date information, introduce them to the case. Prepare a presentation and let the students get acquainted with the brand, its values, products, what problems the company has and what result needs to be achieved. Ensure that they understand the situation. Ensure that they understand the situation.

Invite the groups to analyze the situation, find a solution and present it to the class. Go round the room and help students when it is necessary.

Then discuss all the options with the whole class and find the best solution.

Don't dominate the discussion, but say enough to keep it going and allow students to make their points.

Lesson 2 – Organisation

Warming Up

Organize a small group discussion to introduce the topic, discuss buildings and places of work, student preferences

1.

Put students into pairs. Have students discuss and assign points. Then discuss the problem in class and make an overall rating.

2.

Explain to students the key vocabulary used when talking about companies and how they are organized. Pay attention to meaning and pronunciation.

Put students into pairs. Get students to discuss and do the matching exercise.

Go through the answers as a quick-fire whole-class activity.

Work on any remaining difficulties of vocabulary or pronunciation.

Answers: 1e, 2h, 3a, 4d, 5f, 6b, 7g, 8 c

3.

Have a small class discussion about associations with new words, provide additional explanations if needed.

4.

Tell students to read about an unusual company.

Explain any difficulties in the text.

Ask students questions to check their understanding of the content of the text.

5.

Divide the students into small groups and have them identify whether the statements are true or false and correct incorrect statements.

Go around the room and help where necessary.

With the whole class, get students to call out the answers.

Answers:

1 True

2 True

3 False. One hundred per cent of Google Italy workers thought it was a friendly place to work.

4 True

5 False. There is no mention of the qualifications needed to work there.

6 True

7 True

6.

In the same groups, invite students to come up with a heading for each paragraph, summarize the text, and prepare a retelling of its main content.

7.

Introduce students to the formula for speaking and expressing thoughts. As an example, express your opinion using the given formula. Tell students to prepare their own speech.

8.

Organize a round table - a group discussion of a problematic issue, explain to students the rule for such a discussion, tell them to express their own opinion on an equal footing.

Supervise discussion and order, guide students, but do not get too involved. Be tactful.