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DEVELOPING ENGLISH SPEECH SKILLS AN ESP COURSE

РОЗВИТОК НАВИЧОК АНГЛІЙСЬКОГО МОВЛЕННЯ НА КУРСІ ESP

Syvokin H. V.

*Candidate of Philological Science,
Associate Professor,
Associate Professor at the Department
of foreign languages
Odessa State Academy of Civil
Engineering and Architecture*

Сивокінь Г. В.

*кандидат філологічних наук,
доцент,
доцент кафедри іноземних мов
Одеська державна академія
будівництва та архітектури*

Kartel T. M.

*Candidate of Pedagogical Science,
Associate Professor,
Associate Professor at the Department of
foreign languages
Odessa State Academy of Civil
Engineering and Architecture
Odesa, Ukraine*

Картель Т. М.

*кандидат педагогічних наук,
доцент,
доцент кафедри іноземних мов
Одеська державна академія
будівництва та архітектури
м. Одеса, Україна*

The paper is devoted to the problems of teaching English for Specific Purposes to Ukrainian students of technical universities. A text is the main means contributing to the process of efficient teaching the future engineers to communicate the foreign language. Some specificity of English for special purposes and peculiarities of scientific texts are demonstrated.

One of the specific goals of teaching a foreign language at a technical university – understanding and adequate translation of scientific and scientific-technical foreign language texts in the specialty [2] – can be achieved by using authentic language material containing the terminology of the future profession's sublanguage. The structure of the proposed educational scientific texts, the clarity of their pragmatic orientation, and the adequacy of the linguistic tools used play an important role in this case. The right choice of appropriate text-forming elements, which ensure the completeness and integrity of the scientific educational text, is important in small-scale and in limited meaningful educational texts.

Based on the principle of appropriateness, the text can be considered as:

- 1) the unit of representation of the language material;
- 2) a means of forming speech skills;

- 3) a sample of a specific type of message;
- 4) source of information.

One of the necessary conditions for effective work on a text in an audience is the creation of a favorable psychological climate, a positive emotional mood [4]. Thus, professional English is considered not only as a means of communication, but also as a tool that contributes to the formation of personal characteristics.

The creative way of working on texts involves teaching the student audience techniques to help express their own thoughts, an effective tool in this case is the use of exercises aimed at developing the ability to convince the interlocutor, to argue their opinion [3].

Text coherence is also provided using signal words or guide words [1]: the beginning of a new thought, the transition to another subject or the addition of arguments during the presentation of thought, strengthening arguments with additional considerations, a generalization of what has been stated and the completion of the presentation of thought, an explanation of what has already been said, a paraphrase of what has already been said to explain the content, a statement of the opposite thought.

Teaching students the language techniques of expressiveness of scientific speech is of particular importance for the adequate transmission of the pragmatic orientation of the text in a foreign language. This, as mentioned above, means expressing the movement of thought: the beginning of the presentation, the activation of thought, logical allocation, connection with the foregoing, an indication of the result, connection with the subsequent [1, p. 209].

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