

courses it is the study of the laws of Ukraine, its judiciary and law enforcement that much emphasis is placed on.

The use of specific methodological tools and strategies that are the result of accumulated experience increasingly determine the success and effectiveness of educational activities. Therefore, the authors of textbooks for the new generation of law students should consider complex relationships that exist between language, culture and the legal sphere.

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ON DIFFERENCES BETWEEN GE TEACHING AND ESP TEACHING

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There are certain arguments that no differences can be defined between Business English (or English for Specific Purposes) teaching and General English teaching. However, many researchers come to the conclusion, that Business English is different from General English at least in such aspects as in the role of teacher, in course design, in teaching models, etc., thus different teaching methods should be applied in order to realize expected teaching goals.

To have the general idea about ESP classes and its comparison to EGP ones we should keep in mind that ESP learners are usually adults who already have some familiarity with English language and they are learning the language to get a set of professional skills and to perform particular-job-related functions. In EGP classes, age of learners varies from children to adults and learning English language is the subject of the classes.

English for Specific Purposes is that kind of English teaching that builds upon what has been acquired earlier in EGP with a more restricted focus. It aims at acquainting learners with the kind of language needed in a particular domain, vocation, or occupation.

Speaking about purposes of learning, in a EGP class, as a rule, four skills are stressed equally. But in ESP, it is needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. In a typical EGP class there is concentration on teaching grammar and language structures (mostly in isolation). But in ESP, the focus is on context, to ESP, English is not taught as a subject separated from the students' real world. To sum it up, ESP assesses and analyzes needs and integrates motivation, subject-matter and content with the help of relevant language skills.

Speaking about differences in the role of GE teacher and ESP teacher, we must mention that they both should be able to identify the current language level of the learner and to select materials and set tasks that are appropriate in level as well as in context. They also need to be able to set course objectives and devise course program. An ESP teacher is typically one who has experience in teaching English as a second language.

The teacher needs to design a syllabus with realistic goals and arranging conditions for checking and evaluating students' achievements. In general, the course design for GE focuses on subjects related to culture, literature, and linguistics, while that of ESP focuses on courses related to the application of language in professional communication.

Teaching skills also differ when we talk about teaching GE and teaching ESP. Traditionally, English is viewed as several components, called speaking, writing, listening, translation, and interpretation, and different teaching skills are applied in teaching each part. However, ESP cannot be treated in the same way, because ESP learners are supposed to gain a comprehensive mastering of English required by professional communications.

Apart from differences characterizing teaching ESP and ESP teacher, we need to define the responsibilities of ESP learner. The learner comes in the ESP classroom with a broad spectrum of characteristics, among them – interest for learning, subject-content knowledge and well-built adult learning strategies. People learn a language when they have opportunities to work with language in context that they comprehend and find it interesting. In this respect, ESP has powerful means for providing such opportunities. ESP learners are usually aware of the purposes for which they will need to use English. Knowledge of the subject area enables them to identify a real context for the vocabulary and structures of ESP classroom. As a result, they take advantage of what they already know about the subject-matter to learn English.

Based on the analysis above, we know that the term ESP is used to cover the English taught to a wide range of professional people, and people still in full-time education preparing for a business career and due to the special quality of ESP, attention should not only be paid to language, but equally to the importance of skills-training in the teaching activity. This presents a tough challenge for ESP teachers, as they are required to not only be professional in language, but also to develop awareness of the needs and concerns of business people and to become flexible enough to respond to those needs.

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ДЕЯКІ ОСОБЛИВОСТІ ПЕРЕКЛАДУ АНГЛОМОВНОЇ НАФТОГАЗОВОЇ ТЕРМІНОЛОГІЇ УКРАЇНСЬКОЮ МОВОЮ

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Одним із найскладніших напрямків технічного перекладу з точки зору вузькоспеціальної термінології є нафтогазова тематика. Пов'язано це з кількома причинами. По-перше, лінгвістика в цілому як і переклад є гуманітарною наукою, а не технічною. По-друге, для якісного перекладу науково-технічного тексту необхідно освоїти досить великий обсяг лексики. По-третє, наявні словники не завжди достатньо коректно відображають специфіку технічних термінів. Стрімке зростання кількості термінологічних одиниць у зв'язку з інтенсивним розвитком нафтовидобувної та нафтопереробної промисловості, розвитком нафтохімії, проектування, і наукової думки призвело до появи численних енциклопедичних видань і словників з досліджуваної тематики. Суперечливий характер інформації в літературі подібного роду викликає ряд