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EFFECTIVE PEDAGOGICAL METHODS IN TEACHING ESP FOR STUDENTS

Abstract: In modern non-philological establishments the study of English occupies the important place and is an important component in training specialist for different branches of our country. In article there is given synopsis and analysis of modern information-communication technology (ICT) in the field of teaching of English for special purposes.

Key words: English for specific purposes, information-communication technologies (ICT), multimedia technologies, high vocational training.

Language: English

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Introduction

Progress of society is characterized not only by the development of industrial areas and assess the interests and values of members of society, etc. Human capital refers to skills, knowledge and abilities (skills) necessary for work activities in socio-economic spheres. These qualities are primarily determined (identified) by the quality of education that reflects the intellectual potential of society, a developed education system that offers quality education, and so on. A foreign language embodies a great potential that meets the needs of society and occupies an important place in the comprehensive harmonious development of the individual.

Learning foreign languages is not only providing knowledge about a foreign language, but also a factor influencing the formation of personality, ready to acquire knowledge, able to think creatively, conscious of the cultural heritage of his homeland and the country of studied language and the place which they occupy in world history. A foreign language is a source that plays an important role in achieving intellectual, cultural and professional excellence, as well as a factor that occupies an important place in its cultural development.

Training of Mature specialists who meet the requirements of the time requires perfect knowledge

of foreign languages. Therefore, currently, for methodologists, the development of innovative systems for professionally-oriented teaching of foreign languages in higher education institutions is one of the most pressing issues. Such a system, in turn, should:

- meet the interests of society and the individual, strengthen the place that foreign languages occupy in the future professional activity of students and motivate students to learn a foreign language who are aware of the functional importance of this language;

- contribute to the overall level of knowledge of foreign languages;

- make it possible to characterize the goals, objectives, methods and means of teaching foreign languages in the system of professional training of students;

- to reveal the features of professional activity of teachers and students;

- to provide an opportunity to overcome the contradictions that exist in teaching foreign languages in higher education institutions and professional colleges. The development of a system of professionally oriented teaching of foreign languages to students to the maximum extent shows the interests of the individual and at the same time is aimed at fulfilling a new social order.

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Professionally-oriented teaching of a foreign language should be an impetus to the formation of the personality of a specialist who has an active life point of view (position) throughout his work. To do this, it is necessary to create such an educational and methodological environment that forms and develops the skills necessary for a future specialist, a future teacher (teacher) of a foreign language, which subsequently, through interest in learning a foreign language, would increase the student's interest in his future profession.

To achieve a good assimilation of English language materials by students in educational institutions, it is necessary to ensure that:

- students' interest in learning a foreign language is to the required extent;
- the process of teaching foreign languages is communicative-oriented;
- the teacher creatively approaches the choice of teaching methods;
- a favorable psychological environment is created during classes for performing oral exercises and teaching dialogue in a foreign language;
- various learning tools were available and opportunities were created for their continuous use in the learning process;
- class and extracurricular (classroom and extracurricular) creative work on learning English was carried out in concert. If we take into account and attach importance to the above requirements in the process of studying and teaching foreign languages, this will lead to a change in the forms and content of the approach to a foreign language as a subject in higher educational institutions. At the present stage of social development in higher educational institutions, as well as in professional educational institutions, the main goal of the course "Foreign language" is considered to be teaching students the ability to communicate at the place of service in a foreign language.

Teaching professionally-oriented English is a scientific field that was born in the late 1960s, and it is considered a type of education that meets the educational needs of those receiving education and the social order of society. The abbreviation ESP (English for Specific Purpose) is currently considered a term that has entered the scientific circle of theorists and practitioners of teaching professionally-oriented English. Teaching English as an ESP (English for Specific Purpose) requires not only a new approach to its methodology, but also a new look at the content of a foreign language. In particular, in non-philological higher education institutions, ESP requires such an approach to the content of teaching English, in which, for example, when teaching professional communication (dialogue), the content of education is planned in stages; at the initial stage, the hours allotted for a foreign language are mainly directed to the

formation of lexical, grammatical and phonetic skills and skills in communication, etc.

