

The role of english for specific purposes teacher of pedagogical

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Annotation: *In this article, modern technologies of foreign language teaching are aimed at the formation and development of multicultural competence - the ability and readiness to interact with different cultures in different languages, its formation and development in traditional forms of education. The fact that the pincha occurs spontaneously, from time to time, as well as the existence of modern and classical methods of its purposeful formation, in particular, the interplay of value-semantic relations, behavioral and linguistic patterns It is written about getting acquainted with language and culture as an understanding of the mystery. For example, in-depth study of a foreign language. Modern foreign language teaching is characterized by students' personality change, expansion and deepening of self-awareness and worldview, formation and development of relations with themselves and the world through the introduction of new linguistic reality, secondary linguistic personality appears as the most important indicator of intercultural competence.*

Key words: *Creativity, pedagogy, the subject "Creative pedagogy", the purpose of science, the tasks of science, the object of science, the subject of science, the structure of science, the main categories of science, the relationship of creative pedagogy with other disciplines, research methods.*

English for Specific Purposes is a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline such as academics, accounting, agronomy, business, IT, teaching, and engineering.

The teaching of English for Specific Purposes (ESP) has been seen as a separate activity within English language teaching (ELT). It is believed that for some of its teaching ESP has developed its own methodology and its research draws on research from various disciplines in addition to applied linguistics – this is the key distinguishing characteristic of ESP. ESP, if sometimes moved away from the established trends in general ELT, has always been with needs analysis and preparing learners to communicate effectively in the tasks prescribed by their field of study or work situation. The emphasis of ELT is always on practical outcomes. The theory of ESP could be outlined based on specific nature of the texts that learners need knowledge of or need-

related nature of teaching

1) English for Academic Purposes (EAP) involving pre-experience, simultaneous/in-service and post-experience courses

2) English for Occupational Purposes (EOP) for study in a specific discipline (pre-study, in-study, and post-study) or as a school subject (independent or integrated).

Pre-experience or pre-study course will omit any specific work related to the actual discipline or work as students will not yet have the needed familiarity with the content; the opportunity for specific or integrated work will be provided during in-service or in-study courses. Another division of ESP divides EAP and EOP according to discipline or professional area in the following way: 1) EAP involves English for (Academic) Science and Technology (EST), English for (Academic) Medical Purposes (EMP), English for (Academic) Legal Purposes (ELP), and English for Management, Finance and Economics; 2) EOP includes English for Professional Purposes (English for Medical Purposes, English for Business Purposes – EBP) and English for Vocational Purposes (Pre-vocational English and Vocational English); in EAP, EST has been the main area, but EMP and ELP have always had their place. The classification of ESP courses creates numerous problems by failing to capture fluid nature of

the various types of ESP teaching and the degree of overlap between “common-core” EAP and EBP and General English - e.g. Business English can be seen as mediating language between the technicalities of particular business and the language of the general public, which puts it in a position between English for General Purposes (EGP) and specialist English. Therefore, some authors suggest (Dudley-Evans and St John, 1998) the presentation of the whole of ELT should be on a continuum that runs from General English courses to very specific ESP courses as illustrated in Table 1. Regarding positions 2 and 3, it is only the overall context of the program that decides whether a particular course is classified as ESP or not. At position 4, the work is specified in terms of the skills (it is important to choose appropriate skills to focus on - e.g., some doctors will need to read some medical journal, others will need oral skills to talk with their patients) taught, but the groups are not homogenous from one discipline or profession (scientists, engineers, lawyers, doctors), so the individual members can need texts dealing with their specific profession. Teaching materials prepared need contexts acceptable and understandable to all branches. At position 5 the course becomes really specific – the key feature of such courses is that teaching is flexible and tailored to individual or group needs. Special training as a teacher of a foreign or second language. The complexity of this training which constitutes the core of most teacher training courses can be made simpler if the distinction is to be made between three aspects of it. They are: 1) The skills component which includes three different skills required by the teacher: a) command of the language the teacher is teaching – this component must ensure that teacher’s command of foreign language is at least adequate for class purposes; b) teaching techniques and classroom activities – the major part of teacher training is to assimilate a great body of effective techniques; c) the management of learning – it is a crucial part of teacher’s classroom skills to learn how to assess from moment to moment the progress of each individual in the class and how to manage the classroom activities so that most able learners are not frustrated by being held back, while the slowest are not depressed by being left behind. The skills component requires practical training in performing the skills themselves. Using skills as a framework of ESP, ESP teachers are provided with the necessary knowledge and tools to deal with their own students’ specializations. It should be remembered - ESP teachers are not specialists in the field, but in teaching English, their subject is English for the profession but not the profession in English. A professional ESP teacher must be able to switch from one professional field to another without being obliged to spend months on getting started. The material should be provided by the professors or experts in the subject. It should always be authentic (the main purpose of teaching skills is to enable students to deal with authentic information despite their level of English), up-to-date (the informational exchange is growing more intense), and relevant for the students’ specializations (they ought to be given the information representative for their target language use situation).

