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ACTIVATING THE WAYS OF ESP LEARNING AT NON-LINGUISTIC UNIVERSITY

***Анотація.** В статті наведено шляхи активізації професійно-орієнтованого навчання в немовному закладі освіти у відповідності з міжнародними стандартами до мовної освіти, попит у яких на сучасному ринку праці України свідчить, що перевага віддається тим, у кого вже сформовано професійно-орієнтовану компетенцію з іноземної мови. Розглянуто специфіку навчання іноземної мови в немовному закладі та ситуацію, яка склалася щодо навчання в форматі он-лайн. Наведено механізм внутрішньої активності тих, хто навчається, формування якого забезпечує наявність внутрішньої позитивної мотивації, що значно підвищує саме процес навчання, в якому, як зазначається, має бути застосовано значну кількість самокерованих студентами вправ для формування професійно-орієнтованої компетенції, необхідної для конкурентоспроможності на ринку праці.*

***Ключові слова:** професійно-орієнтована компетенція, навчання в он-лайн форматі, позитивна внутрішня мотивація, самокеровані вправи, конкурентоспроможність на ринку праці.*

The process of Ukraine integration into the international and economic community necessitates the search for new approaches to language learning in accordance with international standards of language competence.

Nowadays formation of skills and abilities for professionally-oriented communication amid specialists-to-be acquires special importance. The works of many domestic (Yu. Avsiukevych, O.Bigych, V.Borschovets'ka, T.Korzh, Z.Kornerva, O. Tarnopolsky) and foreign (J.Brine, T.Dudley-Evans, T.Hutchinson, A.Waters) researchers have been devoted to the system development of professionally-oriented training in foreign languages.

Withal, the changes taking place in the labor market lately demonstrated the demand decrease in specialists of economics and linguistics in favor of technical Universities graduates who mastered a foreign language for specific purpose and gained high motivation as well. The social demand in professionally-oriented foreign language training necessitates forming in specialists-to-be the professional-oriented competence in the FL being studied, as it depends on the further development of skills as well as the ability to use a foreign language in a real-life professional environment.

That is why the specificity of foreign language learning at non-linguistic University, foremost, presupposes focusing on the forming and improving students' professionally oriented competence in foreign language. The above purpose would be promoted by working out the special teaching aids, contributing to the formation of the required competencies.

In addition, the general unfavorable epidemiological situation, having been broken forth almost all over the world, being accompanied with the introduction of more or less degree quarantine measures and certain restrictions, being associated with the danger of the Covit-19 spread in view of the completely changed situation, really needs revising of the existing approaches applied in higher education system.

It is obvious from the above given, that the situation itself requires introducing completely different approaches since it is impossible to teach a language without providing conditions for trainees socializing as well as their active involvement in conducting the tasks autonomously. Thus, the question of how to teach still remains.

According to the researchers (P.Asoyants, Yu. Baklazhenko, A.Vyselko, G.Dziman, O.Kamensky, O.Ogurtsova, R.Blake, D.Murray), computer technology could serve as one of the means for gaining language competence forming in professional English.

As we have already known and even got chance to gain some experience in managing ZOOM platform, enabling us to conduct practical classes, conferences, deliver lectures, meetings, consult individuals and groups and is really very adaptive and inestimable resource under conditions of "isolated" distant on-line activities yet enabling to move further on the way of not easy forming of learners' professionally-oriented competence.

The main problem is to activate and stimulate learners to fulfill self-guided tasks. In most cases the list of these activities include instructor's experienced-based motivational strategies being most frequently used in role-plays, projects working out, relating history to current events or students' lives, provoking questions, continuous simulations, inviting guest-speakers, demonstrating video pieces, cooperative learning,

small-scale hands on experience, brainstorming, case-studies, discussions, target language presentations [1, p.3]

When teaching BE it is recommended to take into consideration its very specific principle – the one providing a motivational sufficiency [2, p.65] along with using methodological principles.

The training technologies should be built up taking into account self-guided tasks having been worked out in details when making up the curricula. All educators realize that at availability of positive intrinsic motivation the efficiency of learning process dramatically increases as the intrinsic mechanism of activity, notably: needs – interests – values – motives – goals is being actuated [3, p.184].

It should also be noted, that the above mentioned technologies need substantial activating students' self-guided tasks fulfilling being even more urgent for non-linguistic universities, where the share of practical language classes is far by less, than at linguistic ones while the requirements to the graduates are the same.

In conclusion it is worth mentioning that evident results of changes being introduced in the learning process need not only evident motivated students, but motivated lectures and instructors, otherwise it becomes practically impossible to develop motivated learners.

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