

врахувати інтенсивне навантаження. Таким чином, слід переглянути види і форми завдань з іноземної мови, особливо для самостійної роботи слухачів. З іншого боку, особливо на початку, неможливо уникнути простих підстановчих чи трансформційних вправ, оскільки не сформувавши базові навички, не досягти жодного якісного акту комунікації. Проте навіть ці завдання слід структурувати як міні-акти комунікації, вони мають бути пов'язані між собою, а головне – повинен діяти принцип «від простого до складного». Використання інтелектуального потенціалу слухачів на занятті, їхніх умінь порівнювати та аналізувати інформацію, будувати логічні ланцюжки, опираючись на попередній мовний досвід, застосування методів асоціативних зв'язків під час презентації та опрацювання навчального матеріалу безперечно сприятиме інтенсифікації навчального процесу. Крім того, особливої уваги викладача вимагає адекватна постановка завдань для самостійної підготовки слухачів, починаючи з мотиваційно-методичного супроводу завдання, деталізація перебігу виконання, прогнозування очікуваного результату, а потім застосування таких форм контролю за виконанням, які є максимально ефективними, лаконічними та здатними економити час на заняттях.

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## **FROM SCHOOL TO UNIVERSITY: CHALLENGES OF ADAPTATION**

When speaking about foreign languages teaching techniques, a special accent should be placed on the fact that research into the process of teaching is carried out separately for school and university students. Consequently, teachers have a restricted access to monitoring the process, which makes it disintegrated. The transition period between school and university needs a more thorough research to be conducted.

In the first place, such analysis would enable determining the degree of a student's readiness at a particular point, and, at the same time, the requirements a student has to meet in order to proceed with their academic activities, which conditions the process of continuity of education.

Continuity of education implies that university education has a dialectical connection with school education, the ultimate goal being formation of a student as an object of a university system of teaching. When finding the ways to provide continuity of education in terms of methods and techniques of teaching during the transition period from school to university, it was found that supervision and assistance in formation of a student's skills to work independently gained prior importance. Another area of critical importance concerns eliminating gaps in knowledge that a school graduate might have. The latter cannot be neglected since it has a direct impact on a student's further performance at university.

A lecture and seminar system adopted at universities requires individual and differential approach to students, with a regular teacher's control and student's self-control being an integral part of academic process. A systematic current supervision and self-control based on universal feedback principle contribute immensely to the efficiency of a student's academic performance.

A continuous development of international contacts has led to an increased demand

for professionals who are fluent in foreign languages. In connection with this, the issue of growing prestige of foreign languages arises not only at universities but also at schools. School teachers are to be primarily concerned with finding the most efficient ways of boosting the quality of teaching, while their colleagues, university teachers, who get the baton are to complement it with profession-oriented tasks. If the above mentioned gaps in knowledge are negligible, and students' command of a language is good enough it would be advisable that university teachers start profession-oriented academic process with no delay. On the contrary, for groups of students whose language skills leave much better to be desired an accent should be made on basic language training followed by professional language training. A major problem with the latter option is that it is time-consuming, which means that students don't have enough time to master profession-oriented language.

Understanding that knowledge of a foreign language considerably increases chances of better employment and careers prospects works as a motivating factor behind a student's decision to take learning languages seriously. In this respect, it is a school teacher who should take on responsibility for delivering this message to their students. This can make both student's and university teacher's performance more effective and efficient.

In the process of teaching a foreign language, it should be kept in mind that highly-professional specialists involved in the many areas of human activities are supposed to be able to communicate effectively with their colleagues from other cultures which, first and foremost, implies fluency in language. Thus, speaking competence of university graduates is to be of profession-oriented character. This aim can successfully be attained with the use of some specially tailored language teaching techniques. Profession-oriented Case-studies are to become a common practice in classes. At the same time, a student's independent work can hardly be overestimated. In the era of the Internet with its inexhaustible resources, a student can find tons of information on their specialty in foreign languages, which opens new windows of opportunity before them. In a fast changing world, students are to be able to adapt to demanding regime of study and work, find solutions to problems, come up with creative ideas. With all the above mentioned taken into consideration, we can make a conclusion that a teacher's responsibility is to equip their students with knowledge to meet the requirements of reality.

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## **ENGLISH FOR SPECIFIC PURPOSES IN THEORY AND PRACTICE**

Teaching ESP at university greatly contributes to raising students' professional competences and skills. This issue is especially relevant to technology universities that train experts in different fields of engineering. Creating effective professionally oriented ESP courses is particular important for achieving the goals of providing students with the clear knowledge of practical applications and fundamental concepts of professional communication. The ESP courses give students the opportunity not only to develop their language skills but also acquire specific 'professional' information and get familiarized with new technologies, scientific hypotheses, trends and outstanding