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Some peculiarities of teaching ESP through professionally oriented reading

Learning foreign languages at non-linguistic higher educational establishments is professionally oriented. It means that foreign languages are taught in order to teach the students to use them in their professional activity, that is to read the foreign literature for specific purposes in order to find the necessary information, and also to be able to communicate with foreign colleagues on professional issues. It was investigated that while learning a foreign language for specific purposes students learn the language not fully, but sufficiently for their professional activity. New curriculum of foreign languages at non-linguistic higher educational establishments presupposes developing the skills of searching the information for professionally oriented reading and analysis of foreign publications. Professionally oriented texts are the source for enriching the professional vocabulary, the subject of reading and discussing at classes, the base to be used in communication situations, for listening, that is for purposeful and effective students' speech activity.

The main tasks for the students while studying professional literature in a foreign language are: 1) getting information supplementing and expanding the training material studied by the students in the process of studying major subjects of the curriculum; 2) developing the skills necessary for independent reading of professional literature.

Students should learn to work with texts independently. Lecturers control students' independent work, making the students get knowledge and skills necessary for reading. Lecturer's task is to prevent grammar and vocabulary problems which may occur while reading professionally oriented texts. Students who are able to read

professional literature and single out the necessary information from different sources are likely to become good professionals able to compete on world job market. Lecturers should teach the students of non-linguistic universities to translate scientific and technical texts with dictionaries and without them, develop flexible professionally oriented reading skills to meet professional challenges of a future specialist. Experience of work at non-linguistic higher educational establishments shows, that students have some difficulties while working with bilingual dictionaries, as very often they can't select the necessary meaning of the word according to the text. Very often students read the text only once or even don't read it at all and start writing out and translating the unknown words and don't even try to select the corresponding meaning. That's why they will have to look up the words in the dictionary several times looking for the correct translation and wasting too much time. So, the lecturer should help students to learn how to work with the dictionary, how to use it and how to select the proper meaning of the word. Mastering new language forms used in the text should be paid much attention to, helping to memorize them by using different types of exercises.

Having defined the topics of professional texts and active vocabulary to practice, it's necessary to create a complex of exercises to solve communicative and cognitive tasks while working with professional literature. This complex may be divided into two groups: 1) grammar and vocabulary exercises, that presuppose completing the same type of tasks many times, and form the mechanism of reading and comprehension; these exercises are aimed at developing reading skills; 2) exercises, the object of which is context of scientific text, getting the factual information and its understanding, and therefore they assume simultaneous solution of different mental tasks. These exercises are aimed at developing reading competence.

Students at non-linguistic higher educational establishments may have some problems while reading professionally oriented texts because of the lack of understanding of language phenomena inherent to the foreign language. The lecturer's task is to eliminate all language difficulties (phonetic, grammar and

vocabulary ones). Selecting language materials to be studied at classes the lecturer should take into account the level of students' knowledge, skills and abilities, that is how much the students are ready to the work and extract the necessary information from the texts. It's necessary not only to motivate students to reading texts but also to develop professional competence of the future specialist. Students will gladly engage in the process of study in general and in professionally oriented reading in particular only if this process corresponds and satisfies their professional needs. So, if the text is relevant, meaningful and informative, includes highly specialized terminology, grammar and vocabulary structures corresponding students' knowledge and abilities, then the students will be more willing to study professionally oriented reading. In order to estimate the level of students' abilities and knowledge, it's necessary to test the students orally or in written form before starting to select the training material.

To make the process of studying professionally oriented reading more effective, it's necessary to do pre-reading, while-reading and post-reading tasks. They should be aimed at necessary students' skills and abilities formation, and should correspond the types of reading. Pre-reading tasks should eliminate all the language difficulties which students are likely to face while reading. The purpose of pre-reading tasks is extraction of content and factual information. At while-reading stage of work with professionally oriented text the lecturer identifies the level of students' skills and abilities. Post-reading exercises are intended to check comprehension, to control the level of reading skills and ability to use the acquired information in future professional activity. Each stage of teaching professionally oriented reading at non-linguistic higher educational establishments is very important and should not be omitted.

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