

Можна й надалі простежити і дати аналізу цю тему... Але вже й так стає зрозуміло, що залишатися осторонь цього не вдасться.

Якщо розглядати проблему в рамках нашої країни, то актуальність вирішення та застосування плавучих будинків в Україні є цілком прийнятною.

Хоча в даний час дозволити плавучі будинки може елітна і багата частина населення, то сподіватимемося це буде доступно незабаром і середньому класу.

### **Fundamental principles for the construction and operation of a houseboat.**

Chigintsev Sergey Ivanovich<sup>1</sup>, Chigintseva Elena Vitalievna<sup>1</sup>

<sup>1</sup>Senior Lecturer of the Department «Design" e

<sup>2</sup>Senior Lecturer of the Department «Design"

National Shipbuilding University named after Admiral Makarov Mykolaiv, Ukraine

Construction of a house on the water. Special conditions for the operation of a house on the water. The economic component of a houseboat.

**Keywords:** floating house, water environment, living room, kitchen, bedroom, toilet, recreation area, energy.

УДК378.178:811.111

## **TEACHING VOCABULARY IN ESP COURSE**

**Shliakhtina O. S.**

*Старший викладач кафедри сучасних мов  
Senior lecturer of the Department of Modern Languages  
Admiral Makarov National University of Shipbuilding,  
Mykolayiv, Ukraine  
helenskripak@gmail.com*

The article aims to highlight some aspects of teaching vocabulary to engineering students in ESP course. It discusses the main vocabulary problems faced by students in ESP. Effective teaching strategies which can assist engineering students to improve their learning skills have been outlined.

**Key words:** English for specific purposes, vocabulary teaching, techniques, learning strategies.

Teaching vocabulary is very important in learning English, it plays a crucial role in every aspect of learning in ESP course as well. Rich vocabulary boosts students' oral and written expression, reading and viewing comprehension. In order to develop students' communicative competence, language teachers should encourage them to learn as many words as possible and vocabulary should be taught on a well-planned and regular basis. It is essential to carefully decide what vocabulary will be selected for teaching, and what approach or activities will be used to teach it to the students.

The objectives of the article are to analyze the key difficulties of teaching vocabulary and outline possible solutions to them.

Teachers' attitudes to vocabulary have changed a lot over recent years. Earlier ESP teachers devoted too little time to teaching vocabulary in the classroom. They taught isolated words on a vocabulary list, students learnt vocabulary taken independently from glossaries. According to T. Hutchinson, ESP teachers often faced such difficulties as: a lack of sufficient preparation time, personal and professional isolation from teachers of the specialized subject, and/or the content may be very specific requiring a high degree knowledge and skill from the teachers.[2, 139]

Over the previous decade educators have recognized the importance of devoting more time to vocabulary teaching and learning in the classroom. Methods and textbooks have changed and become more innovative. ESP teachers have started to pay more attention to vocabulary teaching and learning strategies to spend precious classroom time efficiently. They have studied what sorts of words the ESP vocabulary should comprise. In order to achieve good results in ESP vocabulary learning and usage, it is vital for both learners and teachers to be aware of various vocabulary-learning strategies and techniques.

The first developer of vocabulary learning strategies, I. S. P. Nation, claims that “technical vocabulary” is a type of specialized vocabulary and its occurrence is affected by factors that influence the use of all vocabulary. Language teachers should prepare their learners to deal with the large numbers of technical words that occur in specialized texts. He suggested three major categories of vocabulary learning strategies:

1. Noticing – giving attention to an items: writing and oral forms of word repeating.
2. Retrieving – recalling previous knowledge from written and spoken form of word.
3. Generating – attaching new aspects of knowledge to what is known through word analysis, semantic mapping, and using scales and grids.

In addition, vocabulary learning strategies should involve choice, i.e. there are several strategies to choose from and be complex. It requires knowledge and benefits from training; increases the efficiency of vocabulary learning and vocabulary use.[3, 257]

Dudley-Evans and St John are of the opinion that teaching ESP vocabulary is the same as teaching English for General Purposes. The only distinction that should be made is between the vocabulary for comprehension and the vocabulary for production. There are also other distinctions: grammatical vs lexical words, cognates vs non-cognates, etc. [1, 89]

Teachers may employ any strategy or a combination of vocabulary teaching strategies, but also develop their own teaching materials, including the following tasks: identifying the type of highlighted words in the text (noun, adjective, etc.), guessing the meaning from the context, matching words with correct meaning, completing sentences or texts with new words, making collocations, giving definitions, making mental maps, matching words with pictures, using words to describe photos, completing a crossword, word building, using synonyms/antonyms, etc.

Teaching and learning vocabulary, particularly professional vocabulary, is a challenging process. If this process is successful, ESP students won't have troubles participating in social activities or future careers. Without doubt, vocabulary is essential component of any teaching curriculum and it must be taught on a regular basis. It is critical to select vocabulary to teach based on the students' needs and proficiency level.

### Література

1. Dudley-Evans. Responses to ESP / Dudley-Evans, St John, 1998. – P. 74, 106–107.
2. Hutchinson T. English for Specific Purposes / T. Hutchinson, A. Waters. – Cambridge: Cambridge University Press, 1987. – 183 p.
3. Nation I. S. P. Learning vocabulary in another language / I. S. P. Nation – Cambridge: Cambridge University Press, 2001. – 477 p.

### Teaching Vocabulary in ESP Course

Shliakhtina Olena Semenivna

Admiral Makarov National University of Shipbuilding, Mykolayiv, Ukraine

The article aims to highlight some aspects of teaching vocabulary to engineering students in ESP course. It discusses the main vocabulary problems faced by students in ESP. Effective teaching strategies which can assist engineering students to improve their learning skills have been outlined.

**Key words:** English for specific purposes, vocabulary teaching, techniques, learning strategies.