KAPITEL 2 / *CHAPTER 2* [2]
LINGUISTIC, PRAGMATIC, AND DIDACTIC ASPECTS OF ENGLISH FOR SPECIFIC PURPOSES

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2.1. Basic Principles of ESP

The era of comprehensive globalization has led to significant changes in the structure of training future specialists. The development of high technologies and close scientific and technical ties require new approaches to the formation of a set of competencies, including, inter alia, communicative and sociocultural ones within the framework of the native and at least one or two foreign languages.

Language is a means of communication. Teaching a foreign language competence comprises several components, including teaching to speak. Conditions for the origin and stimulation of language use are very important for teaching a foreign language today. Motivation, true-to-life situations, and personal preferences are the aspects that give the language a communicative character. In everyday life, a person speaks only if he has a need due to certain circumstances of reality. In the classroom, the motive does not arise by itself, and very often the language is caused by the instructions of the teacher. In the era of globalization and scientific and technological progress, more and more people are beginning to study English, knowledge of which is necessary for them to deepen their knowledge in the fields of science and technology, business, education, and social life. The role of English as a means of international communication for professionals with higher education is significant. They believe that a good knowledge of a foreign language will contribute to success in their professional activities. The ability to communicate with business partners abroad, to negotiate independently, without an interpreter, becomes urgent when learning a foreign language (Semyda, 2020). Regarding this, teaching a foreign language involves the formation of communicative competence - the ability to communicate in a foreign language, necessary for intercultural cooperation. Thus, one of the main tasks of a high

[2] ***Authors:*** *Akhmad Inna*
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school teacher is to form such students' communicative skills as understanding and using foreign language expressions by the specific communicative situation, language tasks, and communicative intentions.

The term "English for special/specific purposes" (ESP) arose in the 80s of the 20- th century in English-speaking countries both as a scientific direction and as a type of English language teaching that meets the needs of students. The field of specialized English language training (ESP) is one of the most rapidly developing at present. This is reflected in university programs offering master's courses in the field (e.g. The University of Birmingham and Aston University in the UK), and in the emergence of a huge number of courses for international students. Specialized journals are published (for example, "English for Specific Purposes: An International Journal"), scientific communities operate (ESP SIG group in IATEFL and TESOL), and international conferences are held.

Our task was to analyze the development of the subject "English for Specific Purposes", as well as to identify the main factors that determined its growing popularity. We tried to consider this phenomenon from the point of view of linguistics, pragmatics, and didactics and propose, in our opinion, the most productive directions for its development from the point of view of teaching a foreign language at a non-linguistic university.

Analysis of the Development and Prospects of English for Specific Purposes (ESP) in Non-Linguistic Universities.

- Introduction. In the context of comprehensive globalization and the rapid development of information technologies, English for Specific Purposes (ESP) is becoming increasingly relevant. The study of ESP is becoming an integral part of the training of specialists in various fields not directly related to philology or linguistics.

- Linguistic Aspect. From a linguistic point of view, ESP is a system of linguistic means selected and organized to serve specific communicative needs within the framework of a particular professional activity. The study of ESP focuses on vocabulary, grammar, stylistics, and pragmatics characteristic of a particular field.

- Pragmatic Aspect. The pragmatic aspect of ESP lies in the formation of

students' skills and abilities to use the language through the communicative goals and tasks of professional activity. This includes understanding and producing oral and written speeches in various genres, such as business letters, scientific articles, technical reports, oral presentations, etc.

- Didactic Aspect. The didactic aspect of ESP involves the development of effective teaching methods and technologies aimed at forming the necessary competencies in students. This includes the use of authentic materials, role-playing games, project work, and other interactive teaching methods.

2.2. The key developmental stages in the evolution of the ESP concept

Scientists developed the foundations of the modern profile-oriented approach to learning and identified three main factors that determined the development of ESP (Hutchinson and Waters ,1987).

The main reason that had a significant impact on the development of ESP was fundamental changes in linguistics, the focus of which was the functioning of language in real communication, awareness of the influence of context in its broad sense on the linguistic features of the text, and the identification of significant differences between written and oral communication. The fact of the existence of a language in a certain area led researchers to conclude that it is possible to teach not the English language in general, but a limited area of its use, concentrating on forms specific to it.

Another factor that caused the rapid development of ESP, T. Hutchinson and A. Waters (Hutchinson and Waters,1987) call psychology. More and more attention from researchers was paid to the student, his learning strategies, individual style of activity, system of motives, needs, and interests. Thus, ESP teaching has become primarily learner-centered or learning-centered.

Numerous reasons that influenced the formation of the modern state of the English language could not but lead to the emergence of many classifications of the English language for special purposes.

For example, scientists identify three types of English for special purposes: English as a Restricted Language (English for limited use), (Carver D. 1983). English for Academic and Occupational Purposes (EAOP, English for educational and professional purposes), and English with Specific Topics (Special). English).

Regarding the main type of English for Academic and Occupational Purposes, there are two approaches. they consider it the core of ESP, limiting its development. T. Hutchinson and A. Waters proposed a tree classification (Hutchinson and Waters ,1987), in which ESP is divided into English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS), each of which is represented by English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of an EST EOP would be "English for Technicians," and an EST EAP would be "English for Medical Studies." The authors note that no precise line of demarcation can be drawn between EAP and EOP because (1) people may work and study at the same time; (2) it is likely that language structures learned for use in a learning situation will be used when returning to work. The goal of studying both EAP and EOP is to develop job skills and get a job, although the ways to achieve this goal are different. EAP aims to develop the learner's cognitive competence, while EOP focuses on interpersonal professional communication skills. Instead of EOP, the term EPP (English for Professional Purposes) is also used.

The next type of ESP - special English (English with specific topics) - is associated with the immediate needs of the student in using English in certain professional communication situations. For example, a scientist can learn English, which he will need to read scientific literature and participate in conferences.

The theory and practice of learning languages for special purposes and, in particular, English differs in different countries, but T. Hutchinson and A. Waters identify five stages of its development:

1. Using register analysis data as a basis. Within the framework of this approach, the forms that were most frequent in a given register were identified, and training was concentrated on them; secondary importance was given to grammatical and lexical phenomena that students were unlikely to encounter in

their professional activities.

2. Using discourse analysis data as a basis. The unit of analysis in this approach has become discourse and its structure, and new materials for teaching recognition of text patterns of discursive elements of various types have become widespread.

3. Consideration of the situation of language use (communicative approach). Within the framework of this approach, methods were compiled that made it possible to determine the motivation of English language learners, create a system of typical communication situations, analyze their linguistic component, and, based on the data obtained, create a course program. At this stage, the needs of the student come first.

