

- developing creativity and resilience in learning [1].

It is also necessary to emphasize the correctness of the selection of educational material based on various interesting authentic texts, exercises that provide consistent and continuous imparting of skills of communication, formation, and improvement of skills of vocational directed speech, listening, writing and translation.

Nowadays organizations require from an employee professional mobility and a willingness to collaborate with foreign partners, so future professionals should be highly motivated to learn English and focus on developing speaking skills, business communication skills, giving presentations at fairs and conferences, understanding of all kinds of written information. Students' mastery of foreign language communication is the achievement of professional foreign language communicative competence, the level of development of which should ensure the possibility of effective communication in the professional sphere of the future specialist.

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**Kateryna Hildebrant**, Candidate of Philological Sciences, Associate Professor,  
Chernivtsi Institute of Trade and Economics of KNUTE,  
Chernivtsi

#### ENGLISH FOR SPECIFIC PURPOSES IN UP-TO-DATE CONDITIONS

Expansion of international contacts and the growing integration of Ukraine into the world community, enhanced by rapid informatization and computerization of all areas of social life: production, science, education and culture, causes significant increase in the interest towards learning a foreign language nowadays, English in particular.

Development of foreign language competence as the formation of practical skills of oral and written communication, listening, understanding and reading; as well as the ability to apply these skills to solve communicative tasks produces a constant search for ways to improve the system of EFL teaching. Targeted enhancement of students' foreign language proficiency presents an important challenge for English for Specific Purposes (ESP) teachers as competent and foreign language fluent professionals are currently in great need at the economic market of our country.

This is especially true for a border region, as cross-border cooperation has recently become an increasingly significant factor in creating a stimulating business environment. It promotes integration and cooperation between regions, stimulates the exchange and transfer of knowledge and contributes to resolving everyday problems at the local and regional levels. Cross-border collaboration offers opportunities for social, economic and organizational development, sustains border areas and makes them more integrated. It also contributes to economic competitiveness facilitating collaboration between large, medium-sized and even small enterprises which frequently interact within cross-border networks and benefit from the advantages offered.

Nevertheless, poor language skills often produce the biggest obstacle to building cross-border relations as misunderstanding makes any collaboration, however fruitful and efficient it might have been, absolutely impossible. And the current situation considering the level of EFL proficiency in our country leaves much to be desired. According to The EF English Proficiency Index of 2019, Ukraine ranked 49<sup>th</sup> out of 100 world countries that participated in the survey, thus falling into low proficiency level section. Analysis shows that the country's index worsened in comparison with the previous year, when Ukraine belonged to moderate proficiency level group. It still shows poorer results than all its neighbours. Poland (11<sup>th</sup>), Hungary(15<sup>th</sup>), Romania (16<sup>th</sup>), Slovakia (25<sup>th</sup>) and are ranked as very high and high proficiency countries, Belarus (47<sup>th</sup>) and Russia (48<sup>nd</sup>) share our low proficiency level, but still have better positions.

In support of teaching English for Specific Purposes (ESP) and developing communicative competence in the sphere of professional needs, miscellaneous scientists try to find best solutions and methods for English proficiency level enhancement for all the graduates of Ukrainian higher educational establishments. I. Boichevska, N. Grytsiuk, T. Y. Maleeva, L. Ovcharenko and others are in favour of communicative approach introduction as means to trigger language practice in typical communicative topics relevant to a specific profession or business field. Others offer the advances of cognitive linguistics as methods to enhance Ukrainian students' language proficiency and compliment the communicative approach by means of vocabulary concept maps formation (W. Croft, S. A. Zhabotinska, M. V. Tsehelska).

The main objectives for the ESP teacher constitute selection of educational material, preparation of effective training programs as well as stimulation of students' efforts and endeavors, fortifying their motivation. Thus to strengthen communicative skills of the students, the teacher might introduce multiple activities which stimulate expression of thoughts and

viewpoints, solving problems, offering solutions, role-playing different professional situations like business games; thematic dialogues; reports; presentations and discussions.

Very important here is the ability to build up a favorable classroom atmosphere which stimulates live communication and constructive debate. Students acquire stable communication skills only when they have the opportunity to use them to communicate with others. Too often, unfortunately, the teacher may be the only person to speak English, and the model of communication here follows the teacher-to-student pattern while the time for such interaction is often very limited in a classroom. Therefore, the teacher should use effective techniques for the development of student-to-student communication skills in small groups or pairs, first explaining the vocabulary which might be used in the further student-to-student conversation, offering language patterns students can follow on their own, minimizing one's own role to an adviser, facilitator or at the utmost – a corrector.

It is also very fruitful to involve Internet resources into the ESP classroom, using online Internet links as a good method to encourage communication outside the classroom walls. People are often easier to learn a foreign language when they are highly motivated and have the ability to use their knowledge and skills in the language environment that they understand. Internet resources might extend the time students usually spend preparing for an English class, thus surrounding them with a learning environment outside a classroom. And the more students use a language while hearing, reading or speaking, the more they will succeed in mastering it.

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**Iryna Hnatyshena**, Candidate of Philological Sciences, Associate Professor,  
Chernivtsi Institute of Trade and Economics of KNUTE,  
Chernivtsi

#### **FOREIGN LANGUAGE TEACHING IN CROSS-BOARDER REGIONS**

A special place in the education system is occupied by such a subject as "Foreign language" because language is a means of knowing the world, involvement in the values created by other peoples.