

USING INTERACTIVE METHODS IN ESP TEACHING

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Abstract. The article describes modern pedagogical technologies and approaches which are used in ESP teaching. The practical methods of active teaching English for Specific Purposes students of economic specialities have been analysed in the article. The issue of the main activities and approaches for improving ESP teaching has been covered in the article.

Keywords: interactive methods, authentic working context, authentic materials, tailor-made materials, technologies in ESP classrooms.

INTRODUCTION. Modern business world presents the specialist its requirements in the sphere of foreign language learning. To work efficiently in the business sphere it is not enough for a modern specialist to be able to speak General English. Modern specialist should be able to keep the conversation on professional topics in oral and written forms, using professional vocabulary according to professional subject matter, as well as learning new professional information through foreign media resources. The methods, approaches and activities that will be discussed in this paper are the results of our observation and experience of teaching English to students who are pursuing their studies in business fields such as Marketing, Accountancy, Finance and Economic Cybernetics. The given group of learners are mainly inexperienced undergraduate students in the sphere of work environment. It means that they don't fully understand their future professional language needs.

METHODS AND MATERIAL BASE OF RESEARCH. The aim of the given research is to prove the effectiveness and importance of using the interactive methods in ESP teaching and immersing the student into authentic business environment.

According to the aim the following tasks have been identified: to consider and analyse the most popular and effective practical methods and approaches in ESP teaching.

The interactive methods in ESP teaching and methods of creating authentic professional environment have provided the material base for the given research.

RESULTS OF THE RESEARCH. The discourse in organizations and workplaces is characterized by its complexity and diversity of communication in modern working life. That is why the main task in ESP teaching is to create authentic business situations similar to those ones which occur in the real business world. The given methods of active learning can help the teacher to create authentic learning environment. Firstly, authentic and specially designed language material should be combined at ESP classes. Secondly, students should be engaged in practical activities where the imitation of work environment is carried out (using business games, case method, students are engaged in research activity, using project method; students are invited to participate in student scientific clubs and conferences where they write reports and prepare presentations on professional topics according to their area of study in English). Thirdly, using information technologies is a powerful tool in ESP teaching. This aspect is reflected in the pedagogical technology of blended learning. It is essential for the ESP teacher to be able to recognize what materials can create authentic contexts in classroom. Generally, there are three types of English materials for teaching and learning: framework materials, authentic materials and tailor-made materials. This paper suggests using the power of simulations to transpose the normal classroom into an authentic setting where language skills can be developed under more realistic conditions. Simulations can effectively be utilized in developing students' presentation skills. Using case method is extremely successful in creating authentic context. Cases provide a rich contextual way to introduce new material and create opportunities for students to apply the material they have just learned.

Implementing information technologies in ESP classrooms is a way to bring the outside world into the classroom, thus, creating an authentic context for the learners to acquire the skills they need in the future in real business world. Using elements of blended learning technology can provide space for improving students' language skills in all aspects of foreign language acquisition: reading, speaking,

writing and listening. Scrum meetings with students should be organized to describe past accomplishments, to predict future accomplishments, to talk about impediments. Teachers should bear in mind that ESP is an approach not a product. Linguistic auditing must be conducted to identify how learners see themselves and where (the level of language efficiency) they want to be. Much attention should be paid to needs analyses.

CONCLUSION. Summarising the above mentioned material it is vital to emphasise that the main task of the teacher is to choose the most appropriate ways and approaches to create educational space and provide the students with the most up-to-date knowledge in the ESP sphere. The complex of traditional teaching methods and new technologies accompanied by the virtual environment is becoming the most effective practical approach in the ESP teaching sphere.

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