

Визначено вплив сучасних досягнень науки та інформаційних технологій на методику навчання англійської мови. Проаналізовано специфіку застосування комп'ютерних програм та інтернета в процесі формування комунікативної компетенції на заняттях англійської мови для професіонального спілкування.

Ключові слова: англійська мова для професіонального спілкування, комунікативна компетенція мультимедійні засоби, інформаційні технології.

The effect of technology on English language Teaching has been analyzed and such new approaches and learning strategies of the ESP Teaching as Computer-Assisted Learning (CALL) and Computer-Mediated Communication (CMC) has been described.

Key words: English for specific purposes (ESP), communicative competence, multimedia information technologies.

Nowadays because of modernization of education in Ukraine the whole English Language Teaching (ELT) community is entering a new stage of the most effective teaching methods. It is also very urgent to discuss what to teach and how to teach a foreign language, especially in the field of teaching English for specific Purposes (ESP) because it takes in account the objective social and professional needs of future specialists.

As with most disciplines in human activity, ESP was a phenomenon grown out of a number of converging trends of which three main should be mentioned: 1) the expansion of demand for English to suit specific needs of a profession, 2) developments in the field of linguistics (attention shifted from formal language features to discovering the ways in which languages is used in real communication), and 3) educational psychology (learner's needs and interest have an influence on their motivation and effectiveness of their learning).

In other words, ESP is concerned with satisfying the real needs of the students and not with revealing the knowledge of the teacher. The intensive and efficient teaching of grammar, vocabulary, translation, etc. require different means and methods of teaching, new approaches, different teaching material to reach the primary goal of the ESP course to teach professional communicative competence.

ESP professionals know how traditional methodology works in specific learning environment. But now the world of technology: radio, TV, computers, the Internet, Power-point, Smart Board has greatly influenced the previous teaching methods and aids. It gives the wonderful possibilities of introducing interactive approaches and techniques.

We can say that the growth of technological innovation has facilitated the growth of the ELT and Jarvis and Atsilarat (2004) suggested that the Internet might be a contributory factor in shifting away from communicative towards a context-based approach to language teaching pedagogy. At the present the use of computers and the Internet are expanded dramatically and it is natural for English teacher to ask what the implications of this are.

Computer in ESP could be viewed through "Computer Assisted Language Learning" (CALL). A number of software programs offer practice in a variety of skills and also a number of high-end packages have been designed to meet those needs in terms of ESP teaching. Nowadays, there are a great many grammar and vocabulary drill programs available. These programs have started to be contextualized and to incorporate graphics, audio recording and playback and video. Moreover, a computer serves as a vehicle for delivering instructional material to the student. Error checking can provide students real help in the feedback, and assistance outside of regular class time. Thus, this represents an extension of the computer as a tutor model.

In addition to computer as a tutor, another CALL model used for the communicative activities involves the computer as stimulus to motivate language learning.

In this case the purpose of the CALL activity is not so much to have students discover the right answer, but rather to stimulate students' discussion, writing or critical thinking.

The writing process is another area where computers have added a great deal of value. Most word-processors now come with spelling checkers, dictionaries incorporate some grammar help and some have sound and video clips to help learners recognize a word when it is spoken and put into context. Especially it is sufficient for the ESP course because it includes e-mail correspondence.

At the present multimedia computer allows a variety of media such as a text, graphics, sounds, animation, video. Such hypermedia provides numerous advantages for ESP teaching. First of all, a more authentic learning environment is created because listening is combined with seeing. Secondly, skills are easily integrated because such varieties of media make it natural to combine reading, writing, speaking and listening in a single activity. Third, students have great control over their learning since they can not only go at their own pace but even on their own individual path (it concerns a self-study work). For example, while the main lesson is in the foreground, students also can access grammatical explanations or exercises, vocabulary definitions, pronunciation information or prompts which encourage them to adopt an appropriate learning strategy.

Recently a tendency to use the Communicative Language Teaching (CLT) approach has been noticed. The CLT approach highlights learners' communicative competence, which is defined as learners' ability to express what they mean in the target language and successfully achieve communication in real-life situations. Consequently, there is the advent of Computer Mediated Communication (CMC). By using CMC tools such as e-mails, chat-rooms, videos or audio conferences learners can easily achieve communication without boundaries of time and space through the Internet. Using the World Wide Web students can search to access authentic materials such as newspaper and magazine articles, radio broadcasts, short videos, movie reviews and online books. By bringing CMC into language learning and teaching, students can actively participate in more interactions by posting and replying messages, writing and replaying emails, joining online chat rooms, etc. Students can choose all of these activities with their own interests in mind. This approach can often be more motivating than having the materials chosen for them by the teacher, as motivation is probably the

most frequently used for explaining the success or failure of such a complex task as language learning.

Thus, computer can serve a variety of uses for language teaching. However, computer is just the tool, which we use in order to practice the way we teach. It should be kept in mind that despite the many benefits, the computers are only machines that can only facilitate the formatting. They can neither think nor create. Therefore, a language class must not be computer-centered because this may eliminate the outstanding role of the teacher, who is the real creator of the programs and the thinking leader of the class.

Література:

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