

Specific Features of ESP context

To be competitive in the labor market, a modern graduate of a higher education institution must not only have knowledge of a particular professional field, but also speak a foreign language at a professional level. Today, specialists personally communicate with their partners without any interpreter's assistance, negotiate to have business relations, represent their company at the world market, have business correspondence.

English language communication skills are now essential for employees to carry out their professional activities: making agreements, studying scientific literature, doing a research of primary sources, negotiating, cooperating with foreign partners, going in for business trips abroad, etc. are among modern workers' the responsibilities. However, the level of foreign language proficiency of graduates of technical universities does not always meet modern requirements, which hinders their successful professional activity.

To satisfy students' needs and to provide them with all necessary skills and knowledge teachers of English at high schools use all modern teaching methods during practical classes. Thus, students studying the discipline English for professional purposes (ESP) implies that students do not only master skills of English language speech necessary for orientation in their daily life, but also improve special knowledge in a particular specialty and develop English communicative skills.

Studying the discipline ESP is the acquisition of English language skills based on the improvement of professional knowledge, the use of professional terminology, professional lexical minimum based on standard grammatical structures of English language.

In the methodology of teaching foreign languages, the problem of teaching the discipline ESP does not lose its relevance. In the National Aviation University, this problem has its own specifics. To conduct the study, we considered the organization of the educational process of professional training of specialists Telecommunications and Radio Engineering educational and professional program Computer-integrated radio information systems and technologies, namely the effectiveness of English language competence.

The standard of higher education of Ukraine in the specialty 172 Telecommunications and Radio Engineering in the field of study 17 Electronics and Telecommunications for the first (bachelor's) level of higher education requires the formation of subject competence of the specialist which will ensure his ability to study scientific and technical foreign experience. The normative content of higher education training provides the ability to communicate on professional issues, including oral and written communication in both the state language and one of the common European language like English, German, Italian, French, Spanish. We consider the ability of our future specialists to communicate in English for professional purposes.

The main task of the discipline is:

- preparing students for effective communication in their academic and professional environment;
- formation of communicative language competences for adequate behavior in real situations of academic and professional activities of future specialists;
- achieving the level of proficiency in the B1 language, which is the standard for obtaining a bachelor's degree.

To achieve the goal and objectives of the discipline there is a need to solve the problem of selection of educational material and the use of effective methods and technologies of teaching ESP and those that would contribute to achieving the goal in modern educational environment.

The number of practical classes for mastering the content of this discipline decreases every year, so a great part of educational material students has to practice themselves. The reduction of the time provided for the formation of practical skills forced to reconsider the approach to the organization of the educational process.

The content of the discipline ESP provides materials professional oriented, as well as activities that include methods and technologies of teaching. To analyze the course training program of the discipline ESP, which is taught to specialists of 172 Telecommunications and Radio is structured on a modular basis and consists of four modules: module № 1 Materials and their electrical conductivity, module № 2 General information about digital and analog technology, module № 3 Component base of radio electronic equipment, module № 4 Means of information transfer. The subject content of the course training program includes the following topics: The emergence of radio engineering; Radio receivers; Frequency-modulated signal receiver: block diagram, principle of operation; Input circuits of radio receiving devices; Schemes of input circuits of radios and their properties and others.

Thus, the subject content of the modules and topics of educational material of practical classes and individual work demonstrates a quite obvious fact that the formation of English language competence of specialists is based on the development of professional vocabulary, terminology and improvement of knowledge gained in the study of training disciplines such as Physics, Fundamentals of programming in telecommunications and radio engineering, Fundamentals of electronics, Fundamentals of electromagnetic field theory and radio wave propagation, Fundamentals of electric circuit theory, Telecommunication transmitting and receiving devices and others.

English language training material should be specially selected and methodically organized, that is subject to presentation and to be mastered in the learning process, as well as that which is sufficient for practical improvement of speech skills, language development as a means of communication in real life activities (Tsepkalov, 2014).

English language monologue and dialogue speech skills development of the specialists is provided based on their professional knowledge. Thus, the content of educational material of ESP is integrated within the content of the professional disciplines. Students improve their professional knowledge in the process of learning ESP, which provides the needs of students, as well as achieving the goals of teaching

this discipline. The content of the discipline should contribute to the students' professional development (Matrosova, 2014).

Thus, the teaching of this discipline is based on the students' goals and their needs. The special needs of students are taken into account when developing the program of the discipline, as it includes the purpose, means, competencies, content, which together will ensure the achievement of the desired results. Knowledge of students' needs helps teachers navigate the choice of specific speech structures that they may need to succeed in later careers. Experts in ESP agree that the term "needs" is the requirements of students aimed at effective communication in a professional situation. The discipline ESP should not only take into account these requirements, but also take into account different levels of knowledge of students' language to determine the conditions of their learning situation.

The modern professional-oriented approach to teaching the discipline ESP involves the formation of specialists' ability to communicate in specific professional situations.

Students studying this subject should not focus on language as a separate subject to be studied separately from actual use, but on the contrary, a ESP should be taught in an authentic sense so that students can use speaking skills in work-related situations.

The material, with a professional orientation serves as a source of expanding the professional terminological vocabulary of students, is a learning tool, the basis for practical exercises. Situational exercises have a communicative orientation of learning, providing practical mastery of ESP. Situations stimulate students to speak, and communication allows students to learn ESP material.

Texts of the context of professional orientation are the subject of reading and discussion in the classroom, the basis for use in speech situations, and productive students' speech activity of students (Biretska, 2014). The educational material of the discipline ESP complements and deepens the knowledge gained by the student in the process of mastering the disciplines of the training cycle, forms his communicative competencies. Unfortunately, teachers of the discipline ESP are faced with the problem of choosing a basic textbook that would include the necessary material.

Conclusions

As a result of studying the textbooks that exist today, we can conclude that there are many textbooks for studying the discipline ESP and there is no textbook which content would include all topics covered by the program and contain a sufficient number of tasks that could provide formation of ESP competence. In addition, the teacher must independently analyze the existing textbooks and assess the validity of the material presented in them.

References

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