

Denysenko V., teacher

Kyiv National University of Technologies and Design
(Kyiv, Ukraine)

TEACHING METHODS FOR TEACHING ENGLISH FOR SPECIFIC PURPOSES

The study of English for professional purposes involves the formation of a foreign language communicative competence so that in the future professionals can find their own necessary information and share it with their foreign colleagues. The task of the teacher of English is to create optimal conditions for the practical mastery of the English language. Teachers-practitioners, teachers and scientists are constantly investigating and conducting search for new methods, technologies, forms and methods of teaching that would effectively and effectively influence formation of foreign language communicative competence of learners. As more and more people seek work outside their own countries, teaching specialized English - academic English, the business English, English of law or of technology is becoming a major growth area.

It is expedient to consider two directions of introduction of innovative activity in education:

- modernization of traditional education in line with the effective organization of the assimilation of given patterns, achieving clearly defined standards. Within the framework of this direction the renewal of the educational process focused on traditional didactic tasks of reproductive learning, the idea of learning as "Technological" conveyor process with clearly fixed, detailed expectations results;

- an innovative approach to the educational process, in which the main goal is the development of students' opportunities to learn new experiences on the basis of purposeful formation of creative and critical thinking, experience and tools of educational and research activities, role-playing and simulation modeling. [2, p. 90]

Whatever approach you decided to follow, there are teaching methods to diversify your classwork.

In class, use short texts representative of particular genres or styles, in preference to long ones, which might better be reserved for out-of-class reading. For example, use the abstract of an academic paper, rather than the whole paper, but subject its style, organisation, grammar and vocabulary (including collocations) to close analysis.

Establish a system by which individuals take turns to present to the class a set of words that is relevant to the class's special subject - these could come from texts that they have found on the internet.

Invite the learners to take turns giving presentations, which are discussed in terms of their content, organisation, and execution. For example: impromptu 'show and tell' presentations, using some item that they each have with them (the equivalent, perhaps, of a teacher's boardpen!) and that is relevant to their discipline, can first be rehearsed in pairs before presentation to the class.

Tell the learners to bring to class texts they have found, along with questions about them that they have prepared themselves. They then exchange these in pairs, and read and answer each other's questions.

Roleplay situations that are relevant to the learners' specialisation, for example conference chat between presentations, or explaining their company structure to a visitor. The learners can write, rehearse and perform their own roleplays, which are then subject to discussion and constructive criticism.

Get the learners to write texts collaboratively on topics relevant to their discipline and in the appropriate style. These are then exchanged and improved by their classmates.

Base the course curriculum around an extended, collaborative project - such as producing a short video or a conference presentation, or designing a website or an advertising campaign. You feed in the language that is needed when it is needed.

Give short lectures/presentations yourself, for note taking and summarising purposes. When available, invite colleagues, friends, or local experts to do the same.

The potential for learners to participate in generating materials has long been neglected. I would suggest that students themselves are in a unique position to look for relevant resource materials. They know what their own needs and interests are. As the course develops, and students begin to analyse published and unpublished academic discourse produced by others, both form of presentation and organisation improve markedly, and communication within the classroom, as well as outside it, becomes committed and almost totally student-dominated [1, p. 90].

The use of the following teaching methods in higher education promotes students' creativity, active search and use of information, increases their learning motivation; their knowledge and skills, contributes to forming the willingness to solve problematic situations in their professional activity.

REFERENCES

1. Luke Meddings and Scott Thornbury (2009) *Teaching unplugged*. p. 90-91. Delta Publishing, 2009. — 103 p. ISBN 978-1-905085-19-4.
2. Zablotska L., Meleshchenko V., Chernii L. (2019) Innovative methods of teaching English for specific purposes at higher educational institutions. *Engineering and Educational Technologies*, 7 (3), 85–96. DOI:10.30929/23079770.2019.07.03.08 [in Ukrainian].