

## **ПЛАТФОРМА 1:**

### ***Інноваційні методи іншомовної підготовки фахівців***

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#### **KEY ISSUES OF TEACHING ESP IN UKRAINE**

**Introduction.** Nowadays, in view of the dynamic development of science and society, one of the most important processes actively researched by scientists is the professional formation and development of the personality of a specialist leading to his or her self-actualization due to intellectual mobility. Here mastery of a foreign language, in particular, professional orientation while studying at a higher education institution, takes an essential place. For a long time, foreign language was a common discipline, but now, in the context of globalization, European integration and appearance of wide opportunities for training and internships abroad, exchange of specialists for their improvement and exchange of their best experience, it has become both a basic element of the modern education system and a means of achieving professional skills [1].

**Formulation of the problem.** Among the most important scientific issues that require thorough scientific research for the urgent improvement of current situation in Ukrainian education now, there is a definition of key problems of teaching foreign languages and foreign languages for specific purposes (ESP) in particular.

**Main material.** At first glance, the teaching process, guided by regulatory documents, seems to be perfect: there are definite curricular material, system of knowledge control and skills testing, highly skilled teachers and students with their

strong desire to learn. The grammatical skills they master in the learning process should ensure communication without distortion of content in oral and written communication. Auditing skills should lead to the understanding of everyday and professional conversational and monologue speech. Speaking skills suggest the development of monologue and dialog speaking in formal and informal situations. Reading skills – their ability to understand messages and understand texts of the professional specifics in order to further communicate and manipulate the information received for the purpose of its application. In addition, students should master the basics of public foreign language speaking for the preparation and presentation of reports, the basics of annotation, abstracting, etc., be able to deal with both formal and informal correspondence in a foreign language.

However, reality analysis allows us to identify a number of problems in this important area of teaching foreign languages and ESP. The following we consider to be the most urgent of them.

1. According to the curricular, the number of academic hours for teaching (and studying, too) foreign languages and ESP in universities is extremely limited, even there is a sad tendency for their further reduction.

2. Application of outdated and rather primitive teaching means as a supply in the educational process instead of using modern textbooks and teaching aids, audio tools and multimedia technologies. With the abundance of high quality authentic audio and video educational resources, teachers are now in a position to streamline or reprint their own, generously saturating them with already obsolete and irrelevant for the current generation of professionals material, whereas a specialist should use it today and even tomorrow. Sometimes the use of paper books, dictionaries and other sources with obsolete vocabulary may be observed, with no use, explanation and translation of new terms at all.

3. Communication is thus limited to the use of relatively simple and commonly used vocabulary in elementary communication situations in speech, and the formation

of professional communication skills is indirect, while attention should be paid to existing cross-cultural differences that could and do cause problems in practice. In addition, unfortunately, most students have low level of motivation to study the discipline.

**Conclusion.** Foreign language should become an effective factor in social and economic, scientific, technical and cultural progress, and this requires the development of a new concept of teaching students foreign languages and ESP, taking into account global trends in the content and organization of language education, focused on learning intercultural communication within the dialogue of cultures, utilizing students' interdisciplinary knowledge based on their intellectual potential and aimed at their intellectual mobility development to ensure ongoing self-actualization.

#### REFERENCES

1. Absaliamova Ya., Mikhnenko G. *Formation of intellectual mobility by learning ESP as a basis for professional self-actualization* / Ya. Absaliamova, G. Mikhnenko // Scientific Letters of Academic Society of Michal Baludansky. – Kosice, Slovakia. – 2017. – Volume 5, № 5A/2017. – P. 6 – 8.