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ESP AT A HIGHER ENGINEERING INSTITUTION: TEACHING MODEL OF SPOKEN LANGUAGE

Reforms in Ukrainian higher education system require to revise and update the goals, principles and content of education, training methods, form of monitoring and assessment criteria, training tools not only in the system of higher engineering education, but also within each certain specialty.

Nowadays there is a change in the requirements related to educational results, the training programmes are improving, and at higher engineering institution learn from the experience of foreign ones, it is possible to observe a convergence of Ukrainian and foreign universities in the framework of the Bologna Process.

Contemporary approach of English teaching for specific purpose involves the development of foreign language communicative skills of students in certain professional, business, scientific spheres and situations according to the characteristics of professional thinking, when organizing incentive-motivational and target-research activity. This is indeed a fundamental departure from language teaching for general educational purposes and socialization in education processes. Characterizing syllabuses of English courses at Ukrainian Engineering Pedagogics Academy, the following key points can be highlighted:

- linguo-didactic system has been developed specifically for engineering students' training of concrete specialty through linguistic means. The given system provides project-oriented professional activity in the context of foreign-language communication and includes the following components: linguistic (thematic case of lexical items, speech cliches, functionally-speech base, training texts and hypertext) and didactic (techniques for teaching all kinds of speech activity, linguistic and communicative drills, interactive forms of communication, communicative tasks);

- basic training methods are aimed at developing thinking abilities of students and forming communicative-projecting skills, such as: an ability to put forward and define problem of academic and projective work, an ability to plan and carry out educational activity, in collaboration with other participants of the training process, an ability to present and to evaluate the results of training and projective activity, that are an important component of professional competency;

- professional needs and personal interests of engineering students must be taken into account (professionally important topic and situations, used in the process of English teaching, authentic tasks, problematic texts, raising topical concerns, related to future professional activity etc.).

A model of English speaking teaching for specific purpose could be designed as follows:

- to formulate communicative characteristics for certain kinds of texts on specialty and means of expressing these characteristics, i.e – communicative models;

- to detect communicative characteristics of speaking and means of expressing the given characteristics ;

- to compare these means of expressing and to select the models for active and passive training ;

- to determine the most necessary communicative characteristics and models of English speaking for specific purpose and offer the complex of drills for their active training;

- to learn various communication-oriented kinds of texts on engineering specialty, to select certain kinds of texts for their training, to detect their basic communicative characteristics and models, to create the effective system of drills to train the selected structural units;

- to select and to train word-formative, lexical and grammar structures, required to read, understand, listen and speak;

- to develop and to automate learning algorithms of students on all types of speech;

- oral communication from a dialogue to monologue, and vice versa, using tasks and games of problem-research character.

Thus, it may be concluded that for optimizing professional-oriented training and successful development of communicative- projecting skills it is necessary to develop and apply new training modules on specialty, providing the realization of professional-oriented foreign language training and motivation encouragement of engineering students at a higher education institution.

Literature:

- Hutchinson, T., Waters, A. (1987). English for specific purposes: a learning-centered Approach, Cambridge University Press. Cambridge.