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## INNOVATION IN TEACHING FOREIGN LANGUAGE FOR SPECIFIC PURPOSES

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*Інновації в навчанні іноземної мови для спеціальних цілей. У сучасному коледжі англійська мова навчання відіграє важливу роль і є важливим компонентом у підготовці фахівців для різних галузей економіки. Вміле поєднання традиційних методів навчання з сучасними технічними можливостями допомагає зробити атмосферу в класі більш творчою і збільшує мотивацію студентів. У статті наводиться огляд та аналіз сучасних інформаційних і комунікаційних технологій (ІКТ) у викладанні англійської мови для спеціальних цілей.*

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*Інновації в обученні іноземному мові для спеціальних цілей. В сучасному коледжі англійський мові навчання грає важливу роль і є важливим компонентом в підготовці фахівців для різних галузей економіки. Умеле поєднання традиційних методів навчання з сучасними технічними можливостями допомагає зробити атмосферу в класі більш творчою і збільшує мотивацію студентів. В статті приводиться огляд та аналіз сучасних інформаційних і комунікаційних технологій (ІКТ) в викладанні англійської мови для спеціальних цілей.*

**Introduction.** Currently, English for Specific Purposes (ESP) is taught all over the world in different directions. Starting from the 60s of the last century, when the first talked about ESP as a particular direction in teaching English as a foreign language, this aspect of English language teaching has evolved considerably and became a leader in teaching English for specific purposes. In the context of the dynamic development process of international integration and exchange of information professionals in any industry, in addition to conventional training, need a tool that allows efficient and effective exchange of professional information. Such a tool is professionally oriented language or language for specific purposes. Today there are monographs on the theory of ESP [1–5], developed special methods of teaching ESP [6; 7], carried out various studies [8].

**Develop training programs and plans for teaching ESP.** There are some purposes that are of utmost importance in teaching foreign language for specific purposes:

- Foreign language is an integral part of training for all experts in high school.
- Foreign language course is multi-level and developed in the context of continuing education.
- Learning a foreign language is based on an integrated multidisciplinary basis.
- Learning a foreign language is aimed at integrated development of communicative, cognitive, information, social and cultural, professional and general cultural competence of students.

An important role in vocational education teachers plays ESP. They are often asked to develop programs and curricula for ESP, organize special English language courses for students and so on. As in any other form of training there are a large number of methods and approaches used depending on the objectives of courses and resources available. Based on the philosophy of ESP, they can be divided into three main groups as follows: problem-based learning (PBL), an autonomous entity (AL) and training with the help of information and communication technologies (ICT). It is worth noting that all of them are student-oriented methodology. Today, when placed new emphasis on the interpretation of the objectives of language education and made some changes in the process of educational interaction of the teacher and the student, the teacher must be clearer idea of what is required of him in the foreign language lesson. In developing the program in a foreign language should take into account the potential of knowledge and language skills of students, as well as the motivation of student learning.

The main objectives are the ESP teacher selection and organization of teaching materials, preparation of effective training programs and plans aimed at obtaining the desired learning outcomes, support students' motivation, their investment and effort. Another important element of the work in groups ESP is to provide students with teacher feedback, both for the organization control of the learning process as well as for the organization of advice to students.

When the teacher ESP comes into the audience, he, first of all, sets specific goals activities that help to create a favorable learning environment there, friendly atmosphere of mutual understanding and mutual assistance.

Choosing one or another educational material in a foreign language for the course content, faculty or course developers thus express their ideas, views on the teaching of foreign languages and teaching methods. Goal-setting sessions increasingly influence the choice of educational and methodical material. If the teacher in class aims to strengthening communication skills, it involves the employment of different exercises that simulate the practice of communication in language: business games; thematic dialogues; compilation instructions; reports; presentations and discussions. In the preparation of the course should be noted that the concept of "communicative competence" of students is not seen as the sum of knowledge and skills, but also as a set of personal qualities

Students (value-semantic orientations, knowledge, skills and abilities). Evaluation criteria is their ability to solve problems and find their own answers to the questions that arise in the course of professional, educational and social, cultural and everyday communication in a foreign language.

