

ESP TEACHING FOR MINING ENGINEERS

As the global economic integrates more and more tightly, the need to use foreign languages especially English as an international one has risen. Teaching English for Specific Purposes (ESP) attracts increasing attention. Since the lack of linguistic competencies can be an obstacle to the development of the professional career on the labor market, researches have done a lot of work aiming to promote the efficiency of ESP teaching.

In the current interpretation of the objectives of the language education in Ukrainian technical universities the major focus is made on the development of some holistic professional knowledge and skills which include single or multiple competences. In this regard, the primary goal of the language education is not just the formation of the foreign language communication skills, but the environment, where the foreign language is the means to gain the additional professional knowledge as well as the means to solve professional tasks.

To meet the needs of language learners, it is necessary to apply more effective methods of teaching and learning English for Specific Purposes courses, which practical aim is to prepare students to communicate effectively in their academic and professional environments by developing their general and professionally oriented communicative language competences.

As a language learner or a teacher, it is important to understand the various methods and techniques. Communicative language teaching is based on the fact that people learn languages by interacting. Therefore, ESP teaching is focused on communicative methods. The content of the ESP course is determined by those communicative needs which are required for the learner's purposes. The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs. Real-world subject matter and topics of professional interest should become central focus at the classroom.

The learning materials could be a good motivating factor. The course book "English for Mining Engineers" has been designed at the Department of Foreign Languages to meet the needs of ESP students majoring in mining and to help students to achieve language skills as required for Bachelor Degree. Each unit of the first part of this course book is aimed at classroom and autonomous learning of general and professionally-oriented English and developing communicative language competences. As far as self-study is an integral part of the ESP course and takes 30-60 per cent of overall students' load, the main aim of this part of the course book is to develop students' study skills, enhance their job-related skills developed in the class, as well as cognitive skills and learning strategies, including self-organization.

ESP concentrates more on language in context than on teaching grammar and language structures. However, grammar is viewed as an essential element for communication to take place because it shows how language is used. That is why, the second part of the course book contains a number of tables and tests for facilitating grammar learning. Such material is used to help students proceed smoothly through the assigned tasks, gain confidence, recognize and use certain grammatical structures.

Glossary of Geological Terms is given as the third part of the course book in order to help future mining engineers gain a real understanding of the specific *terminology*.

Being focused on very useful practical objectives, students can improve their study skills in ESP. English for Specific Purposes is a powerful means for opportunities. Learning ESP, students not only acquire foreign language as they work with materials but they can apply useful information in their professional work or further studies. And, of course, if a person is able to apply acquired knowledge and skills to solve tasks in allied industries, he increases professional and academic mobility.

Academic mobility of students with Bachelor's qualification level presupposes that by the end of the course mining students will be able to read with a large degree of independence, adapting strategy to a range of specialization-related texts, communicate within academic or professional environment with a degree of fluency and spontaneity, be ready to apprehend lectures, reports, presentations and to participate actively in discussions on study and specialization-related topics, carry out detailed study etc.