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ESP-TRAINING IN THE FRAMEWORK OF GLOBALIZATION PROCESS

It's well known what ESP is and how to decode this abbreviation. "English for specific purposes (ESP) is a sphere of teaching the English language including Business English, Scientific English, English for Lawyers, English for Medical Professionals, English for Waiters, English for Tourism, English for Art Purposes and so on.

ESP can be considered as an avatar of language for specific purposes.

1. ESP is defined to meet specific needs of the learners (Maslow's hierarchy of needs).

2. ESP makes use of underlying methodology and activities of the discipline it serves.

3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre" [1].

So the English language for specific purposes may be considered not only as a means of communication for specific group combined with the particular sphere of activities but as a sphere of teaching English to reach goals of fluency in English among more staff and students.

The author of the synopsis take part in different activities organized by the British Council Ukraine and completed the 35-hour ESP course on the British Council English for University project (Teacher Development Winter School, Kyiv, 08-13 February 2017). Thereby, it should be paid special attention to the project "The English for Universities" initiated by the British Council Ukraine in the framework of the globalization process.

The process of globalization, its positive and negative phenomena have been widely discussed recently. A lot of scientific publications, conferences, studies are devoted to these problems.

Nowadays the features of globalization are: using of digital technologies, computerization, fiber optics, Internet. It's clear that from the point of information sense the world moves to the real globalization at the present stage of its development. Communication possibilities of new technologies reduced dissemination of information expenses on varying levels [2, p. 313].

S. Chinnammai from University of Madras in the article “Effects of Globalization on Education and Culture” pointed to the impact of globalization in higher education: “Education is undergoing constant changes under the effects of globalisation. The effects of Globalisation on education bring rapid developments in technology and communications are foreseeing changes within ... systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialisation towards an information-based society. It reflects the effect on culture ... It brings rapid developments in technology and communications are foreseeing changes within ... systems across the world as ideas, values and knowledge. The rise of a global society, driven by technology and communication developments are shaping ... the future citizens of the world into ‘global citizens’, intelligent people with a broad range of skills and knowledge to apply to a competitive, information based society. The future of countries often lies within their ability to compete in a global market where industrial based economies are giving way to knowledge based industries, realising the importance of “knowledge, skills and the intellectual capacity to meet the challenges of accelerated change and uncertainty”. Education is becoming a lifelong ... training process, developing transferable skills and knowledge that can be applied to competitive markets where knowledge and information is being traded as a commodity” [3, p. 2].

But it’s impossible to live in the open world and to be free from this world. Everybody in any situation has opportunity of choice. It depends on the variety of different factors.

“In globalization, it is not simply the ties of economic exchange and political agreement that bind nations and societies, but also the shared consciousness of being part of a global system. That consciousness is conveyed through ever larger transnational movements of people and an array of different media, but most systematically through formal education. The inexorable transformation of consciousness brought on by globalization alters the content and contours of education ...” [4].

The obvious conclusion should be made in this connection: to be a competitive person in the changing world, when knowledge, professional skills, information become commodities, it’s not sufficient to realize one’s ability and skills in a particular training area, it’s necessary to be willing to keep up with the changing world not losing moral standards in practice. It deals with educational (training) process for specific purposes as well.

List of references

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