4. Development of skills and strategies for using language. The focus is on the thought processes underlying the use of language, and the development of skills such as guessing the meaning of words from context, recognizing words, determining the type of text by its structure, etc.

5. Focusing on the study of the processes underlying the learning of a foreign language. This approach combines the theoretical foundations of studying ESP for educational purposes and is quite comprehensive and student-oriented.

Even though the study and teaching of English for special purposes (specialized education) has existed as an interdisciplinary approach for many years, researchers and practitioners still argue about the scope of the concept of ESP (English for special/specific purposes). Several scientists consider ESP teaching to be teaching English for any predetermined purposes, while others - only for academic or narrowly professional ones. The most general approach, characteristic of the English-speaking scientific community, was proposed by Curado A. (Curado,2002), modifying the idea of Williams I. (Williams,1999). He distinguishes two types of ESP characteristics: constant (absolute) and variable. He considers as absolute the goal setting of ESP to satisfy the specific needs of the student, concentration in content on a certain area of knowledge or professional activity, focusing on the lexical, syntactic, and discursive

units characteristic of them, as opposed to teaching the so-called general language (General English). He includes the possibility of teaching only one type of speech activity (for example, reading) and the absence of pre-prescribed teaching methods as variable characteristics.

T. Dudley-Evans removed the contrast between ESP and General English from the absolute characteristics and added several variables (Dudley-Evans, St. John, 2008). In his opinion, ESP can be associated with or intended for special disciplines; to study it, methods different from those typical for teaching general English can be used; The ESP course is aimed primarily at adults who speak English at an advanced and intermediate level and have basic knowledge of the language system.

This approach, which includes absolute and variable characteristics, is useful for resolving disputes about what ESP does and does not include. We see that targeting a professional field, as well as students of a certain age or education level, is not necessary for teaching ESP. The main principle of teaching is focusing on the needs and needs of the student. As T. Hutchinson previously put it: “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning” (“ESP is an approach to teaching a foreign language in which all decisions regarding content and teaching methods are made based on the reasons that forced the student to learn a foreign language.”)

Summarizing the research of English-speaking authors in the field of ESP, we can identify some fundamental concepts or principles, in the formulation of J.M. Swales, “enduring conceptions”: authenticity, scientific basis (research-base), restrictions on the language structures used/topics of texts (language/text), student needs (need), teaching methodology (learning/methodology). However, some researchers note the dual and often contradictory nature of these concepts, which manifests itself both in the real situation of using ESP and in the educational context.

Let us consider them in more detail, since each of these principles is important for understanding the essence of ESP, and together they reflect the entire system of established approaches to defining and teaching ESP in English-speaking schools.

Authenticity it should be noted that in practice, the available courses only

partially satisfied the real needs of students, the concepts of "authentic" and "simplified" were substituted, there were no distinctions between the texts used by genres or typical structures, the educational tasks were formal and were not related to the real world. use of language in professional activities.

Subsequently, the principle of authenticity received a broad interpretation. The educational material used began to include not only written but also oral texts of different genres; Training tasks also became authentic, being as close as possible to a real professional situation (Tribble,2001).

Currently, most ESP programs aim to develop communicative competence in a specific field, using multimedia tools, and courses specifically designed for a specific field.

2.3. Primary focus areas of linguistic inquiry within ESP

The need for a scientific approach to the analysis of linguistic characteristics of texts of various types and registers has been noted by many authors (Salmani-Nodoushan,2005). Although their research was limited to the concept of "register" and was carried out at the word and sentence level, reliable statistical data were obtained based on the text corpus on the distribution of different types of words and structures in texts belonging to different registers.

With the development of computer technology, corpus linguistics has become increasingly widespread. The conducted studies have shown that the analysis of text corpora when compiling educational programs provides reliable statistical data on the structure and linguistic features of texts of different genres, a huge number of real examples, and allows us to integrate into a single whole the study of various fields of knowledge within the framework of a multidisciplinary approach that is relevant for modern university programs (Bykov, 2008). The use of special programs that allow the use of text corpus data, as well as the latest Internet technologies, opens up new prospects for the study and analysis of ESP (Agresti, 2013). Corpora, which include

several translations of one source text can provide significant assistance in the training of translators, allowing the teacher to dwell on the most striking phenomena, selecting many examples from texts that are relevant to students.

However, it is quite difficult to achieve representativeness and balance in a parallel corpus. Ideally, such a corpus is only possible for close and closely related cultures with long traditions of translation from one language to another. Even for European languages, as practice has shown, it is difficult to select texts that are similar in topic and genre, exist in the same quantity, sufficient for the corpus to be representative and balanced at the same time. A clear and precise structure is possible for relatively small corpora describing a limited sublanguage, which is not a bad thing. For example, for a technical specialist, a mini-corpus of special texts, constantly updated with new resources, with the ability to highlight texts of the same genre, period, etc., would be relevant.

Textual and discourse studies led to the consideration of the text as the main unit of analysis, the main approaches to which varied from the analysis of its grammatical structure (Dicheva, Dichev, Agre, 2015) rhetorical devices to the currently dominant genre analysis. The basis of the analysis was the study of the functioning of the text in a broad extralinguistic context; the key feature of a particular genre was the goal setting of the text.

A more detailed analysis of material from different scientific fields revealed significant genre variations characteristic of articles on social sciences and computer technology. The search for an explanation for the data obtained required a detailed analysis of the discursive scientific community, and its functioning and revealed the role of the addressee and goal setting in the organization of the text. When studying articles in scientific and popular science publications, various strategies for presenting the results to the reader were discovered. Articles on archeology showed the largest number of words (1.3%) expressing doubts about the presented data (downtoners), in contrast to literary studies, where there were 1174 such words (0.5%). As for words expressing confidence (for example, *definitely, surely, undoubtedly, prove, show*), their number was almost an order of magnitude lower and amounted to 389 for literary

studies, 169 for archeology, and only 92 for biology. This is explained by the different types of study of the material in the sciences presented. Literary critics are less experimentally oriented, demonstrating initial confidence in their analysis of the text, while representatives of the exact sciences prove the correctness of the results and conclusions obtained through a long chain of probabilistic reasoning.

K. Hyland analyzed the role of citation in various fields, including sociology, marketing, philosophy, applied linguistics, biology, physics, mechanical engineering, and electronic engineering, based on 80 articles (Flowerdew,2001). Humanities articles contained more citations than technical and natural science articles. Outside of philosophy, there has been a tendency to omit the author's name in the sentence containing the quotation, especially in technical articles. Differences in the types of verbs introducing the quotation were also noted. In natural science and technical articles, preference was given to neutral verbs (for example, *report, use, develop*), in the humanities - more expressive verbs expressing an assessment *suggest, claim, argue*.

