2. Gershunsky, B. S. (2003). *Koncepcija samorealizacii lichnosti v sisteme obosnovanija cennostej i celej obrazovanija.* [The concept of personal self-realization in the system of justification of values and goals of education]. Moscow.

3. Kondrashova, L. V. (2006). *Suchasni pidkhody do orhanizatsii navchalnoi diialnosti.* [Modern approaches to the organization of educational activity]. Kyiv.

4. Krutetskiy, V. A. *Issledovanie struktury, uslovij i razvitija sposobnostej.* [Study of the structure, conditions and development of abilities]. Moscow.

5. Moiseyuk, N. E. *Pedagogika.* [Pedagogics]. Kyiv.

6. Yagupov, V. *Dydaktychni poniattia: «navchalnyi protses» chy «protses navchannia».* [Didactic concepts: «educational process» or «learning process»]. Kyiv.

ВІДОМОСТІ ПРО АВТОРА
СЛЮСАРЕНКО Микола Анатолійович – кандидат педагогічних наук, доцент кафедри фізики та методики її навчання, Криворізького державного педагогічного університету.
Наукові інтереси: професійна підготовка майбутнього фахівця.

INFORMATION ABOUT THE AUTHOR
SLIUSARENKO Mykola Anatolievich – PhD, Associate Professor of the Department of Physics and Teaching Methods, Krivoy Rog State Pedagogical University.
Circle of scientific interests: professional training of specialist.

SMIRNOVA Lina Leonidivna –
PhD, Associate Professor, Chair of Linguodidactics and Foreign Languages
Volodymyr Vynnychenko Central Ukrainian State Pedagogical University
ORCID: https://orcid.org/0000-0002-3543-4103
e-mail: rusli1995@ukr.net

EFFECTIVE IMPROVEMENT OF ESP STUDENTS' SKILLS
(PRACTICAL ASPECT)

Formulation and justification of the relevance of the problem. In the context of promoting excellence in language education, the issues of language acquisition and developing global skills in ESP students have recently become widely discussed among English teachers justifiably. The European Center for Modern Languages (ECML) which is obviously an extensional part of the Council of Europe, focuses on the point how to overcome the gap between language policy which is in theory and classroom practice. The Center aims at making a constructive difference to the language education process. They provide this by promoting innovative approaches, advancing the quality of teaching and learning languages, supporting the implementation of language education policies, fostering productive cooperation between language education practitioners and decision makers.

A noticeable shift towards training ESP students in universities, on how to develop global skills precisely, has taken place. In Oxford University Press report they give a distinct idea that that English language teaching (ELT) is ideal for teaching students how to develop these skills. Global skills appear to be developed in order to operate in an international context. These skills are important for all to acquire, especially for ESP students [5].

Analysis of recent researches and publications. Taking into consideration the issue of the article, beside documents and reports, we have been analyzing the publications of practitioners mainly. Among them Sophia Fergus, who manages the marketing of Pearson's portfolio of English language assessments; Olena Mikhodui, a senior ELT methodologist at the International Educational and Methodological Center Dinternal Education; Julio Foppoli, a teacher of English as a Second Language, creator and owner of esaudio.net, an online educational website with a technological edge; Douglas Brown who is a moderator and writer for www.totalesl.com and many others. They consider global skills to be essential for a life-long learning during which students are successful in the rapidly changing modern world. The researchers are certain that teachers need to equip students for situations and jobs which are typical and which we cannot confidently predict as well. Researchers, such as Van Dijk, Kelliel Woodson, Andrei Zakhareuski, Svitlana Shandruk and others are sure that essential process of encouraging excellence and innovation in language teaching states in the implementation of effective language education policies and learning strategies.

