

EUROPEAN INTEGRATION PROCESSES AND CONCEPT OF TEACHING ESP

Anastasiia Trofymenko

Associate Professor,

Kamianets-Podilskyi National Ivan Ohienko University

One of the results of international integration is the need to eliminate the language barrier between its participants. Accordingly, ensuring mastery of a foreign language for fluently communication is the most important task of the educational system at the current stage of development. The increasing of educational significance of foreign languages in the life of society and every person as well as the presence of a multilingual and multicultural environment in all European countries caused the spread of the focus of educational system on the development of individual language personal experience.

The practical solution to this issue lies primarily in the improvement of the methodology of teaching ESP, as well as optimization of scientifically based and practically tested approaches to its teaching. This necessity is caused primarily by the fact that university students must know a foreign language at a level sufficient for personal and professional communication, which requires improving the quality of education and improving the quality of students' knowledge (Bakaieva & Borysenko, 2005; Novi tekhnolohii navchannia, 2004).

In the methodological literature there is a wide selection of approaches to teaching foreign languages in the conditions of European integration. However, to the most popular among teachers one can be referred to the communicative approach, which consists of instilling in students the ability to speak fluently to communicate in a foreign language, covering both aspects of monologic and dialogic communication.

Scientists agree that the communicative approach involves, first of all, a combination of both conscious and subconscious components in the process of learning a foreign language. Thus the process of assimilation of the rules for operating of foreign language models occurs simultaneously with mastering them of communicative and speech function. Combining the experience of social psychology and linguistics the communicative approach defines language primarily as a communication system (Riabushko, 2003, pp.7-8).

The basic principles of the communicative approach are:

- development of students' monologic and dialogic communication;
- organization of students' work in pairs or small groups, during which young people are situational transform their knowledge or exchange it;
- educational material should be relevant and outdated;

- from the beginning of language learning, all abilities and skills are constantly integrated;
- the teacher primarily encourages students to learn the language, develops their speaking skills and error correction is not the main thing (Richards & Rodgers, 2014).

Another approach to teaching ESP in the conditions of European integration is an innovative approach, which, first of all, provides positive motivation for acquiring knowledge of a foreign language, as well as an active functioning of intellectual and volitional qualities, promotes the development of a creative personality and forms persistent interest to the subject. Teaching ESP using innovative methods helps of formation of interest in the language; a positive attitude towards its study; stimulates independent students' speech activity, and also provides an opportunity to more effectively implement individual approach to education.

Nowadays many online resources and different phone apps offer a huge amount of authentic material, interesting lessons, and special games for learning new vocabulary and grammar. Such tools also can inspire teachers to create original lessons that can motivate students and serve as a trampoline for building a successful career. The main focus in such applications is on the video component of the content and bright design. Video is still the most popular tool for learning, and there are some reasons for that. The first who started to talk about benefit from the video was an educational psychologist John Sweller in the late 1990-s. Sweller wanted to find out what characterizes video that really works well to educational purposes, what are the features of video that make them really great for learning. The video itself is more preferable for learners. While watching videos students are doing two things at the same time, watching and listening, two modes of information come: audio and visual. Thanks to these two modes of transfer information video become such a super-powerful educational tool because it conveys a lot of information very quickly. Video has sound and images that means that a huge amount of information can be carried from the video into someone's brain. Due to this fact, we can compare the speed of getting information by reading and by watching a video: two pages of literary text are equal to one minute of video.

Nowadays new technologies improve and change almost all spheres of human lives. Education should also move to a more productive way of learning, change its model from an old one when students sitting at the table and reading books to a new modern way. Innovative methods and modern platforms meet the reality of the day and offer up-to-date materials for various topics and modern problems. It helps students to improve their language skills and get knowledge from various fields of study. Learners' motivation can vary depending on the context of language learning and goals. Motivation plays a key role in successful language acquisition. It is

important to keep in mind that teachers play a significant role in motivating students to the learning of a foreign language.

A variety of different approaches to teaching ESP allows quite flexibly to organize and implement the educational process, during which students not only acquire knowledge, but also form the necessary skills and abilities.

References

Bakaieva, H. Y., & Borysenko, O. A. (2005). Prohrama z anhliiskoi movy dlia profesiionoho spilkuvannia [English Language Program for Professional Communication]. Kyiv: Lenvit. [in Ukrainian].

Misirov, S. (2021). Communicative approach in teaching English as a foreign language. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(9), 726–733. <https://doi.org/10.5958/2249-7137.2021.01984.4>

Novi tekhnolohii navchannia. (2004). *Nauk.-metod. Zb. / Kol. avt. K.: Nauk.-metod tsentr vyshchoi osvity. Spetsvypusk. 187p.* [in Ukrainian].

Riabushko, S. (2003). Interactive Training: New approaches to the Foreign Language Teachers' Training. *English. 8 (152)*, 7-8.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching.* Cambridge University Press.