***The effective methods and techniques of ESP.*** An important element in teaching ESP is the ability of the teacher to create a classroom atmosphere for live communication and constructive debate. Students acquire stable communication skills only when they have the opportunity to use them to communicate with others. Very often, unfortunately, the teacher may be the only person in possession of the English language with which students can talk and time to communicate with each student at the teacher in the classroom is limited. Therefore, teachers need to develop and use effective techniques for the development of communication skills in their groups, as well as to involve in its work other resources, including on-line resources of the Internet to encourage communication outside the classroom walls. People are easier to learn a foreign language when they are highly motivated and have the ability to use their knowledge and skills in the language environment, which they understand and who are interested. From the point of ESP is a powerful tool for the implementation of such a possibility.

Students master the English language as they work with the materials that they consider interesting and relevant, and that they can use in their professional work or further studies. Keep in mind that the more students communicate in a language that they hear or they read, the more they will be successful in mastering them. On the other hand, the more they will be forced to focus their attention on purely linguistic, grammatical and other aspects of the language or its individual structures that it seems difficult, the less willing they will attend.

As for the students of ESP, they are particularly susceptible, to focus on the material closely related to their specialization, particularly engineering students. In ESP language should not be represented either as a subject that should be studied in isolation from the actual use or as a mechanical skill that should be developed. On the contrary, the English language must be presented in an authentic context, to acquaint students with specific ways to use the language that they should be able to apply for their specialties or work [9].

It is important to note that teachers ESP need regular support and guidance on the use of new technologies. Not surprisingly, the young teachers are often the best demonstrators' new technologies, so they can be an excellent instructor for more than the age of teachers who are trying to introduce these new technologies in their classrooms. To this end, English language Department of the Higher Education regular scientific and methodological seminars and workshops, which allow to demonstrate achievement of engineering and technology in the learning process. Group discussions and project work are also effective forms of training in working with ESP students. Another modern trend in teaching English for professional purposes - is holding a debate. Even at the stage of preparation for the debate students have to mobilize all their knowledge and ability to speak in a foreign language, to use their critical thinking and develop lateral (unconventional) thinking [10; 11]

All of these methods are useful for autonomous (independent) training in order to prepare students for research activities, encouraging their motivation to demonstrate the performance and experience of team work.

***Conclusion.*** If the teacher is committed to succeed in their work with the group, he needed to find and adapt new technologies to engage Generation Z in the traditional areas of work on using multimedia

learning tools and digital technologies, online resources and mobile applications. Innovative methods in teaching English...

ESP learning mechanisms are developed faster and faster, and it is absolutely clear that cover all the latest trends is impossible in this short article. Thus, despite the fact that the teaching of ESP is focused on the practical application of professionally oriented, as well as any other aspect of English language teaching, it based on knowledge of the nature of language, on the knowledge of the basic methods and forms of teaching and learning. A blend of traditional teaching methods and new technologies, including the use of a virtual environment to support students' motivation, is becoming one of the productive approaches in teaching ESP. Critical thinking about the material studied by students contributes to the formation necessary for their skills, linguistic forms, socio-cultural, communicative and professional competence.

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#### ПОНЯТТЯ ІНСТРУКЦІЇ ТА ТЕХНІЧНОГО ОПИСУ ЯК ТЕКСТІВ НАУКОВО-ТЕХНІЧНОГО СТИЛЮ

За визначенням вітчизняного мовознавця Д.Е. Розенталя, інструкція (лат. instructio – повчання) трактується як зведення правил, що встановлюють порядок і спосіб здійснення будь-чого; керівні вказівки, повчання. Інструкція в загальному сенсі відноситься до жанру офіційно-ділового стилю, для неї характерна типова установка «розпорядження».

Характеризуючи макросередовище мовного спілкування в науково-технічному стилі, науковці М. П. Брандес і В. І. Провоторов відзначають, що вона є інформаційною системою функціонально-стилістичних стосунків, інваріантну основу яких складає соціальна (прагматична) функція повинності і формальна (стилістична) функція офіційності. Автори вказують, що діапазон функції повиннос-