Pragmatics plays a crucial role in English for Specific Purposes (ESP) research because it helps learners understand and use language effectively within their chosen field. Here's a breakdown of this area of study:

Speech Acts: How ESP learners utilize language to perform actions like requesting information, giving instructions, or expressing opinions.

Politeness Principles: How learners adapt their language based on social and cultural norms of politeness in different contexts.

Intercultural Communication: Equipping learners to navigate communication challenges arising from cultural differences.

Genre Analysis: Understanding and using various text genres specific to a learner's field of study (e.g., research papers, technical reports, business emails).

Research on the pragmatic aspects of ESP uses various methods, such as:

Corpus Analysis: Studying large datasets of spoken and written language to identify how ESP learners use language in various situations.

Experiments: Testing how factors like context, culture, and personality influence learners' pragmatic behavior.

Surveys: Gauging learners' perspectives on pragmatic aspects and their experiences using language in different scenarios.

Interviews: Uncovering learner strategies for using language in diverse communication situations.

Research on the pragmatic aspects of ESP has shown that ESP learners often have difficulty using language to politeness norms and cultural expectations of their field of specialization. Research has also shown that genre analysis can be a useful tool for teaching ESP students to understand and use different genres of texts common in their field. Pragmatic competence is an important component of the communicative competence that ESP learners need to successfully use language in real-life situations.

Another area of study in ESP has become pragmatic analysis. Since in ESP the needs of the student come to the fore, the analysis of typical professional communicative situations, the awareness of the difference between the creation of a text and its understanding, the study of the system of attitudes of the author of the text, the rules of successful communication, linguists could not help but note the similarities of ESP and pragmatics.

In the article by M. Tricky, ESP is consistently considered from the point of view of R. Searle's theory of speech acts, Grice's conversion maxims, and relevance theory. By applying the classification of speech acts to ESP, the author emphasizes its significance for the analysis of ESP texts.

Table 1.1. Classification of speech acts to ESP

Type of speech act	Significance within ESP
Locutionary	drafting a document (letter, fax, etc.)
Illocutionary	list of functions in the content of any ESP textbook
Perlocutionary	providing the desired (as opposed to real) impact on the addressee

In the following table, the author provides examples of analogies between the content of the ESP textbook and the types of speech acts according to R. Searle.

Table 1.2. The analogy between the content of the ESP textbook and the types of speech acts according to R. Searle

Typical content of an ESP textbook	Corresponding concept in pragmatics		
Example from Webster Guide to Business Correspondence	Five types of speech acts according to Searle [10]	Their purpose	Subtypes
- Advising that a letter of credit has been opened - Advising of dispatch - Reporting an error - Acknowledging receipt	Representatives	commit the speaker to the truth of the expressed proposition	- asserting - concluding
- Replying to Inquiries - Placing orders - Requesting payment or credit - Demanding payment - Making inquiries	Directives	attempts by the speaker to get the addressee to do something	- requesting - questioning
- Granting a discount - Refusing credit - Final notice of an overdue payment - Sending out sales letters - Offering a job	Commissives	commit the speaker to some future course of action	- promising - threatening - offering
- Thank-you letters - Apologizing	Expressives	express a psychological state	- thanking - apologizing

To confirm the position that the similarity is not superficial, but of an essential, deep nature, we, following the author, considered it necessary to give several examples.

The following passage illustrates the assertive type:

O Level English Practice is a comprehensive language course that thoroughly prepares students for the English Language paper (Syllabus B) of the University of

(Londons GCE Level Examination)

The following passage is related to the directive type:

Full Warranty for the Life of the Product

Verbatim warrants this product, for its life, to be free from defects in materials and workmanship. If a defect is found, our entire liability and your exclusive remedy

shall be, at our option, free repair or replacement or, if you choose, a full refund... verbatim has no liability for any incidental or consequential damages, such as data loss...This warranty does not apply to normal wear or damage from abnormal use, misuse, abuse, neglect, or accident.

The speaker's obligation to perform a certain sequence of actions (in this case, to repair or reimburse the cost of a defective item) is expressed by the performative verb warrant, the modal verb shall, the use of the present tense, and the presence of the speaker Verbatim (grammatically expressed by a third person).

Abstract

It is a strange anomaly in education that children with special educational needs are rarely consulted about their views. In our presentation, we shall argue that a Special Emphasis on Children must include consulting them as clients in the processes of establishing and providing for their educational needs. Self-esteem and confidence are vital components of learning for all students, but particularly for pupils who are aware that, in some respects, they are at a disadvantage, yet who are also aware that they can achieve. We shall argue the importance of showing disabled students that their viewpoints are valid...

Another area where research in pragmatics and ESP intersects is the analysis of conversational rules governed by the principle of cooperation. G. Grice identified the following maxims for conducting a conversation: the maxim of quantity (standardization of reported information), the maxim of quality (communication of true information and justification of assessments), the maxim of attitude (relevance of the message to the topic of conversation), the maxim of the manner of speech (clarity, unambiguity and consistency of speech). These maxims are important for ESP learners because they represent the principles according to which ESP texts are constructed and understood, i.e. norms that must be followed to be adequately understood by the interlocutor or to have the desired impact. Several linguists emphasize the importance of observing the maxims of politeness, considering them to be the most important about all others (Tribble,2001). As an illustration, politeness formulas are given, which are the focus of attention in almost every textbook on business communication in English.

Analysis of business documents confirms the principle of relevance set out in (Tribble,2001). Maximum relevance of information is one of the principles of the design, naming, and classification of documents.

For example, a business letter is written on a letterhead containing the name, address of the company, and contact information, includes sections containing information about the addressee, the outgoing document number, a link to the previous letter, and a clearly defined order of presentation of the content depending on the purpose of the correspondence.

Further research revealed the existing gap between the theory and practical needs of users. The main attention has shifted towards the primacy of discourse analysis, text properties, identifying typical genres, their description, and systematization.

Pragmatic aspects of ESP are an important area of research that can help ESP students develop their communicative competence. Research in this area has shown that ESP students often have difficulty using language because of the politeness norms and cultural expectations of their field of specialization. Findings from research on the pragmatic aspects of ESP can be used to develop instructional materials and teaching techniques that will help ESP students develop their pragmatic competence.

2.4. Using multimedia to teach ESP

Multimedia encompasses the integration of visual and audio elements under the control of software. It combines textual, graphical, audio, and video information into a single digital format, utilizing a variety of information transmission methods (multi-multiple, media-media, way, means). The primary educational value of multimedia learning tools lies in their ability to create an exceptionally vibrant multisensory learning environment within the educational framework This environment offers limitless possibilities that are readily accessible to both students and instructors.

