

ABSTRACTS

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USING ACTIVE TECHNOLOGIES FOR TEACHING ESP WRITING TO COLLEGE STUDENTS

The article is devoted to the issue of using active methods in the process of teaching foreign language writing to college students. The most effective methods for teaching writing for specific purposes are defined. The role of active/interactive/professional activity modeling methods in the process of EFL teaching is distinguished. The approaches to possible ways of using webinars, case-study methods, presentations, business games, and language portfolios are discussed. Webinar (or web-conference) is considered as a method of cooperative learning creating a virtual learning space. Case-study method is analyzed as a technology of teaching writing that becomes possible due to its close relation to the writing procedure, i.e. the three steps of text production can be compared to the three stages of case analysis. It is highlighted that writing for presentations includes a specific procedure of text contraction that enables to develop "language mechanics" – a precise and accurate style of writing. Role-plays reproduce the conditions of future professional activities and blur the boundaries between game and reality which helps to create the atmosphere of active communication. Language portfolio is considered as a reflexive method of teaching writing that provides an opportunity of self-evaluation and self-correction in the conditions of group-work. The current state of the issue is analyzed and the focus is made on active technologies for teaching English writing for specific purposes to college students.

Key words: college, writing for specific purposes, active methods, integrative approach.