

*S. Zolotova, senior tutor the department of foreign language,
Sumy State University*

THEORETICAL PRINCIPLES USED TO MEET THE MASTER'S STUDENTS NEEDS IN THE FOREIGN LANGUAGE LEARNING PROCESS

The National ESP Curriculum (Національна Програма АМПС – англійська мова професійного спілкування – 2005 р.) aims to provide students with the integrated language skills: to develop their general and professionally-oriented communicative language competences in English. Keeping in mind professional needs of Master's students in Ukrainian higher educational institutions, we recognise that their learning outcome level may be required for highly verbal specialisms, which will ensure their independent English language communicative competence to function effectively in their academic and professional fields. In the process of growing international academic mobility this level for Master's students opens up the opportunity for Ukrainian universities to join the European Higher Education Area.

The Curriculum is designed to connect more closely the second language teaching techniques and the second language acquisition research. Speaking about teaching techniques we often think about methods – the theoretical principles and classroom practices. Modern educators distinguish ten macrostrategies connected with teaching methods:

1. Maximize learning opportunities – a process in which a teacher creates a balance between teaching and learning.
2. Minimize potential misbalance – recognising potential misbalance between teacher intention and students' needs.
3. Facilitate interaction – classroom interaction in which learners are encouraged to initiate topic and talk, not just react and respond.
4. Promote learner autonomy – a process to equip students with the means necessary to self-direct and self-monitor their own learning.

5. Foster language awareness – this is how to draw learner’s attention to the formal and functional properties of the language.
6. Activate intuitive grammar understanding – this is how to help learners in the process of their logical grammar comprehension.
7. Contextualize linguistic input – this is how language usage is shaped by linguistic, social and cultural context.
8. Integrate language skills – this is how to integrate traditionally separated skills: listening, speaking, reading and writing.
9. Ensure social relevance – this is about the teacher’s needs to be sensitive to the social, political, economic, and educational environment in which EFL learning and teaching take place.
10. Raise cultural consciousness – this is how to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their knowledge, subjectivity and identity.

These macrostrategies are general operation principles which determine the selection of the main teaching methods and have the potential to help teachers to develop the knowledge, skills, attitudes and autonomy necessary to devise for themselves a systematic, coherent practicality and possibility. The methods may require following teacher’s attempts:

- a) Look for information you need for a particular topic;
- b) Select one case that you came up with in your research;
- c) Think about the best way of carrying out the classroom activity – group work? Pair work ? Role play? How to steer class discussion to achieve the major objective of creating language awareness;
- d) Invite students to join your research for lessons or conferences using the Internet, newspapers, magazines;
- e) Plan how to start the activity in class. For instance, ask your learners to imagine the situation on the topic;
- f) Plan how you will conduct your classroom activity in term of group work, whole-class discussion, etc.;

- g) Plan how you can draw your learners' attention to how English usage varies between formal and informal context;
- h) Design an appropriate take-home writing assignment for your students on any aspect of social, political life, international matters, etc.;
- i) Finally reflect on the desirability or the difficulty of discussing topics such as political, social, cultural in the class and in this way provide the Master's students with the free-speaking activity and give them possibility to express themselves.

What difficulties do you anticipate if you decide to implement such principals and methods into your practice? Later, compare your anticipated difficulties with how the students actually reacted to the classroom activity and analyse how useful were the above mentioned methods to develop students' communicative abilities. Definitely, you will see the need to foster language awareness in the classroom. You will also recognize the need to go beyond the limited opportunity provided by commercially produced textbooks in developing communicative language awareness. In these days of cultural globalization and information technology, sources such as Internet offer unlimited possibilities for practicing teachers to design microstrategies that are highly relevant to the needs and wants and situations of a given group of Master's students.