Multimedia can be a powerful tool for teaching ESP (English for Specific Purposes), making lessons more fun, interactive, and effective. Here are some

examples of how you can use multimedia in ESP:

- Authentic Videos: Use real-world videos such as news reports, commercials, or interviews to introduce students to trending topics and natural language.

- Instructional Videos: Use instructional videos specifically created for teaching ESP to explain grammar concepts, demonstrate procedures, or introduce new vocabulary. Student-created videos: Encourage students to create their videos to practice their language skills in contexts that interest them.

- Podcasts: Use podcasts related to students' area of specialization to help them improve their listening skills and develop vocabulary. Audiobooks: Use audiobooks related to student's area of specialization to help them develop their listening skills and improve their understanding of text. Recorded Conversations: Use recordings of actual professional conversations to help students develop listening and speaking skills.

- Images: Photos: Use photos related to students' area of specialization to stimulate discussion and improve vocabulary. Use infographics to present complex information in a visual and easy-to-digest way. Use diagrams and diagrams to demonstrate processes, structures, or relationships.

- Interactive exercises: Use educational games to make language learning fun and interactive. Simulation can be used to create a realistic environment for practicing language skills in a professional context.

- Social media: Create a social media group for your students so they can communicate with each other in the language they are learning. It has proven itself well

Using forums to allow students to ask questions, share information, and discuss topics related to their area of specialization (Triki,2002). The teacher encourages students to blog in their target language to practice their writing skills and share their thoughts and ideas.

Besides these examples, there are many other ways to use multimedia to teach ESP. It is important to choose materials that match your student's language proficiency, interests, and needs.

Human memory capacity is typically lower when processing foreign language speech. This is because a portion of cognitive energy is expended on deciphering

unfamiliar words from context and overcoming grammatical complexities. Visual and graphical aids, akin to "cues," can assist in comprehending the audio stream. Most multimedia software allows for adjusting the material delivery pace, pausing, and thus retaining information fragments in short-term memory (Xue, Lingling,2018). Additionally, visual representations facilitate the transition between different pieces of information. Video stands as one of the most powerful tools in foreign language instruction. This effectiveness stems from students' familiarity with video through exposure to films and television, fostering a well-preparedness for its use in language learning. Video enables students to anticipate information, make predictions about the content, and mentally draw upon existing knowledge regarding the country, person, or event before viewing the video. For instance, before watching a BBC News segment on the establishment of a supervisory body for eurozone banks, students could engage in discussions centered on questions like "Which countries comprise the eurozone?", "Is the United Kingdom a member of the eurozone?", "What is the role of the European Central Bank?", and "What is happening in Spain or Greece today?". Such discussions significantly enhance students' comprehension of the subsequent news segment. Video facilitates the transmission of information through nonverbal communication elements, including gestures, facial expressions, body language, color, and spatial environment. The video reveals the interplay between what is being said and what is being implied, as well as the speaker's attitude towards the topic. This, in turn, aids in easier decoding of the information (Sang,2019). Perceiving foreign language speech becomes considerably more effortless when video is supplemented with related printed and audio materials, utilized in a different context. This approach boosts student motivation by demonstrating the practical significance of the acquired knowledge and skills.

Multimedia serves as a transformative force in foreign language instruction, fostering a dynamic and engaging learning environment that promotes comprehension, retention, practical language application, cultural awareness, and intercultural communication skills (Swartz, Read,2020). By harnessing the power of multimedia, educators can empower engineering students to effectively navigate the global engineering landscape.

The approach, the priority of which is the learning process itself, taking into account the student's system of needs, has turned out to be quite fruitful and is widespread at present. ESP teaching programs and methods developed in different countries are dynamic, involve the student at all stages of design, pay significant attention to organizing independent work, and give the teacher the right to change the course to the changing needs of students (Miralay, 2020).

Our research has shown that the use of podcasts from scientific, popular science, and technical publications for teaching ESP is of particular interest (Sang,2019). This is caused by several factors.

Firstly, most podcasts are interviews and discussions, i.e. speech of a dialogical (polylogical) nature. The material is presented in a form that facilitates the assimilation of new information due to a more structured presentation of the material using questions, the possibility of paraphrasing, exemplification, clarification, etc.

Secondly, the student becomes an accomplice in interpersonal communication not with a virtual author, but with a real person, and gets the opportunity to draw his conclusions based on the spoken speech, which is by its nature more expressive, and emotional, and has a strong impact on the addressee.

Thirdly, with the development of technical means, subscribing to a podcast does not present any difficulties for the user, and the perception of written text, and especially electronic text, is incomparably slower. Thus, informing the user becomes more accessible, faster, and simpler.

For the training of translators, popular science podcasts are of particular interest, since they are designed for a wide range of specialists and can help the translator master special terminology in related fields of science and technology.

We reviewed 92 English-language popular science podcasts. This sample includes the most famous podcasts operating in the popular science sphere of communication, presented by well-known organizations that popularize scientific research, universities, scientific societies, as well as individual authors and even students.

Based on this sample, the features of a typical podcast format in this area were

identified. By format, we understand the predetermined formal characteristics of a podcast related to its duration, frequency, and general structure.

So, this is an audio podcast (video podcasts make up about 6%) lasting on average 20 minutes (length range is from 1 minute to 1 hour), updated regularly (once a week 30%, daily 5%), or released in the form of a series episodes (about 35%). It should be noted that 77% of podcasts are fundamentally multi-thematic, that is, they claim to cover topics from various fields of science and technology in each podcast (or series), and 23% are devoted to developments in one field or scientific institution. 36% of (mostly regularly published) podcasts include news about the most important research with commentary, 57% - interviews, round table discussions dedicated to a topic (discovery, problem, research). To attract listeners, authors focus their attention on current topics important for humanity (15%), invite famous scientists or presenters (10%), use interactive mode (5%), humorous commentary (6%), interesting facts or unusual phenomena (7%), create an original atmosphere for the show (for example, with the help of hip-hop music or friendly gatherings in a pub - 4%). The authors do not impose restrictions on the recipient of their podcast, although podcasts are created that popularize science among students (2%). All podcasts represent a link in a hypermedia environment, connected to other links by a developed system of hyperlinks.

For a detailed analysis, we selected podcasts from 2017-2020 from the English-language website of the popular science magazine Nature. [http://www.nature.com/nature/podcast/index.html]. This is due to several reasons.

Firstly, this podcast has been published every week since 2005, and all episodes are archived and available for analysis; it is free and quite popular. Each radio podcast is themed around that week's magazine and highlights the issues it covers. Hosts Adam Rutherford and Kerri Smith and journalists Geoff Brumfiel and Mike Hopkin invite leading scientists and researchers to comment on or analyze a discovery, study, or problem.