The objective of the article. Global skills are not restricted to any particular subject on the

curriculum but are transferable across all subjects, ESP in particular. Global skills can be grouped into five clusters, all of which are relevant to the ELT, that also means to ESP context. Speaking about ESP as a constituent branch of English language teaching (ELT), we consider it to be indispensable for developing global skills, such as to support students who wish to carry out successful career in future. have discovered some aspects of productive combining recent technological applications with top-notch teaching of English for Specific Purposes. The necessity to experiment with new teaching techniques and educational media and software platforms is one of current issues. Accordingly, we find it very productive to consider ways which provide effective improvement of ESP students' skills.

The main material of the study. Nowadays there is a distinct tendency in which ESP teachers are aware of the importance of meaningful communication when the emphasis is on the text of the communication and not on the form. What is more, the rise of technology leads employers towards becoming globally interconnected, so such global skills as interpersonal communication, collaboration, critical thinking, intercultural competence and citizenship, and digital literacy (these are just some of them which can be successfully integrated in ESP classroom) are important for all to acquire, particularly for young specialists. In order to operate in an international context a successful ESP course should have tools to engage students in meaningful conversations with meaningful language as well as to develop global skills.

Communication and collaboration skills can be effectively developed in ESP class when students also learn the peculiarities of interpersonal communication such as empathy and being a good listener. Thus, ESP learning should include activities in which students can develop active listening, using open questioning and showing interpersonal interest etc. For teaching collaboration skills, group work is supportive, where everyone can participate equally and actively. Students will also enjoy role playing members in a group assigned to come up with solutions to a professionally oriented problem.

Creativity and critical thinking without means are very important for students to develop for a number of reasons. To improve creativity students can be proposed to share their experiences and ideas in a supportive atmosphere so they can also develop self-confidence to freely express these thoughts. Here tasks that allow for multiple responses will

provide encouragement in this respect. Speaking about critical thinking, activities should be introduced that teach students how to critically evaluate information. For instance, ESP course students can participate in collaborative story writing. This is language learning and creativity, critical thinking, collaboration and communication in action.

Intercultural competence and citizenship skills can be perfectly developed in ESP classes as students have multiple opportunities to interact and learn from other cultures and from each other. According to the report, in language education, openness to other cultures and an appreciation of different cultural perspectives and ways of communicating is one of the foundations of communicative competence and intercultural awareness [report]. To enhance these skills teachers can provid opportunities such as excursions, cultural visits and student exchange programmes, as well as introducing diverse subject matter such as English and American films of appropriate story types and themes etc.

Digital literacy and related technology skills are essential for English language learners in the 21st century. Certainly, the principles of planning effective lessons apply when you incorporate digital literacy activities. POST, originally adopted from a business application, is one approach to developing an effective process of planning. POST stands for People (consider what the students can do and what their needs are), Objectives (identify what digital literacy skills students will develop in the lesson), Strategy (identify the activities that will lead to students' reaching the lesson objective), and Technology (consider the technology that students will use in the real world) [4].

We agree with Douglas Brown that each learner and each learning experience is unique; yet educators can identify patterns in the learning process. Designing effective learning requirements requires a clear understanding of, and attention to, both commonalities and differences in the learners and the learning [3].

In the context of improvement of ESP students' skills the idea of a learner-centered classroom is pretty effective as teacher can not only create a learner-centered classroom, but also shift his/her classroom position from simple lecturer to a knowledge facilitator. Consequently, it helps to develop students' skills in critical analysis.

The research concerning shifting of paradigm from a teacher-centered classroom to a learner-centered classroom has shown that it makes the students more responsible for their education, forcing them to draw upon previously

learned skills in order to learn new material. So, here are some considerably important approaches: *to link new information to prior knowledge* is actually one of the approaches to create a learner-centered classroom as availability of background knowledge creates a context and foundation for better perceiving of new material; *to engage students with process and context simultaneously*. Engaging instruction is quite student-centered, due to which context comes alive as knowledge and skills are applied in context actively and interactively, also it provides a higher level of responsibility among their students; to *access and organize information* helps to develop effective thinking and learning skills. Students' ability to organize, shape and connect information is fundamental; *internal and external mediation*. Thanks to it teachers and students mutually develop challenging goals and criteria to succeed in units and projects on future specialty [3].

