

МЫШЬ»: *'They haven't anything have they?' 'No,' returned Jessica, 'they're poor as church mice.'* – У них ведь ничего нет, правда? – Нет, – ответила Джессика, – они бедны, как церковные мыши. «To keep body and soul together / to make both ends meet» in Russian means «сводить концы с концами»: *I earned very little money that year and could hardly keep body and soul together. Я заработал очень мало денег в том году, и я едва ли могу сводить концы с концами.*

Phraseological units «to pay through the nose for smth», «to pay over the odds» mean «переплачивать»: *They didn't like paying through the nose and found another restaurant at the reasonable prices. Они не хотели переплачивать в этом ресторане и нашли другой ресторан с разумными ценами. It's a nice enough car but I'm sure she paid over the odds for it. Это достаточно хорошая машина, но я уверен, что она переплатила за нее.* Also phraseological unit «to cost a pretty penny» in Russian means «влететь в копеечку»: *I'll bet that diamond cost a pretty penny. Держу пари, что этот бриллиант влетел в копеечку.*

Thus, phraseological units have a pronounced emotional coloring. They reinforce statements both at the domestic and official level of communication. Using phraseological units, a person enriches his speech and shows a deep knowledge of the language and culture.

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LANGUAGE TRAINING OF ENGINEERING STUDENTS IN BLENDED LEARNING ENVIRONMENT

Языковая подготовка студентов технических вузов в условиях смешанного обучения

Knowledge of foreign languages is becoming an integral part of engineering students training, since it is a necessary tool for integrating university graduates into international learning environment. The modern concept of higher education involves the implementation of information and communication technologies in the educational process which contributed to the introduction of e-learning and blended learning. Blended learning involves a combination of traditional face-to-face and

online approaches to instruction [1]. It was developed as one of the solutions that can increase engagement, motivation and flexibility of students.

The article is aimed at considering the language training of engineering students, implemented through blended learning technology and describing the benefits of blended learning environment.

First and foremost, blended learning offers the adaptability of e-learning environment, which means the adjustment of learning modes according to students' personal characteristics. Students have the opportunity to choose the optimal pace of learning, intensity, time, delivery, due to which learning becomes more flexible and focused on individual needs.

The technology of blended learning has an impact on the direct and indirect communication among students and a teacher. Being a tutor and facilitator, the teacher is accessible online and face-to-face, providing assistance and support to students [2]. Owing to active independent work, students develop self-study skills, a conscious attitude to their learning and cognitive activities. The need for time planning increases the personal activity of the individual, contributes to the development of self-regulating and self-determined skills. The teacher manages the students' activities through the organization of individual independent work. Moreover, foreign language training implies a lot of communication which can be delivered face-to-face as well as in the e-learning environment. Students are able to develop their communication skills outside the classroom via blended learning tools.

One more essential benefit of blended learning in foreign language training is the open access to electronic educational resources, encouraging students to study authentic materials which contributes to increasing students' willingness and motivation for learning a foreign language.

As a result of the study it was found that blended learning environment is learner-centered which takes into account individual psychological characteristics of students, enhancing their engagement and motivation. Due to cooperation and partnership with peers, students develop their reflective, self-regulating and self-determined skills [3].

References

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