Secondly, in terms of goals, format, and topics, this podcast is typical for popular science podcasts. It is multi-thematic, addressed to a wide range of listeners (there are

no restrictions on age, education, profession, or interests), and aims to popularize scientific developments, inform the listener about the most important research, and find solutions to pressing interdisciplinary problems. Each program lasts 20 - 35 minutes and has a fairly rigid pre-established structure.

The topics of the podcasts are directly related to the topics of the journal Nature. It should be noted that the sections presented by the authors do not coincide with traditionally identified scientific areas and reflect the interdisciplinary policy of this publication. The subject matter of the podcast as a whole is reflected in the podcast announcement on the Nature website, as well as in more detail in the podcast itself. Each podcast features interviews and commentary on research in various fields.

The structure of the podcast is determined by the time frame (size of the audio file), as well as the goal setting of the authors. The specified characteristics of the transmission are reproduced in each podcast, which facilitates the task of listeners in the semantic perception of new information and predicting the order of semantic blocks.

Each Nature podcast consists of predefined units that convey a specific type of information and have some repeating formal characteristics. The podcast as a whole is heterogeneous and includes excerpts that differ in purpose (for example, advertising, greeting, information, announcement), type of speech (description, narration, reasoning, definition, explanation), method of generation, duration, number of speakers, focus on different listeners. Based on their functions, the structural blocks can be divided into those that form the "framework" of the podcast (advertising, greetings, endings, slogan, repetition of the names of speakers, farewell), those that form connections within the program (announcements, transition links to interviews) and those that carry the main content of the podcast (interviews, public speech).

The Nature website contains a text recording of the podcast (tape script), a comparison of which with the audio material made it possible to discover some features associated with the functioning of the podcast in a hypermedia environment.

The text recording of the podcast (tape script) on the Nature website does not include such features of the speakers' speech as hesitations, repetitions, and hesitation

pauses; Punctuation marks do not always reflect the segmentation of the sounding speech by the speaker, there are no indications of the path (telephone), noise during recording. This greatly facilitates the visual perception of the text, bringing its characteristics closer to a magazine article-interview.

However, the text record contains some structural elements that are absent in the record and connect this podcast with other nodes of the hypermedia network.

This is first of all an introduction, naming the type of text and date of the podcast, it provides a hyperlink to the podcast archive, where you can subscribe to regular episodes, and describes the possibility of feedback. The text of the introduction is stereotypical; the changes concern only the date of the podcast.

Thus, an analysis of the structure of the podcast showed that it exists in a hypermedia environment, being its integral part, a node of hypermedia discourse. By exploring the connections of a given node with others, it is possible to build an entire open network consisting of multimodal texts, the perception of which involves several perceptual modalities. Connections are made in the form of links, hyperlinks, title repetition (title keywords), journal names, study keyword repetition, names of scientists, and names of scientific institutions.

Summarizing the results of the study, we can conclude the emergence of a new virtual environment of intercultural interaction and cooperation. The fundamental openness of hypermedia discourse, the absence of a rigid hierarchy, and the focus on interpersonal and specialized communication contribute not only to the global spread of new technologies that facilitate virtual communication, taking it to a fundamentally new level, but also radically changes the structural characteristics of the discourse itself, which requires its theoretical understanding.

Thus, the study and teaching of English for special purposes are characterized by an interdisciplinary approach, with the needs of the student, the analysis of typical professional communicative situations, the awareness of the difference between creating a text and its understanding, the study of the system of attitudes of the author of the text, and the rules of successful communication coming to the fore (Anthony, 2018) Achieving the set practical goals is impossible without combining, based on new

technologies, the efforts of various sciences: linguistics, psychology, pragmatics, pedagogy.

The goal of training, therefore, becomes the formation in the student of the ability to select and implement a program of speech behavior depending on the communication situation, including, in particular, the ability to realize speech intention, which allows for establishing contact and mutual understanding with other people; knowledge of the structural elements of language and the ability to use them in various communication situations; possession of a set of speech-organizing formulas necessary for communication.

One of the productive approaches is to bring together the popular science sphere and ESP education, leading to their mutual enrichment. Popular science publications are expanding their audience, increasing their impact on various layers of modern society, and reaching the international level. Students of English for special purposes receive at their disposal multimedia material related to various fields of science and technology, become part of the international community, and enter into active interaction with the authors and readers of these publications. A critical understanding of the material being studied contributes to the formation of the necessary skills and abilities that form linguistic, sociocultural, communicative, as well as professional competencies.

2.5. Types of self-directed learning within ESP groups at a technical university

Today, higher education is focused on systematic integration into the European system of higher professional education. Along this path, not only changes are taking place in national qualification standards and specialist training programs, but also the very approaches to the traditional system of training highly qualified specialists are being revised. To be successful and build a brilliant career, a modern university graduate must not only have special professional competencies in his field of activity, but also be able to effectively organize his work space and time, be active in solving

various professional problems, and be ready for constant professional development, in other words, to constantly learn, acquire new skills and knowledge necessary in a particular situation.

Based on this, today the task of teaching students to learn is becoming urgent for higher education teachers: to set goals independently, find ways to achieve them, and evaluate the results obtained. These principles are fundamental in autonomous learning. How do we understand autonomous learning? D. Little gives the following definition of autonomous learning: "A student's autonomy in learning activities lies in his ability to act independently, critically, and make decisions." (Anthony, 2018).

Autonomous learning can and should become an important component of language training in a technical university. To enrich their professional, educational, and personal experience, young professionals today travel a lot, and communicate with their foreign colleagues; their level of English language proficiency is often a decisive factor in finding employment.

Thus, the tasks of autonomous learning at a university are as follows:

• develop the student's personal qualities;

• to form critical thinking in students;

• develop their lateral (out-of-the-box) thinking;

• comprehensively prepare them for the continuous process of education, self-development, and self-improvement throughout their lives.

It should be noted that much attention is paid to the autonomous teaching of foreign languages in some official documents of the Bologna Process, including the "European Language Portfolio" package of documents developed by Council of Europe experts. It notes that in the context of globalization, modern society is becoming more interactive and mobile, therefore modern information technologies should help overcome language barriers, and the younger generation should improve their linguistic knowledge and skills (Anthony, 2018). Based on this, we can highlight the following tasks facing a foreign language teacher at a technical university who introduces autonomous learning into his work:

• develop language competencies;

• create a system of continuous language education;

• provide students with the opportunity to independently maintain and improve their language level in various educational situations in a varying educational and professional context, a variety of educational systems.

