

етапах навчання мають бути творчими, мовленнєвого характеру, мати різні рівні проблемності та складності, спонукати слухачів до розумової активності.

Необхідно постійно залучати слухачів до спілкування іноземною мовою, розвивати вміння самостійного мислення в сфері професійного спілкування, моделювати у навчальному процесі типові ситуації реального спілкування, що сприятиме підвищенню мотивації для вирішення комунікативних завдань, спрямованих на досягнення цілей та намірів спілкування.

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LEARNING ENGLISH FOR SPECIFIC PURPOSES

A professionally oriented approach to teaching English for Specific Purposes (ESP) involves developing students' ability to communicate in a foreign language in specific areas and situations: professional, business, academic, educational and research.

The term "professional-oriented teaching" refers to the process of teaching ESP in nonlinguistic higher education institutions, which is based mainly on reading literature in the speciality, studying professional vocabulary and terminology, and recently also on communication in the field of professional activity. However, with this approach, there is a certain discrepancy between the goals, content, forms of organisation and conditions of the student's learning activity.

Practical, effective and professionally adequate use of a foreign language does not imply a mechanical increase in the period of studying a foreign language, or the allocation of more classes, or even a vertical learning of the language from the initial A1 level to the C1 or C2 level. An important prerequisite for teaching effective communication is the use of textbooks or teaching aids of various kinds in the initial process. For the comprehensive training of a higher education student, it is necessary to select and combine the study of the general language (GE) and the language for special purposes (ESP). The language for specific purposes is based on the linguistic means characteristic of the activities specific to a particular professional field. According to Hutchinson and Waters: "ESP is an approach or method to language teaching in which all decisions about content and method are based on the learner's reasons for wanting to learn the language", Dudley-Evans and St John modified the ESP definition and identified absolute and variable characteristics. Absolute features of ESP: 1) meeting the specific needs of the learner; 2) involving the methods and activities of the discipline it serves; 3) focusing on those language tools, skills, discourse and genres that are adequate to

the activity. Variable features of ESP are 1) designing it in accordance with a specific discipline or disciplines; 2) using a methodology different from that used in general language learning under certain teaching conditions; 3) intended for adults at the higher education level, in professional work situations, or in-service; 4) high level of students (B1-C1); 5) acquisition of basic language knowledge, although this feature is typical only for beginners.

In foreign studies, the specific characteristics of ESP and its differences from general education English are divided into constant and variable characteristics. The constant characteristics include the following:

- ESP meets the specific needs of the student;
- ESP uses methods and techniques inherent in the field of knowledge it serves (specialised discipline methods);
- ESP is based on the language (vocabulary, grammar), genre and discourse of the specialised texts.

The following characteristics are variable:

- an ESP programme may be designed for a variety of specialised disciplines;
- in certain situations, ESP teaching may use methods that are different from those used in mainstream English;
- ESP programmes are usually designed for students in higher education and for workers in a particular industry;
- ESP assumes that students have already mastered basic knowledge of English

We think that when teaching a language in a very intensive course, it is possible to combine them. If a foreign language course is long, it will be advisable to separate them and study them gradually. You should definitely start with GE and end with ESP.

The study of professionally oriented language material allows establishing a two-way link between the student's desire to acquire specialised knowledge and the success of foreign language acquisition. In order to realise the potential of ESP in the professional and social orientation of students in non-language higher education institutions, the following conditions should be met:

- 1) clearly formulate the goals of foreign language speech activity;
- 2) ensure the social and professional orientation of this activity;
- 3) to develop students' ability to be creative in solving certain tasks related to their future professional activities

References:

1. Hutchinson N., Waters A. English for Specific Purposes: A learner - centered approach. Cambridge: CUP, 1987. 183 p.
2. Dudley-Evans A. Developments in English for Specific Purposes: A multi-disciplinary approach / Dudley-Evans, A.M. St. John. Cambridge: Cambridge University Press, 1998. 301 p.
3. Curriculum for English Language Development in Universities and Institutes. K.: The British Council. 200, 245 p.