



INNOVATIVE TEACHING METHODS OF ARCHITECTURE TERMINOLOGY IN HIGHER EDUCATION

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ANNOTATION

This article explores the use of various innovative methods in the process of teaching architecture terms in English, to improve the communicative competencies and communication skills of students of non-linguistic faculties of the university. The article discusses improving the level of language competence and cognitive activity of students, improving the quality of language training of specialists and their needs in learning a foreign language.

KEY WORDS: *architecture terms, non-linguistic, communication skills, cognitive activity, language competence, learners' needs.*

Modern educational standards give an important place to the formation and development of the communicative and professional competence of students in the architectural direction of a higher education. Teaching students with mixed levels, various learning abilities involve creativity, time and a desire to understand how a student learns best. With right tools and suitable learning styles, we can reach progress on our students. The initial step is to meet the learners' needs by eliciting information from them describing their needs and their first checking assessment. The case that we don't have English in entering exams made the average level of learners' knowledge fall.

It's essential thing to define learning while teaching foreign language as they are both sides of the coin. Effectiveness of teaching highly depends on the number of learners which is the most accepted criterion for measuring good teaching, showing the correlation between students' results and teachers. "Teaching in the absence of learning is just talking": said Thomas Angelo, highlighting that the efficiency of teaching lies in student learning.

Almost everyone has good language learning skills, even they don't realize it. Choosing the right language teaching method, especially for ESP learners is essential in learning a new language. There is little evidence in knowing if the method selected by an individual instructor was the best

teaching method or just "a method" or simply the method which made the teacher feel comfortable. The most significant way to define the effectiveness of the teachers' methods is to provide students with anonymous feedback at the end of each term, which is being done in most universities. There is much debate within the higher education community in the field of engineering on how teaching or teaching effectiveness may be defined. For instance, Centra (1993), defines effective teaching as "that which produces beneficial and purposeful student learning through the use of appropriate procedures" (p.42). Students are exposed to all sorts of instructional experiences (reading, exams, lectures, instructional materials). They are in effect experimental consumers able to discern usefulness, relevance, quality and instructor interaction with students.

Aiming to define the most suitable method for teaching and increasing the number of learners, students were selected to rate the most effective ones. Method should be productive, informative and satisfying. All the methods have advantages and disadvantages, so what have to be done is to notice.

Objectives of the study:

- To find out various teaching methods used by university teachers to teach students of architecture and engineering.



- To explore the opinion of students about the teaching method they perceived as the most interesting and best teaching method.
- To find out the reasons for perceiving any teaching method as the interesting and the best one.
- To provide suggestions for improving quality of teaching of students for specific purposes.

Methods such as group discussion, individual presentation, seminars, conferences, lectures, assignments, self-studies, workshop, role play, case study were mentioned in the rating showing the domination of group discussion, lectures, role play, case study and conferences.

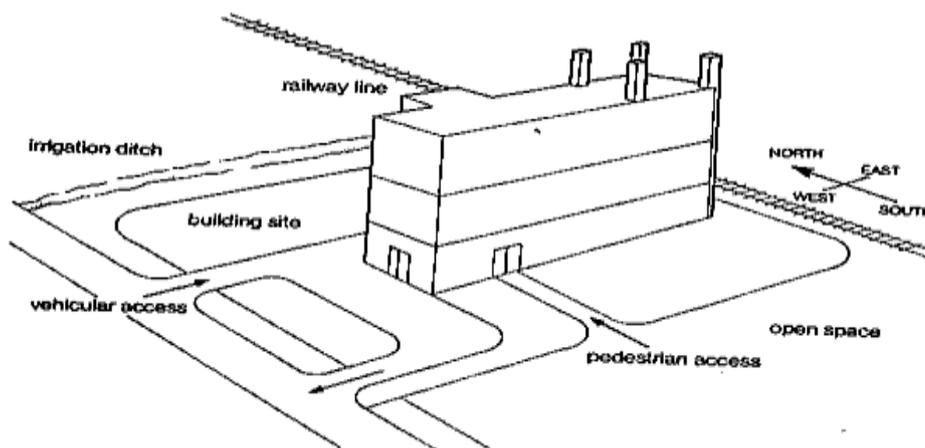
Group discussion method is a free verbal exchange of ideas between group members or teacher and students, as it encourages the students to their more participation, helps to remember better as it is discussed among their mates. Students learn on their own and find out key points especially in defining the meaning of terms. Those who know their specialty better can explain others so as to develop comprehension while working with specialized texts. After discussion when students give their presentation, teacher corrects their mistakes. However, only those participate who have

confidence, rest do not. Teacher should play the role of facilitator involving every one and at the end should summarize the discussion. This type of method develops creativity among students.