In this regard, the academic environment is rethinking the content, means, and methods of teaching English for specific purposes (ESP), since autonomous learning is becoming one of the modern fundamental principles of teaching English at a technical university. According to scientists, teaching a foreign language at school is fundamentally different from what a student encounters at a university. At school, the entire learning process is organized by the teacher, but at a university, the student himself has to determine and plan his educational life, namely, choose: what, when, and how much to study; comply with the deadlines for taking tests and exams; cope with large amounts of text information; determine the main and minor points, and then selectively use them to compile your notes, theses, reports, etc.; and most importantly, conduct a self-assessment of the effectiveness of your educational activities (Feng, Sun,2022). In the field of foreign language learning, the concept of learner autonomy and autonomous learning was originally developed in connection with language teaching for specific purposes - in ESP groups. Therefore, modern ESP (English for Specific Purposes) teaching methods must necessarily be developed in such a way as to involve students in the process of choosing content, methods, and teaching aids. When selecting training content, the interests and problems that concern students, primarily when selecting authentic text material, choosing topics for discussion, etc., should be taken into account. The selected material must be somewhat redundant. This allows for a differentiated and individual approach to students, puts them in a situation of choice, and encourages them to be more independent and active. The latter is achieved through the problematic presentation of materials, rather than the presentation of "ready-made tasks", encouraging students to think, independently search for information, and make independent conclusions, and generalizations.

For example, this is often achieved through special tasks related to observation, comparison, and analysis, which contribute to the development of the individual, her

self-awareness, and self-esteem. In this regard, student self-reporting and self-assessment are important elements. Therefore, when selecting content, it is important to provide materials that appeal to the student's personal experience, feelings, and emotions, and encourage the expression of one's own opinion, and assessment, which stimulates the formation of value orientations (Flowerdew,2002).

Thus, priority is given to educational technologies that are focused on the student's personality, interests, needs, and capabilities, as well as on learning methods that ensure a high level of student independence. This approach fully complies with new standards in education, where one of the main postulates is the requirement to develop graduates' readiness for effective independent work at the level of world standards, for continuous professional growth, and social and professional mobility (Bangert, 2008). A foreign language as a subject of study provides great opportunities for developing students' independent work skills. Often the concept of autonomous learning or self-learning is contrasted with traditional foreign language teaching. This opposition is not always correct, since traditional teaching methods also consider independent work as an important factor in effective mastery of a foreign language.

The outstanding scientists wrote that "what is usually called education/training, when looking deeply at the matter, turns out to be predominantly self-education/self-training. Education/training is auxiliary, and self-education/self-training is the dominant phenomenon". A student learns when he actively thinks about what he is learning.

However, before he can actively think, he must want to do it, and then the student turns from an object of learning into a subject of activity, becomes the initiator of learning, and manages this process. Here the student masters the methodology of self-learning, i.e. the development of autonomous learning of students must be an educational task that requires targeted work on the main components of the technological side of educational activity, the development of educational competence, and personal characteristics.

The role of the teacher also changes significantly. He is faced with the need to rethink his personal teaching experience and his pedagogical system; overcome

pedagogical stereotypes and didactic cliches, and impose new obligations. The teacher makes the content of the curriculum, forms, and content of self-control open and accessible to students (see "European levels - self-assessment grid"); and provides various sources of information taking into account the current needs and levels of students' language proficiency. The teacher highlights what everyone should know (level A1), and what someone who wants to master the subject more deeply should know (levels B1 - C2), thereby recognizing the rights of students within the educational system, giving them a certain degree of freedom in learning and the opportunity to fulfill personal needs. The teacher initiates the activities of students; he transforms from a transmitter of knowledge, a controlling and evaluating authority into a consultant, assistant, and partner in the student's educational activities (Bower, Torrington, 2020). The main tasks of the teacher in the classroom are motivational, supporting functions of reflective analysis, psychological support, consulting, and correctional assistance based on monitoring the student's educational activities.

The central means of managing the autonomous activity of students is the task, since "the task itself is a regulator of activity," according to many experts, therefore the teacher must accurately formulate tasks and at the same time take into account the level of knowledge and skills of the students. Clear and competent formulation, and some modification due to the individual abilities of students have a beneficial effect on the process of performing the exercise and its effectiveness.

Thus, only a clear formulation of tasks allows for maximum objectivity and also makes it possible to fully take into account the language competence of students.

Autonomous work of a student, as well as work in collaboration with a teacher, can be carried out in various organizational forms: individually, in pairs, and groups. Each of these forms is designed to create and develop collectively organizational, informational, cognitive, and communicative skills of students, mastery of which will ensure students' advancement in language acquisition. The choice of each of these forms will be determined by the organizational form of a particular type of independent assignment. The choice of organizational form and place of its application is determined mainly by the nature of the material, the type of activity being developed,

and the age and psychological characteristics of students. Such tasks should be of a creative and productive type. First of all, these include web quests, debates, and project work.

What is a web quest? An educational web quest (web quest) is a problem task with elements of a role-playing game, for the implementation of which information resources of the Internet are used (Burgess, Russell, 2003). Web quests are developed to maximize the integration of the Internet into various educational subjects at different levels of learning in the educational process. They can cover a separate problem, academic subject, or topic. A feature of educational web quests is that some or all of the information for students to work with independently or in groups is located on various websites. The developer of the web quest as an educational task is Bernie Dodge, professor of educational technologies at the University of San Diego (USA). He defined the following types of tasks for web quests:

• retelling - demonstrating an understanding of a topic based on presenting materials from different sources in a new format: creating a presentation, poster, or story;

• planning and design - developing a plan or project based on given conditions;

• self-knowledge - any aspects of personality research;

• compilation - transformation of the format of information obtained from different sources: creation of a tourist guide, virtual exhibition, development of an engineering project;

• creative task - creative work in a certain genre;

• analytical task - search and systematization of information;

• achieving consensus - developing a solution to a pressing problem;

• assessment - substantiation of a certain point of view;

• investigative journalism – objective presentation of information (separation of opinions and facts);

• persuasion - winning over opponents to one's side or

neutral-minded persons;

• scientific research - the study of various phenomena, discoveries, and facts based

on unique online sources.

Each web quest being developed must have a clear structure.

1. A clear introduction that clearly describes the main roles of the participants or a quest script, a preliminary work plan, and an overview of the entire quest.

2. The central task, where the final result of independent work is clearly defined.

3. List of information resources (in electronic form - on CDs, video and audio media, in paper form, links to resources on the Internet, addresses of websites on the topic) necessary to complete the task.