The state educational standard of higher professional education requires taking into account professional specifics when learning a foreign language, its focus on the implementation of the tasks of the future professional activity of graduates. As a result, a professionally-oriented approach to teaching a foreign language in technical universities becomes particularly relevant, which provides for the formation of students' ability to communicate in a foreign language in specific, professional, business, scientific fields and situations, taking into account the features of professional thinking, that is, professionally-oriented training.

Professionally-oriented training is understood as training based on taking into account the needs of students in learning a foreign language, dictated by the features of the future profession or specialty, which, in turn, require its study. The term "professionally-oriented training" is used to refer to the process of teaching a foreign language in a non-linguistic University, focused on reading literature in the specialty, studying professional vocabulary and terminology, and recently on communication in the field of professional activity. The essence of professionally-oriented teaching of a foreign language is its integration with special disciplines in order to obtain additional professional knowledge and form professionally significant personal qualities.

The training of specialists in technical universities consists in the formation of communication skills that would allow professional contacts in a foreign language in various fields and situations. To form the desire and ability of the future specialist to function as a strong language personality of a democratic type, possessing high linguistic competence in the field, but also English, in professionally significant speech events of different types, in different modes, registers, forms, styles, types and genres of professionally oriented speech-making activities.

The training of specialists in technical universities consists in the formation of such communication skills that would allow professional contacts in a foreign language in various fields and situations. The sphere of communication is understood as a set of homogeneous communicative situations characterized by the same type of speech stimulus, relations between communicants and the communication environment. Foreign language communication can take place both in official and informal forms, during individual and group contacts, in the form of speeches at conferences, when discussing contracts, projects, and writing business letters.

Professionally-oriented training provides professional orientation not only of the content of educational materials, but also of activities that

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include methods and techniques that form professional skills. The professional orientation of the activity requires:

- first, integration of the foreign language discipline with the main disciplines;
- secondly, it sets a task for a foreign language teacher to teach a future specialist to use a foreign language as a means of systematic replenishment of their professional knowledge, as well as a means of forming professional skills;

- third, it involves the use of forms and methods of training that can ensure the formation of the necessary professional skills of a future specialist.

Professional-oriented teaching of a foreign language at non-language faculties of higher education institutions requires a new approach to the selection of content. It should be focused on the latest achievements in a particular area of human activity, reflect scientific achievements in areas that directly affect the professional interests of students, and provide them with an opportunity for professional growth. Thus, it would be legitimate to consider the contents of teaching foreign language at non-linguistic faculties of universities as the totality of what students should learn in learning to the quality and level of foreign language skills consistent with their needs and goals, and the goals and objectives of this level of training. The selection of content contributes to the versatile and holistic formation of the student's personality, preparing him for future professional activities.

Taking into account the above, it is possible to distinguish the following structural elements of the

content component of the model of professionally-oriented foreign language teaching:

- Communicative skills in all types of speech activity (speaking, listening, reading, writing) based on General and professional vocabulary. The ultimate goal of professional-oriented training in Dialogic speech is to develop the ability to conduct a conversation, purposefully exchange professional information on a specific topic.

- Training in monologue speech consists in developing the ability to create different genres of monologue texts: communication of professional information, presentation, extended statements during the discussion, discussions, both with and without preliminary preparation.

- Listening training consists in developing the ability to perceive and understand the interlocutor's utterance in a foreign language, generated in a monological form or in the process of dialogue in accordance with a certain real professional sphere, situation.

- Learning to read consists in developing the ability to read all types of publications of different functional styles and genres, including special literature.

- Writing training consists in developing the communicative competence necessary for professional written communication, manifested in the skills of abstract presentation, annotation, and translation of professionally significant text from a foreign language.

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