Modern technologies of teaching a foreign language are focused on formation and development of multicultural competence - how ability and willingness to productively interact with representatives of different cultures in different languages. Its formation and development in traditional forms of education occurs most often spontaneously, sporadically. However, there are modern and classic techniques of its purposeful formation, including acquaintance with language and culture as an understanding of features value-semantic relations, behavioral and linguistic patterns interactions. An example is deep learning of a foreign language. Modern teaching a foreign language actualizes the problems personality transformation, expansion and deepening of self-comprehension and the world by students, the formation and development of their relationship to themselves and the world by entering a new linguistic reality, secondary linguistic personality as the most important indicator of intercultural (multicultural) competence. There is a secondary linguistic personality the totality of a person's ability to communicate in a foreign language intercultural level and assuming adequate interaction with representatives of other cultures. It is made up of mastery the verbal-semantic code of the target language, that is, "linguistic picture of the world "of native speakers of this language and" global "(conceptual) a picture of the world that allows a person to understand a new social reality. Formation and development of secondary language personality makes the learner able to be effective and a

competent participant in intercultural communication. This is - 6 the actual strategic goal of teaching a foreign language. Secondary the linguistic personality of a person who learns a new language is formed under the influence of the primary linguistic personality formed by the family for his language. At the same time, the level of development of a linguistic personality, mastery of different types of understanding and speaking in the native language associated with the readiness to form a secondary linguistic personality, mastering the types of understanding and speaking in a foreign language. During learning a foreign language is most often formed by an incomplete model linguistic personality, since, in addition to factors of "internal" readiness, there is a problem of the quality and nature of teaching new. Modern, experience-oriented, in-depth, models of teaching a foreign language follow the path of development personality through entering a new linguistic environment, a new culture of attitudes towards oneself and the world, encoded in the language and given directly - in the culture of the countries that speak the target language. Students, other learners, while completing the assignment, may focus on either understanding (deep approach) or playback (shallow approach). "In a narrow sense under the deep approach implies such an organization of training in which the student is aimed at mastering meanings, inter- and met subject connections, access to a deep understanding of the studied educational material in its the relationship with the material learning the mother tongue and other educational disciplines, etc. " Trainee in the logic of the superficial approach, concentrates on words more than their meaning, more on form, than on the sense. A student in the logic of a superficial approach seeks find out what the teacher wants from him, and fulfill his requirements, special metacognitiveness matters, the "deep learner" acquires ability to control one's condition and level of learning: "focus the educational process is shifting from teacher to student, the emphasis on how a student learns". There is also a third approach, pragmatic, socially engaged, focused on strategic / achieving approach - "good an organized form of a superficial approach". It aims to obtaining (academic) recognition, that is, maximum points for passing the procedures for assessing educational results, training is built as a game activity in order to increase motivation and improving learning outcomes, facilitating it not so much in terms of facilitation, how much in terms of comfort and convenience of cognitive activities. However, if teaching a foreign language becomes difficult and / or ceases to be playful, there is a decrease its effectiveness Using a deep approach in the learning process a foreign language helps to increase the motivation of students, improving learning outcomes such as the ability to expand studied content to a broader context, relate it both in whole with a new language for them, and with the world in which they live or students plan to live. Foreign language teaching acts as the process of extracting and acquiring meanings, establishing a causal investigative links between parts of the subjects studied and with the real the world, and also as an alternative interpretation of reality, comprehension the world through the re-interpretation of knowledge. Deep, active, approach to teaching a foreign language is opposed to "superficial", passive. The essence of the latter comes down to memorizing educational material. (words and rules) and its reproduction in order to fulfill external requirements, tests and different "minimums". It is organized as the process of obtaining linguistic facts, forming skills and abilities, which can be "mothballed" and applied as necessity.

About depth instructor traditional instructor bridges shows educational techniques activities. Arguments wrong the validity of students' judgments. In- engages students in active work, teaches understanding. Uses for control tasks that require reflection, integration, combined rationing ideas, concepts, etc. Withering invites new material so that students already know and understand. Allows students to make mistakes, rewards effort. Consistent flax and fair when evaluating learning outcomes; seeks to building trust. formations (unrelated facts, co- short questions). In a hurry to explore too much material riel, which is studied by the surface noisily, usually to the detriment of depth due to lack of time or knowledge students or teachers (teaching body). Creates a situation of unnecessary chances, gives little hope for success infantry is often unreasonable accusations or excessive a load. Short span between control procedures (co- short evaluation cycle). Its task is to deepen knowledge of the language, understanding not only meaning words or language rules, but awareness of the level of their

mastery and own role in this process: a distinctive feature of the approach - transformative character (personal transformation) due to joint (including group) and self-reflection, formation feelings of belonging to the human race, awareness of their role in the world, through comprehension of the plurality of linguistic pictures of the world and person: the multiplicity and differences of understanding, the presence in a plurality of similarities and differences. Formation of secondary linguistic personality means placement or, more precisely, moving student, in the position of trans discursive "authorship", experiencing oneself as a subject - a bearer of a living, developing, meaningful, language, according to compared with passive reproduction and experience of oneself as reproducing the prevailing linguistic clichés, alien to their world and language and used under duress. An in-depth approach to teaching a foreign language draws attention to the psychological well-being of the student as one of the decisive factors of learning, he assigns the teacher a special role in understanding and acceptance of the student at different stages of learning, in creating supportive learning environment (facilitating environment), emphasizes the role of "interpersonal intelligence" as a person's ability to interact with others, as well as the role "Intrapersonal intelligence" - as the ability to be aware of oneself in the context of a holistic view of a person (interpersonal intelligence, intrapersonal intelligence). The goal of deep democracy in general is 10 "Liberation from intellectual slavery and inclusion in humanitarian projects ", in the creativity of life, including linguistic creation. The most detailed features of the in-depth approach are revealed when compared with the superficial. In-depth approach, by in fact, it accumulates modern trends in the development of education, including meta-subjectness, etc. Deep learning is important and effective because multiple contexts of comprehension are set: knowledge about new language communicates with each other, also connects with knowledge about native language and forms strong "semantic" networks that are extracted in the process of professional activity and training with much more efficiency and productivity than knowledge "outside context ". In this sense, deep learning is a contextual oriented, experiential.

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