4. Roles. Students should be presented with a list of participant roles (2 or more) on whose behalf they can complete tasks. For each role, it is necessary to write down a work plan and tasks.

5. Description of the work procedure that must be completed by each quest participant when completing the task independently (stages).

6. Description of the criteria and parameters for evaluating the WebQuest.

7. Action guide, which describes how to organize and present the information collected.

8. Conclusion, which summarizes the experience that the participants will gain when working independently on the web quest.

When working with a web quest, there are several stages:

1) The initial stage (team), when students become familiar with the basic concepts of the chosen topic, roles in the team are assigned;

2) Role-playing - individual work in a team for a common result. Participants simultaneously complete tasks in their chosen roles. Since the goal of the work is not competitive, in the process of creating a web quest, team members mutually learn skills in working with computer programs and on the Internet. The team jointly sums up the results of each task, the participants exchange materials to achieve a common goal - creating a common product (presentation);

3) Completing the task: searching for information on a specific topic; development of project structure (presentation); creation of materials; finalization of materials;

4) Final - presentation of the finished project. At this stage, the team works together, under the guidance of the teacher, and feels responsible for the results of the research. Based on the results of the study of the problem, conclusions and proposals are formulated. A competition of completed works is held, where the understanding of the task, the reliability of the information used, its relationship to a given topic, critical analysis, logic, structure of information, definiteness of positions, approaches to solving the problem, individuality, and professionalism of presentation are assessed. Both teachers and students take part in evaluating the results through discussion or voting.

The key section of any web quest is a detailed scale of evaluation criteria, based on which project participants evaluate themselves and their teammates. The teacher uses the same criteria. A web quest is a complex task, so the assessment of its completion should be based on several criteria focused on the type of problem task and the form of presentation of the result. Bernie Dodge (Bykov, 2019). recommends the use of 4 to 8 criteria, which may include assessment:

- research and creative work;
- quality of argumentation, originality of work;
- skills of working in a micro group;
- oral presentation;
- multimedia presentation;
- written text, etc.

To organize autonomous learning for first-year students of the faculty, a web quest "Energy Resources" was developed, and integrated into the third module. The introduction outlines the goals of the work: to explore various energy sources, assess their advantages and disadvantages, get acquainted with the opinions of different people, including political and government officials, and evaluate the information received. To complete this creative assignment, students are asked to create an international team of energy engineers developing a power plant for their country using a specific energy resource. There are 8 countries to choose from: UK, Germany, USA, Venezuela, Australia, Sweden, China, and Japan. The task of this web quest is that

students need to create their list of criteria, choose from those proposed, compare different energy sources based on them, and propose their version of a power plant, justifying their choice. The final product will be a presentation (demonstration of speaking skills) and writing a 250-word research report as a written test.

The web quest offers evaluation criteria for various types of activities. As a result of completing this web quest, students not only gain additional knowledge on this topic, but also learn to analyze information draw independent conclusions, and work in a team.

Thus, web quest technology helps to form and develop the following competencies in students:

• use of information technologies to solve professional problems (including searching for necessary information, formatting work results in the form of computer presentations, websites, flash videos, databases, etc.);

• self-learning and self-organization;

• teamwork (planning, distribution of functions, mutual assistance, mutual control);

• the ability to find several ways to solve a problem situation, determine the most rational option, and justify your choice;

• public speaking skills, as it is necessary to publicly defend a project, answer questions, or take part in a discussion.

Another form of organizing autonomous learning is holding debates. Debate is a gaming technology that has its principles and rules, which allows students to develop communication skills, the ability to competently conduct debate, and defend their position based on knowledge and logical reasoning. Debates develop students' critical thinking, including the ability to compare and contrast, and independently find and analyze information from various sources. Even at the stage of preparing for debates, students have to collect and analyze information, think critically, draw independent conclusions, and also mobilize all their communication skills in a foreign language.

In the process of group work, both self-learning and mutual learning of students occur. Self-learning/autonomous learning is carried out during students'

independent/autonomous study of a fragment of a topic, mutual learning - during the exchange of mastered information. Each group member must work through his task, "train himself," train his partner, and draw conclusions by the goal. We must follow the following rules:

1) The assignment for the work is given by the teacher;

2) The teacher sets the time frame;

3) The wording for tasks is unambiguous, not ambiguous;

4) The possibility of competition between several groups is created;

5) Students themselves or with the help of a teacher distribute functions between group members;

6) Messages should not exceed the time frame allocated for them;

7) Students must express themselves orally.

Thus, all of the listed forms of autonomous learning turned out to be effective for working with students at a technical university and can easily be integrated into the traditional system of teaching foreign languages. It is important to remember that autonomous language learning at a technical university is the ability of students to self-regulate the educational process (Adanır,2021). It should manifest itself in them at all stages of the educational process. Partner learners integrate knowledge and abilities that have been acquired in other learning contexts into the language learning process, i.e. learners take responsibility for learning foreign languages. However, the autonomy of the learning process is created under the guidance of the teacher.

Students need to instill the skills and abilities of autonomous learning of foreign languages and planning educational activities.

2.6. The role of multimedia in teaching English to engineers

Obtaining education in the light of the Bologna process poses for all foreign language teachers the specific task of large-scale preparation of students ready to study within the framework of education at European universities. Such preparation implies not only traditional, actual knowledge of all aspects of the language, but also, first of

all, the formation of the conceptual apparatus of students, which makes it possible for cultural and educational orientation and activity in European higher education institutions. Following the norms and rules of the Bologna Declaration presupposes significant student independence in acquiring knowledge, which requires special information support (Abuhammad, 2020). The need for constant feedback between participants in the learning process determines a new structure, both for the presentation of educational material and for the form and content of accompanying materials, which constitute a multimedia educational and methodological complex for a specific discipline and are implemented in a high-tech information environment.

Nowadays, computer technologies are increasingly used in the teaching process, including foreign languages. The computer as a vehicle meets the following criteria:

- helps to increase labor productivity and the efficiency of the educational process;

- provides immediate and constant reinforcement of the correctness of each student's educational actions;

- increases awareness and interest in learning the language;

- provides prompt feedback and operational control of the actions of all trainees;

- can quickly enter answers without lengthy encoding and encryption.

Psychologically, computer training has enormous motivational potential. Some programs include elements of well-known computer games or completely repeat the game model in adaptation to educational purposes. It has long been noted by the methodology that technical means are the most promising source of increasing the effectiveness of teaching foreign languages.

One of the important aspects of practical knowledge of a foreign language is learning to read. Numerous studies show that the computer allows for new qualitative changes in the education system. At the same time, the effectiveness of computer-assisted learning is determined by the quality of training programs.

