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Methods of Teaching Phrases to the Students of Non-Philological Faculties

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Abstract. Students preparing for careers in the dairy food industries need opportunities to develop interpersonal, computer, problem solving, and communication skills as well as technical competency in dairy foods. Dairy foods courses have traditionally offered a multidisciplinary framework for providing a successful learning environment. The application of classroom theory to realistic situations has been a product of knowledgeable faculty and strong dairy industry cooperation through site visits, guest speakers and internship/co-op programs. This paper presents examples of traditional problem solving and hands-on teaching models and examines the developing resources related to computer technology. The modern facilities at the Michigan State University Dairy Foods Complex are used as the basis for demonstration of the commingling of traditional educational opportunities with modern process control and multimedia teaching resources. The examples demonstrate the continued ability of dairy foods courses to be foundational learning experiences for both dairy and food science programs.

Key words: education, dairy foods, students.

Introduction: "Classroom", a word that brings to our mind a setting wherein a teacher stands in front of a class of 30 to 40 students, delivering a lecture with a specific gravity in his/her voice. This is the method of teaching that was prevalent when we were in school some two decades ago. However, things have changed over the years, and though it was one of the most effective methods of teaching English to young students, it no longer considered the same now. This is due to various reasons, maybe because:

- the present generation gets exposure to the world through social media
- their knowledge base is augmenting by the information available on the internet
- the students nowadays are more impatient and to grab their attention, teaching methods need to cater to their dynamic thinking process.

Language teaching, like any other topic, has undergone a lot of changes. It has shifted to role-plays, interactive games, short visuals, etc. from the traditional ways, such as lectures by facilitators with only a blackboard to support and spell repetition and grammar worksheets, have shifted to role-plays.

The most important ingredient in successful teaching of undergraduate students is the desire of the instructor to be a teacher. Provided the teacher is thoroughly excited about teaching,

one can then start to look at tools to help bring the body of knowledge in question to life. Dairy foods courses offer a fertile ground for the use of both traditional and innovative teaching methods. Unlike many of the general education and background courses taken in early years, these courses offer opportunities to move beyond teaching theoretical concepts by standard lecture/laboratory format. Lectures provide readiness for the practical learning opportunities available to students. Laboratory sessions are held in state-of-the-art facilities and must be practical, reflective of the industry, coordinated with lecture material, and achievable. Dividing the class into three-person lab groups and assigning a variety of products for manufacture during the semester forces students to use management skills such as scheduling and interpersonal communication, along with newfound technical skills. The small size of the pilot process equipment allows students to experience both successes and failures in a controlled environment. The laboratory exercise that does not go exactly as planned often provides the best teachable moment for students, so teachers should be accepting of a properly reported failure. The most automated equipment is not the best for laboratories. For example, for the first batch of cheese produced by each lab group, a cheese vat without agitator is used. This forces the students to be more intimately involved with the process. If the students do not understand the fundamentals of a process, no amount of automation will help them troubleshoot process problems when they get out into the real world. Exposing students to industry-scale process environments is a very important tool used at MSU. Field trips have been significantly improved in quality through the use of FM transmitters and receivers, allowing all students to hear guides in even the noisiest environments. Reports on field trips are graded for quality of writing as well as technical merit. Students may be overwhelmed if asked to provide a comprehensive report on a field trip. However, asking them to report, in detail, the two most interesting items of new knowledge gained keeps them attentive on the trip and not buried in trivia. Another program becoming increasingly important to the education of our dairy students is the internship/co-op experience. The opportunity to gain real industry experience provides more than just a job lead. Students returning to the classroom after a structured work experience are more motivated and focused on their field of study. The internship/co-op experience requires a dedicated teacher just as much as any other course offering. The teacher must know the company personnel responsible for the program interface and the job responsibilities expected of the intern.

CONCLUSION

Certainly, a teacher has to have a firm grasp of the technical aspects of and the tools necessary to provide experience in the material being taught. However, the most important ingredient in the making of a good learning experience for students is the desire of the 'instructor' to be a 'teacher.' The person having the most fun and having the greatest perceived desire to learn should be the instructor of the course. Students need to know that the instructor cares about them as individuals. This may be a daunting, though not impossible, task in large lecture classes, but in the smaller lecture/laboratory formats of upper level processing courses, a one-to-one relationship should be a priority. As the student/instructor relationship builds, personal characteristics of the instructor such as sense of fairness, honesty, and humor should provide security and encouragement for the students to interact with the instructor. The healthy relationship between instructor and student allows for the exchange of ideas and information in a manner that creates excitement and interest in the body of knowledge being studied. No amount of new technology or delivery techniques will result in a good learning environment without the wholehearted enthusiasm of the instructor for the teaching process.

