

использовавшиеся в вариантах ЕНТ. Поскольку речь идет о задачах повышенного и высокого уровней сложности, то, естественно, на уроках геометрии в массовой общеобразовательной школе нет возможности рассматривать большое число таких задач. Поэтому можно некоторую их часть использовать для работы со всем классом, но кроме того, предусмотреть их включение в индивидуальные задания (в классе и для домашней работы) для более подготовленных или просто желающих учащихся.

Самым центральным моментом технологии подготовки к ЕНТ является обучение школьника приемам мысленного поиска способа решения, а для этого следует показать учащимся всю картину поиска в трудных заданиях. Думаю, что в школах учителя должны иметь свои методические проекты, рабочие программы, которые можно рассматривать как справочное пособие по решению школьных и конкурсных экзаменационных задач по математике с целью подготовки выпускников к сдаче ЕНТ. Структура программы таких методических проектов состоит из теоретических и практических образовательных блоков, каждый из которых реализует отдельную задачу. Все образовательные блоки предусматривают не только усвоение теоретических знаний, но и формирование деятельно-практического опыта. Практические задания помогают развить у детей творческие способности, умение создавать красивые решения нестандартных задач. В основе формирования способности к творческой самореализации личности ребенка лежат два главных вида деятельности учащихся: творческая практика и изучение теории. Целями таких проектов является развитие мотивации к познанию и творчеству; создание условий для социального, культурного и профессионального самоопределения, творческой самореализации личности ребенка. Логика освоения учебных тем определяется задачами:

- изучить оригинальные приемы решения тестовых заданий;
- приобрести исследовательские компетенции в решении математических задач;
- повысить интерес к предмету;
- формировать твердое убеждение в успешности сдачи ЕНТ;
- приобщить детей к общечеловеческим ценностям;
- обеспечить эмоциональное благополучие ребенка.

Принципы построения методической подготовки к *ЕНТ*:

- разумно выстраивать подготовку по тематическому принципу, соблюдая «правило спирали» – от простых заданий до сложных заданий;
- на этапе подготовки тематический тест должен быть выстроен в виде логически взаимосвязанной системы, где из одного вытекает другое;
- переход к комплексным тестам разумен, когда у школьника накоплен запас общих подходов и есть опыт в их применении;
- все тренировочные тесты следует проводить в режиме жесткого ограничения времени;
- увеличивать максимально нагрузку как по содержанию, так и по времени для всех школьников в равной мере;
- максимально использовать свой наличный запас знаний, применяя различные «хитрости» для получения ответа наиболее простым и быстрым способом.

## THE NATURE OF ENGLISH FOR SPECIFIC PURPOSES

*Sultangubiyeva A.A.,*

*Kh.Dosmukhamedov ASU, Atyrau city*

*Annotation. It is considered about the English language for Specific Purposes in this article.*

English for specific purposes is an exciting movement in English language education that is opening up rich opportunities for English and researchers in new professional domains. The ESP that is primarily taught or researched consists of spoken and written discourse in academic and

workplace settings, which is unfamiliar to most native and nonnative speakers and thus requires special training. Specific-purposes English included not only knowledge of a specific part of the English language, but also competency in the skills required to use this language, as well as sufficient understanding of the context within which it is situated. Although the name can be misleading, ESP does not refer to English or English language education for any specific purposes. All education exists for specific purposes, but only English education for highly specialized purposes, which require training beyond that normally received in Grades or ESL classroom. [1, 12]

English that is commonly known by the average native or nonnative speaker is called English for General Purposes (EGP). General-Purposes English comprises the common core of English that is shared by most of its speakers. Learning General-Purposes English typically begins at home for native speakers and in the ESL classroom for nonnative speakers. When, EGP is presented as a linguistic system to a wide range of learners for application in the most general of potential circumstances, whereas ESP is taught as a tailor-made language package to specific communities of learners with highly specialized language needs.

As ESP professionals, we must be prepared to find out how language is used in real world situations and teach that language. Knowledge of discourse and genre analysis is crucial for us. We must be ready to develop courses that teach authentic language from many different fields, based on accurate needs analysis and appropriate materials and methodologies. We must acknowledge the fact that much of the language that our students need will not be found in any course books or pre-packaged materials; therefore, we must be willing and able to prepare our own. Naturally, to prepare ourselves to do all of this, we must take advantage of training and professional development opportunities in ESP, and we should rely on the expertise of more experienced colleagues. [2, 64]

An ESP teacher is typically one who has experience in teaching English as a second or third language. Thus, he or she can exploit his/her background knowledge and adapt teaching skills he has already learned to conduct the ESP class. An important note is that the teacher needs to look content specialists for help in designing and conducting the class appropriately.

To design a syllabus with realistic goals and arranging conditions for checking and evaluating students' achievements. One of the goals and objectives will be choosing and later evaluating appropriate and relevant language skills.

After setting goals and objectives, the aims should be transformed into an instructional program with the timing of activities. Selecting, designing and organizing course materials as well as providing relevant language skills and elements are of great importance in this course.

Teacher has to take advantage of somebody's skills for communication and mediation in order to create a learning environment. The teachers have to transfer their skills to their students to enrich the learning environment. In order to do so, teachers should listen carefully to the students, give them feedback, support them, build the learner's self-confidence to communicate, focus much more on the language skills they need. Teacher should evaluate students to identify their problems and find solutions to them. As a result, on the basis of evaluation, teacher shows them the right way so as to progress.

ESP is English instruction based on actual and immediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam. ESP is needs based and task oriented. Teaching ESP is demanding, time consuming, and different for every group of students. ESP is a challenge for all who teach it, and it offers virtually unlimited opportunities for professional growth.

Different approaches to needs analysis attempt to meet the needs of the learners in the process of learning a second language. Not a single approach to needs analysis can be a reliable indicator of what is needed to enhance learning. A modern and comprehensive concept of needs analysis is proposed by Dudley-Evans and St. John, which encompasses all the above-mentioned approaches. [5, 95] Their current concept of needs analysis includes the following:

- Environmental situation – information about the situation in which the course will be run;
- Personal information about learners – factors which may affect the way they learn;

- Language information about learners – what their current skills and language use are;
- Learner's lacks;
- Learner's needs from course – what is wanted from the course;
- Language learning needs – effective ways of learning the skills and language determined by lacks;
- Professional information about learners – the tasks and activities English learners will be using English for;
- How to communicate in the target situation – knowledge of how language and skills are used in the target situation.

All the works done in ESP have sought to promote the communicative nature of language teaching, because starting with register analysis, ESP teachers have been very concerned with the needs of students as they used the language, rather than language.

#### LITERATURE

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