One more but not less important element of a successful ESP course is *authentic learning environment*, which is seen by us as such when there is a well-grounded crossconnection of what you (as a teacher) want to teach and what they (students) are interested in. It is up to the teacher to involve students into authentic learning environment. This environment can be created via three constituent parts: *authentic engagement; authentic tasks and authentic materials.*

Authentic engagement takes place when students are involved without pushing, fulfil tasks subconsciously with interest and pleasure. Using kind of flipped classroom elements is very productive. All in all a teacher chooses those methods and such approaches he/she considers the best. If a teacher fails, authentic tasks and authentic materials are useless in attempts to create authentic learning environment.

Authentic tasks become such only when they have *purpose* connected with real or future students' life, *product* that they create, *diversity of outcomes* they might have as a result. Authentic tasks are far more than language work, here some examples:

Ex.1: the task is – make a timeline. This task helps students to focus on such global life skills as communication, creativity and digital skills. A timeline is a graphical representation of a period of time, on which some important events are marked, the one like with important dates in students' life, in sport, history, company, music, etc. (depending on future specialty).

Ex.2: the task is – a social media campaign. This task helps students to focus on such global life skills as creativity, critical thinking and collaboration. The topics can be either proposed by teacher or students can use their own ideas. In this task for students there are steps to follow: 1) choose the problem (for instance: digital addiction); 2) set the goal(s) (for instance: a cyber detox campaign); 3) how can social media support your cause; 4) think of a slogan for your campaign; 5) create a visual display to present your social media campaign to the class.

Ex. 3: the task is – photo slide show. This task helps students to focus on such global life skills as creativity, communication and digital skills. Students can be given any task here as well, for instance: create a holiday photo slide show.

Obviously, *authentic materials* are not just written by native speaker but something containing kind of inspiring content like BBC videos, usage gadgets, brand new books etc.

With so much focus on educators implementing technology in their classrooms we must consider formation of appropriate skills with students. To succeed in it, a teacher should experiment with new teaching techniques based on media and software platforms in order to maximize productivity and ensure a constructive students' experience. In this respect, we take into consideration Van Dijk's analyses of the main features of the new media. According to him, the first important feature refers to «the integration of telecommunications, data communications and mass communications in a single medium. It is the process of convergence. For this reason, new media are often called «multimedia». The second main feature is represented by «the rise of interactive media». Finally, the third characteristic is digital code as a technical media characteristic only defining the form of new media operations [9].

There are many benefits of learning ESP with the help of media. Internet is a window to different experience in a certain field, it allows future specialists to receive global skills. The Internet is more than just a pool of information. It is also a communication tool that gives the teacher and the students the capability to interact with other people around the world. The Internet helps with both technical and conceptual language mastery. Because language is not just words alone, but a highly complex network of syntactical relationships, besides it demands keyboard skills, file storage etc. Additionally, the Internet helps to expand and evolve the interaction between the teacher and the student, helping education become more focused on the student.

Secondly, using educational tools and software applications. There is a variety of

different tools out there that can help with many educational needs, ESP not withstanding. For a tool to be beneficial to both teachers and students, first should consider such evaluation criteria as: value the potential of the tool for achieving learning objectives; verify its usability to use the tool easily and to adapt it to the teaching context; take into account its interactivity from the point of view of communication and collaboration amongst learners; take into account important technical aspects to consider in terms of compatibility of operating systems, equipment, browsers, etc. [11].

If students find they are struggling to pick up the language, there are apps they can download to improve their English in a fun and engaging way. Here are top picks: **FluentU.** This app helps non-native speakers learn in a real-world context through music videos, commercials, news and inspiring talks; **Memrise.** This language-learning app quickly became popular after its inception in 2010 due to its enjoyable approach to language learning with a mix of science and technology that brings your mind to life; **Google Translate.** This is a handy app every ESP student should download. While the app's main highlight is typing in a word to translate it to another language, there are a number of other features that make translating on-the-go much easier; **Sounds: The Pronunciation App.** Speaking English well is a vital component of mastering the language. This is why there is a speaking section in most English proficiency tests. This app by MacMillan Education helps students pronounce English properly, as you can record and compare your own pronunciation as well as look up and listen to over 650 words [2].