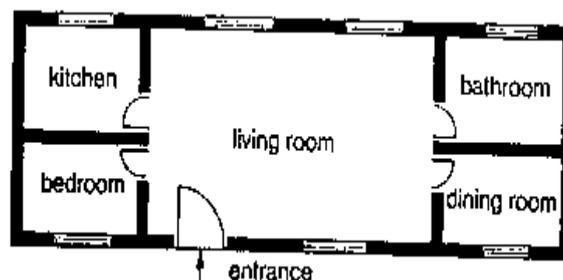
Lecture method is good for large class which helps to create new ideas. It is verbal presentation given by a lecturer, trainer or a speaker to an audience. Being supplied with advanced technology and training system, lecture method is still widely used in teaching and training at high level of education. This method is economical, can be used for a large number of students, material can be covered in a structured manner and the teacher has a great control of time and material. Lecturing is not simply a matter of standing in front of a class and reciting what you know. The classroom lecturer is a special form of communication in which voice, gesture, movement, facial expression, and eye contact plays great role. With planning and effective presentation techniques, the lecture can be a highly efficient and interactive method for transferring knowledge to students. Lecture gives the learners training in listening and taking rapid notes.

Case study is primarily developed in business and law contexts, however can be productively used in engineering. (see Pic.1)

Picture 1. Case-study



Picture 2. Picture prompt





On the west side of bathroom there is kitchen, above is bedroom, below there is dining area and living room. Next to bedroom there is study and second bedroom. The task asks the learner to analyze the plan, find not suitable parts and replace where necessary. This task makes the learner to find the problem and feasible solution to improve the plan. This method is basically used to develop critical thinking and problem-solving skills, as well as to present students with real-life situations.

Conferences give chance to meet other students of the same interests, helps to share and discuss each other's point of views, increases self-confidence of students, making speech to the audience, stating their research.

It's preferred to prepare several activities for pre, while and post tasks taking into account the topic, the level, relevance of materials. The topic is "Historical Heritage Sites of the world", Passive Voice and terminology supplemented by additional material in the form of reading. It's advisable to start the lesson with experience task which relies on their memory of visiting any historical place in their country which was inscribed into UNICEF. This task leads them to a new topic. The white board is used for putting their answers on it and the two-thirds for new vocabulary while Two-way task presenting PPT about ancient places is demonstrated. Listening material that they already know in L1, helps lower level students comprehend, note, remember these words and information. While higher level students prepare to perform their role plays "tourist and a guide" on the watched PPT using local map, it is essential to use repetition, backward build up expansion drills for lower level ones which help them to pronounce the whole sentences and to develop habit formation.

The PPT and specialty text for reading contain passive voice structures, so explanation grammar rules based on the context improves their grammar knowledge remember not only the structure but the context where it is used. A1, B1 students try to use transformation drill changing tenses of ready given examples from the authentic material. Ex: Almost all ancient buildings were erected of stone because of scarcity of timber. People had built their houses from stone since the earliest times.

Students are divided into two groups and work out the reading material about "The history of stone" and "The history of concrete" and for lower learners the text can be simplified after info gap activity. The groups should be divided according to equal higher and lower level students in order to avoid time-consuming. Students are given new terminological vocabulary in context from supplementary authentic material where the main characteristic of Situational

approach to learn new vocabulary in situations or in context, but not in isolated form occurs. Ex: Wood can burn, but the concrete cannot. In terminology it becomes "Wood combustible, but the concrete is not combustible". We can see through the glass, but can't through the wood. It means "Glass is transparent, but the wood is opaque", where substitution drills activity does its best. All examples are supported with pictures to help the learners understand better.

By performing role play students can consolidate all worked out information and material, making it easy to remember. All performed groups are discussed after their role plays and given further instructions what to do at home from the results of their performance. As self-study learners can take an interview from foreign tourists who are visiting sights of the city.

The best way to make language teaching method effective is to select appropriate one. Students should be provided with productive, informative and satisfying information; they should be active in participation and discussions. ESP teacher must learn to constantly adapt to the students' needs. Many times, this means dealing with a variety of problems, many of which are all too common occurrences. A good ESP teacher must be able to recognize these common problems, and work to find solutions. Even a small in chosen teaching method can help to create a more productive and casual environment for both teacher and the learner.

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