

ABSTRACTS

УДК 378.147:811.111

O.V. Vashchylo

METHODOLOGICAL PRINCIPLES OF ESP MONOLOGICAL SPEECH TEACHING TO MA STUDENTS MAJORING IN MECHANICAL ENGINEERING

Considering high demands to future mechanical engineers' foreign language proficiency level and the existing lack of learning time, there appears a necessity in developing more efficient monological speech teaching methodologies. This determines the topicality of our study.

Methodological principles to be used while developing the stated methodology are identified in the article. Among them is the principle of integration with professional subjects, the learning materials authenticity principle, the communicative principle, the principle of differentiation and integration while teaching ESP speaking, the principle of speech situation consideration, the principle of motivation.

The possible ways of implementing these principles are suggested. Much attention is paid to the principle of differentiation and integration (while teaching ESP speaking) implementation. There exist different points of view concerning this issue. Some linguists suggest teaching ESP monological speech on the basis of reading, others believe it is productive to use listening for this purpose.

In our study, we believe it is efficient to teach ESP monological speech using professional audio-texts. Such texts serve as a bright example of authentic speech, motivate and facilitate students own monological speech production. According to some scientists these texts are the source of linguistic and professional information. Since MA students listening skills are considered to be already formed at this stage, this approach is recommended to be used.

Key words: ESP monological speech teaching, teaching principles, methods of teaching, mechanical engineering.