Nevertheless, we agree with Svitlana Shandruk that innovative technology is vitally useful, but it will never replace the value of a powerful teacher-student relationship. Sometimes student's success depends on the strength of the teaching he or she receives. ESP educators: must create strong game plans; need to use comprehensible gestures and body language to impart meaning to students; create visual lessons (possibly with the aid of the applications listed above); encourage cooperative learning styles that facilitate students working together and sharing unusual words, terms, idioms, and phrases [8].

Conclusions and prospects for future research directions. There is a correlation between proficiency and intelligibility, so effective usage of global skills by ESP students today includes the art of being understood by others that is having intelligibility. Even students of lower general proficiency are capable of expressing what they mean, in a way that the listener understands, if they are using good global skills and intelligibility practices. In these terms learning academic content through English is rather challenging. Being understood while using English as a second language is often extremely important in work environments, especially today when 78 percent of companies report the need for English-speaking employees. In this respect, we are sure that it is vitally important to continue researching ways how to develop and improve intelligibility with students as well as doing research on effective approaches to formation and development of ESP students' skills.

BIBLIOGRAPHY

1. English Language classes must instil more global skills in students. electronic resource, access: https://www.studyinternational.com/news/english-language-global-skills/].

2. 4 apps to help international students learn English effectively [electronic resource, access: https://www.studyinternational.com/news/4-apps-to-help-international-students-learn-english-effectively/].

3. Douglas Brown. Effective Learners and a Learner-Centered Classroom. [electronic resource, access: https://www.eslbase.com/teaching/effective-learners-learner-centered-classroom].

4. Integrating Digital Literacy Into English Language Instruction Companion Learning Resource [electronic resource, access: https://lincs.ed.gov/sites/default/files/LINCS_CLR-2_508_0.pdf].

5. Global Skills: Creating empowered 21st century learners. [electronic resource, access: https://elt.oup.com/feature/global/expert/global-skills?cc=my&selLanguage=en].

6. Julio Foppoli. Language Acquisition vs Language Learning. [electronic resource, access: https://www.eslbase.com/teaching/language-acquisition-vs-language-learning].

7. Palmero L. How learning a new language helps brain development. [electronic resource, access: https://www.telc.net/en/about-telc/news/detail/how-does-learning-a-new-language-improve-your-brain.html].

8. Shandruk S. Foreign language teachers training in Ukraine: tendencies and challenges of education reform // Current Higher Education Environment: Views and Perspectives. – Arkalyk. – 2017, P. 128-136.

9. Van Dijk, Jan A.G.M. 2006. The Network Society. Social Aspects of New Media. Second Edition. London: Sage Publications, [online] Available at: [http://www.forschungsnetzwerk.at/downloadpub/The_Network_Society-Jan_van_Dijk.pdf].

10. Woodson K. How to Use Technology Effectively to Transform Your ESL Classroom.

[electronic resource, access: https://www.fluentu.com/blog/educator-english/esl-technology-resources-for-students/].

11. Zakhareuski A. Newest Strategies For ESL Instruction. [electronic resource, access: http://busyteacher.org/9987-newest-strategies-for-esl-instruction.html].

REFERENCIS

1. *Zanyattya anhliys'koyu movoyu povynni pryshcheplyuvaty studentam bil'she hlobal'nykh navychok.* [English Language classes must instil more global skills in students].

2. *4 prohramy, yaki dopomahayut' inozemnym studentam efektyvno vyvchaty anhliys'ku movu.* [4 apps to help international students learn English effectively].

3. Duglas Braun. *Efektyʹvni uchni ta klas, oriyentovanyʹj na uchnya.* [Douglas Brown. Effective Learners and a Learner-Centered Classroom].