Initially, computer programs included the simplest situational exercises, which consisted of one or more stimulating statements, which should be followed by an unambiguous reaction from the student. Since the computer can instantly respond to

input information, simple training programs in the form of exercises have been created for more than 15 years. There are programs for checking grammar and spelling. Even teaching oral speech, which for a long time remained the weak point of computer-based teaching of foreign languages, has become possible thanks to multimedia devices. The computer allows you to perceive, store, and quickly use large amounts of educational information. A good computer program, according to experts, not only offers several levels of presentation of the same content but also takes into account the character of the student and his psychological characteristics. Working on a computer can have a certain educational value; students get used to accuracy and precision since the computer constantly monitors the student's work and signals about mistakes made (Xue, Lingling, 2018). At the same time, the student has the opportunity to control the computer, setting a specific learning mode, choosing material, and the sequence of tasks. This individualizes the learning process, making it selective and student-oriented. Mastering professional-oriented spoken language is inconceivable without acquiring translation skills for specialized literature tailored to a particular field of study. Each specialization in a technical university necessitates the selection of appropriate material, the compilation of a student terminology glossary aligned with the department's needs, and the fulfillment of the special knowledge requirements for senior students, postgraduate students, bachelors, and masters. Students acquire the necessary basic knowledge while practicing correct pronunciation and usage of industry-specific vocabulary under the guidance of a teacher in class. In specialized business language training, particular emphasis is placed on written communication, as a means of shaping and formulating thoughts using written linguistic signs (Xue, Lingling, 2018). As revealed by the results of a conducted survey, during foreign language classes, greater attention should be paid to the productive aspect of writing, as this type of activity develops written communicative competence and forms the ability to practically use foreign language writing as a means of communication. Documentation plays a paramount role in business. Students' preparedness to compose business letters, advertising letters, resumes, curriculum vitae, and letters of complaint will equip our graduates with the ability to better navigate the business world.

It is noteworthy that the development of written communication skills is inextricably linked to the training of other forms of speech activity. Written communication serves as a complex tool of thought, stimulating speaking, listening, and reading in a foreign language. All tasks within the course should be geared towards preparing students for participation in a business game, which serves as the culminating phase of the communicative exercises cycle. The professionally oriented business game mirrors the reality and relationship system that learners will encounter in their future careers.

These concepts are presented as a sequence of actions to be performed to acquire a specific amount of knowledge. The acquired knowledge does not represent isolated pieces of information, but rather a system that each participant in the educational process must internalize. This system becomes the property of each participant in the educational process through teamwork. Role-playing allows for the active involvement of all students with different levels of preparation in the learning process (Sang, 2019). Weaker students may simply reproduce the content of dialogues and uncomplicated professionally oriented texts during the game, while more prepared students may independently prepare reports and presentations on various professional topics using the grammatical and lexical material they have covered.

The continuous use of role-playing compels its participants to maintain focus on the subject matter, as they are obliged to fulfill their roles without "leaving the stage."

The preparatory stage for conducting a role-playing game involves the development of a comprehensive set of communicative exercises, encompassing both language and speech aspects.

Addressing these challenges will effectively contribute to the development of a comprehensive teaching methodology for English language instruction in technical universities. Furthermore, the integration of multimedia tools into the educational process has a positive and effective impact on learning outcomes, influencing the successful mastery of all types of speech activities.

Conclusions

Successful communication encompasses three key skills: professional jargon proficiency**:** and the ability to effectively employ jargon specific to the relevant professional context. Academic language skills**:** proficiency in a broader set of academic language skills, enabling effective communication in academic settings**.** Everyday communication skills: the ability to utilize language for everyday communication in a clear, concise, and engaging manner, regardless of the professional context. ESP curriculum developers face the daunting task of integrating the three essential skills of professional jargon proficiency, academic language skills, and everyday communication skills into a cohesive learning program. This process demands careful consideration of the learners' needs, the specific professional context, and the overall educational goals. To effectively integrate essential skills, ESP curriculum development typically follows a structured process:

1. Student analysis: understanding the target learners' background, interests, and proficiency levels is crucial for tailoring the curriculum to their specific needs.

2. Goals and objectives: clearly defined and measurable goals and objectives provide a roadmap for the ESP course, ensuring that the learning outcomes align with the essential skills.

3. Content development: selecting appropriate content that is relevant to the learners' professional context and supports the development of the targeted skills.

4. Materials selection: choosing engaging and effective teaching materials that promote active learning, authentic language use, and skill development.

5. Course planning: structuring the course sequence in a logical and coherent manner, ensuring that the activities and lessons build upon each other effectively.

6. Course evaluation: continuously assessing student progress and gathering feedback to identify areas for improvement and refine the course over time.

Course development should be viewed as an ongoing process in which the instructor makes necessary changes to meet the interests and needs of students as the course progresses. As mentioned above, a graduate’s level of English is often

insufficient to meet the requirements of the profession. The opinion that knowledge of general English will help students in their business careers is incorrect. Educational institutions could not and still cannot provide students with the communication skills necessary for effective study or work. Another major obstacle was little or no ability to use the language appropriately. The teacher, as a rule, is poorly equipped with modern ESP materials. He conducts classes based on the method of grammatically correct translation. All that can be listed is reading, translating, and checking homework. It is not easy, often impossible, to prepare a student and teach him legal English if you use only the method of consecutive translation, regardless of which language comes first: Ukrainian or English. In addition, without the appropriate materials and the ability to use information and communication technologies, the goal cannot be achieved. If a student is accustomed only to the pace and voice (and accent) of his teacher, then it becomes almost impossible for him to distinguish what a native speaker said. Needless to say, we need not only pronunciation samples from native speakers but also from other non-native speakers if we accept that the world has become a "global village" where English is considered the lingua franca rather than a foreign language. As an ESP teacher, we have many responsibilities. We organize courses, set learning goals, create a positive learning environment in the classroom, and evaluate student progress. To achieve this, one of our main tasks is the selection, development, and organization of educational materials, supporting students in their studies, and providing them with feedback opportunities. The teacher organizes the learning environment in the classroom and sets long-term and short-term goals for students. Our knowledge of students' potential is central to developing a curriculum with realistic goals. To achieve this goal, the teacher takes into account the needs of students. ESP students tend to have a good idea of where they will use English. Having decided for themselves what science to pursue, they consider learning English as an addition to this. The teacher's ability to communicate and be a mediator creates the necessary atmosphere in the classroom. Students acquire language acquisition when they have the opportunity to use the language in interaction with other participants. That is why the teacher must create an atmosphere in the language classroom that would support students. Students

must have confidence in themselves to communicate, and everything depends on the skill of the teacher, on the degree of his responsibility for creating the confidence of the students.