Language teaching has its challenges. Most of the time, it is a foreign language that the

learner can't pick up from his/her surroundings, and you should teach patiently and systematically so that the students become confident and can read, write and speak the language effortlessly.

The English language is the language of the world, and English teachers have changed their methods of delivery over the years to suit the present scenario. In this article, I will be discussing specific popular and efficient ways of teaching the English language, which fulfills the demand of modern learners.

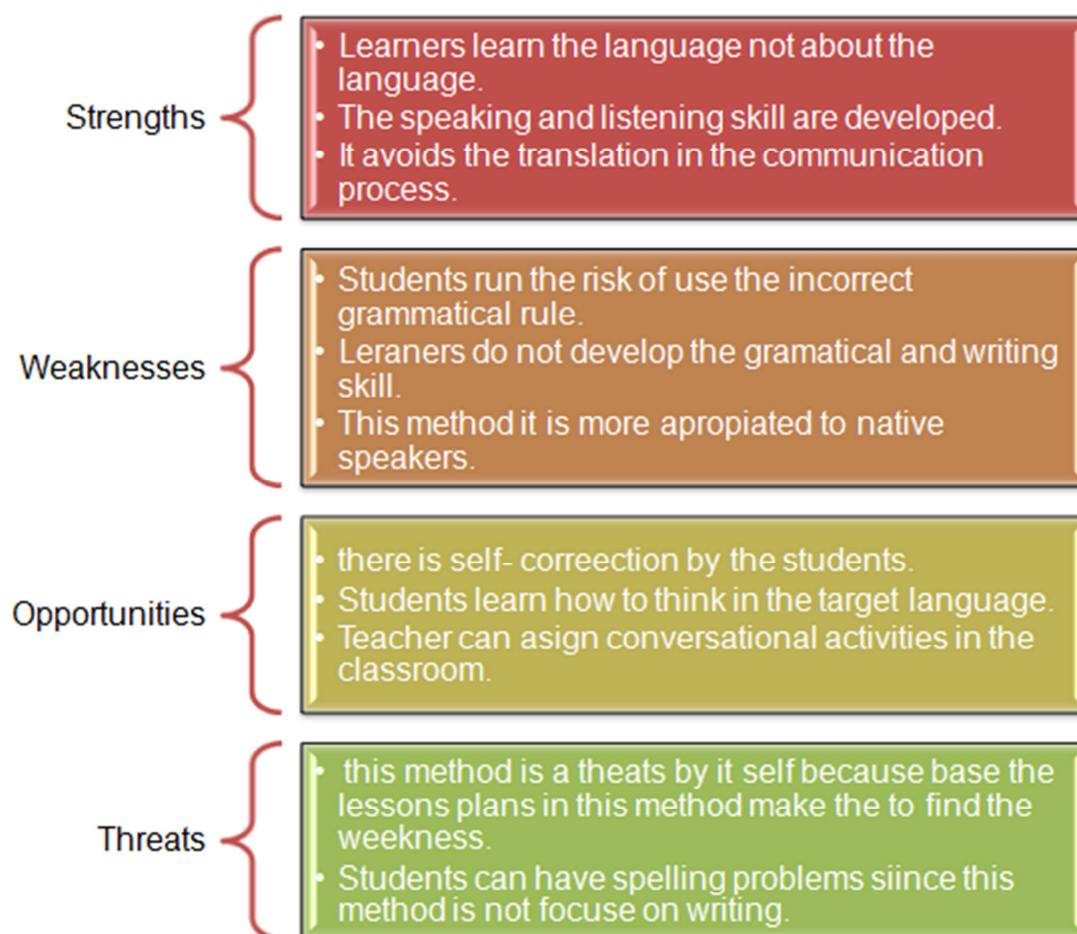
This method of teaching English is a classic one used since the 16th century. This approach was improvised for teaching the Latin language, which was not commonly learned and spoken by people. The method of teaching English focused on translating the texts in Latin to the native language and then gaining it, in line with the grammatical rules and vocabulary of Latin. The rote learning method is the most used method to learn vocabulary.

Later on, this method was used to learn other languages that were considered a second language. Thus, it applies to English as well.

This approach lacks in the fact that it is not a very good way of teaching to communicate appropriately in English.

Though this old-fashioned method has received a lot of criticism in modern times, many institutions still use it, especially by those who want to study English scientifically.

Natural Method –



This method of teaching English, also known as the direct method, seems to be a response to

the Grammar translation technique. In this process, the teacher who is aiming to teach English as a second language, asks the learner to think in English so that they can communicate in English.

The technique aims at building a connection between thought and expression. It required the teacher to strictly prohibit the student from using his/her native language. The learner is supposed to perfectly express himself/herself in English, with proper accent and usage of grammatical skills.

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