4. *Integraciya cyʹfrovoyi gramotnosti do navchalʹnogo resursu suputnʹogo navchannya anglijsʹkij movi.* [Integrating Digital Literacy Into English Language Instruction Companion Learning Resource].

5. *Globalʹni navyʹchkyʹ: pidgotovka uchniv 21 stolittya z bilʹshyʹmyʹ mozhlyʹvostyamyʹ.* [Global Skills: Creating empowered 21st century learners].

6. *Julio Foppoli. Nabuttya movyʹ protyʹ vyʹchennya movyʹ.* [Julio Foppoli. Language Acquisition vs Language Learning].

7. Palʹmero, L. *Yak vyʹchennya novoyi movyʹ spryʹyaye rozvyʹtku mozku.* [Palmero L. How learning a new language helps brain development].

8. Shandruk, S. (2017). *Pidgotovka vchyʹteliv inozemnyʹx mov v Ukrayini: tendenciyi ta vyʹklyʹkyʹ reformyʹ osvityʹ.* [Foreign language teachers training in Ukraine: tendencies and challenges of education reform]. Arkalyk.

9. *Van Dajk, Yan A.G.M.* (2006). *Merezheve suspilʹstvo. Socialʹni aspektyʹ novyʹx media. Druge vyʹdannya.* London: Sejdzh Pablikejshnz, [onlajn]. [Van Dijk, Jan A.G.M. 2006. The Network Society. Social Aspects of New Media. Second Edition. London: Sage Publications, [online]].

10. *Vudson, K. Yak efektyʹvno vyʹkoryʹstovuvatyʹ texnologiyu dlya transformaciyi vashogo klasu z anglijsʹkoyi yak drugoyi movyʹ.* [Woodson K. How to Use Technology Effectively to Transform Your ESL Classroom].

11. *Zaxareuski, A. Najnovishi strategiyi navchannya* anglijsʹkoyi yak drugoyi movyʹ. [Zakhareuski A. Newest Strategies For ESL Instruction].

ВІДОМОСТІ ПРО АВТОРА
СМІРНОВА Ліна Леонідівна – кандидат педагогічних наук, доцент кафедри лінгводидактики та іноземних мов Центральноукраїнського державного педагогічного університету імені Володимира Винниченка.

Наукові інтереси: сучасні методики викладання іноземної мови, проблеми білінгвальної та плюрілінгвальної освіти, порівняльна педагогіка.

INFORMATION ABOUT THE AUTHOR
SMIRNOVA Lina Leonidovna – Candidate of Pedagogical Sciences, Associate Professor of the Department of Linguistics and Foreign Languages of Volodymyr Vinnychenko Central Ukrainian State Pedagogical University.

Circle of scientific interests: modern methods of teaching a foreign language, problems of bilingual and plurilingual education, comparative pedagogy.

СТУКАЛЕНКО Зоя Михайлівна –
кандидат педагогічних наук, старший викладач кафедри музичного мистецтва і хореографії Центральноукраїнського державного педагогічного університету імені Володимира Винниченка
ORCID: https://orcid.org/0000-0001-5577-2655
e-mail: stukalenkoz@gmail.com

КОНЦЕРТНО-ОСВІТНЯ ДІЯЛЬНІСТЬ ЯК ЗАСІБ ФОРМУВАННЯ ВИКОНАВСЬКОЇ МАЙСТЕРНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ МУЗИЧНОГО МИСТЕЦТВА

Постановка та обгрунтування актуальності проблеми. На сьогодні утвердження гуманістичної парадигми виховання молоді в Україні потребує особливої уваги до розгляду проблем становлення духовності особистості, формування естетичної культури учнів, їх здатності до повноцінного сприйняття творів високого мистецтва, зокрема, музики. Тому підготовка до концертно-освітньої діяльності може стати чинником особистісного розвитку майбутніх учителів мистецьких дисциплін, а