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PROFESSIONALLY ORIENTED TEACHING OF FOREIGN LANGUAGE WRITING OF ENGINEERING STUDENTS

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The objective of the article is to design a teaching process aimed at developing and enhancing foreign language writing skills of engineering students of higher education institutions. The article highlights that nowadays there are a sufficient number of developed teaching models on foreign language at higher technical institutions, however, in practice; the level of development of communicative competence of engineering students in written language is much lower than the level of the given competence in spoken language. Therefore, little attention has been paid to professionally oriented teaching of foreign language writing of engineering students at higher education institutions, stimulating actively seeking better ways to improve the methods, ways and means of professionally oriented teaching of foreign language writing of engineering students at higher educational establishments.

The technique of scientific text abstracting and annotation in foreign language have been presented, its peculiarities and language difficulties, occurring in this process, have been defined in this article. The given recommendations concerning to foreign professional texts working can consider as supplementary means to optimize the process of foreign language training, oriented to further development forms and methods of given academic problem, they will be able to create the favorable conditions for technical and liberal education combining, to promote the students' identity development, to acquaint with modern tendencies of techniques, industry development of studied language country. The didactic potential of blog-technologies have been analyzed; the systematic algorithm to develop linguistic students' writing skills by the example of Internet discussion through weblog has been proposed in the work.

The article concluded that the writing language learning, aimed at quick and effective perception of educational material (general and professional vocabulary), gives engineering students the opportunity to increase the strength and reliability of the educational material understanding, improve spoken language and reading, develop memory and logical thinking and upgrade the creative material in practice. Therefore, the relevance of writing language should be taken into consideration not as an additional to spoken language, but as a complex and autonomous speech skill in the context of English teaching for specific purposes at higher technical education institutions.

Key words: professionally-oriented foreign language teaching, communicative competence, engineering students, written language, higher education institution, annotation, structural abstract, weblog.

Бринцева О.В. «Навчання іншомовної професійно-орієнтованої письмової мови студентів технічних спеціальностей»

У статті розглянуті питання навчання студентів інженерних спеціальностей англійської мови у вищих навчальних закладах. Актуальність тематики пов'язана з не розробленістю ряду аспектів розвитку письмової мовленої компетенції студентів. У роботі наголошується, що на сьогодні існує достатня кількість розроблених моделей навчання іноземній мові у вищих технічних закладах, проте на практиці, рівень розвитку письмової комунікативної компетентності студентів-інженерів набагато нижчий за рівень даної компетентності у розмовній мові.

У статті розглядаються техніки реферування та анотування наукового тексту іноземною мовою, визначаються їх особливості та позначаються мовлені труднощі, які можуть виникнути у цьому процесі. Викладені рекомендації по роботі з іншомовними професійними текстами у технічному вищому навчальному закладі можуть розглядатися як додатковий засіб оптимізації процесу вивчення іноземної мови, орієнтованого на подальший розвиток форм та засобів вирішення поставлених навчальних завдань, створювати сприятливі можливості об'єднати технічну та гуманітарну освіти, сприяти особистісному зростанню студентів, ознайомити з новими тенденціями розвитку техніки,

промисловості країни з досліджуваної мови. У статті аналізується дидактичний потенціал блог-технології, розробляється покроковий алгоритм розвитку умінь писемного мовлення у студентів інженерних спеціальностей на прикладі проведення інтернет-дискусії за допомогою блогу.

У статті зроблені висновки, що вивчення письмової комунікації має на меті розуміння іншомовного матеріалу, що надає можливість ефективного, швидкого запам'ятовування іншомовної загальної та професійної лексики. Письмо забезпечує міцність й надійність запам'ятовування матеріалу, удосконалює усне мовлення й читання, розвиває логічне мислення, удосконалює творчий матеріал на практиці. Тому у педагогічному процесі навчання іноземній мові у немовних вишах необхідно враховувати актуальність писемної комунікації не як додаткової до мовлення, а як складне, автономне мовлене уміння.

Ключові слова: професійна спрямованість навчання, комунікативна компетенція, студенти-інженери, писемне мовлення, вищий навчальний заклад, анотація, реферат, веб-журнал.

Брынцева Е.В. «Обучение иноязычной профессионально-ориентированной письменной речи студентов технических специальностей»

В статье рассмотрены вопросы обучения студентов инженерных специальностей англоязычной письменной речи в высших учебных заведениях. Актуальность тематики связана с не разработанностью ряда аспектов развития письменной речевой компетенции студентов. В статье отмечается, что на сегодняшний день существует достаточное количество разработанных моделей обучения иностранному языку в высших технических заведениях, однако на практике, уровень развития письменной коммуникативной компетентности студентов-инженеров намного ниже уровня данной компетентности в разговорной речи.

Изучения письменной коммуникации преследует цели к пониманию, что придаёт возможность эффективного, быстрого запоминания общей и профессиональной лексики английского языка. Письмо обеспечивает прочность и надежность запоминания материала, совершенствует устную речь и чтение, развивает логическое мышление, совершенствует творческий материал на практике.

В статье рассматривается техника реферирования и аннотирования научного текста на иностранном языке, определяются ее особенности и указываются языковые трудности, которые могут возникнуть при этом процессе. Изложенные рекомендации по работе с иноязычными профессиональными текстами в техническом вузе могут рассматриваться как дополнительное средство оптимизации процесса изучения иностранного языка, ориентированного на дальнейшее развитие форм и методов решения поставленных учебных задач, помогут создать благоприятные возможности объединить техническое и гуманитарное образование, поспособствовать личностному росту студентов, познакомить с новыми тенденциями развития техники, промышленности страны изучаемого языка. В статье также анализируется дидактический потенциал блог-технологии, разрабатывается пошаговый алгоритм развития умений письменной речи у студентов технических специальностей на примере проведения интернет-дискусии посредством блога.

В статье сделаны выводы, что изучение письменной коммуникации преследует цели к пониманию иноязычного материала, что даёт возможность эффективного, быстрого запоминания общей и профессиональной лексики. Письмо обеспечивает прочность и надежность запоминания материала, совершенствует устную речь и чтение, развивает логическое мышление, совершенствует творческий материал на практике. Поэтому в педагогическом процессе обучения иностранному языку в неязыковых вузах необходимо учитывать актуальность письма не как дополнительное к звуковой речи, а как сложное, автономное речевое умение

Ключевые слова: профессиональная направленность обучения, коммуникативная компетенция, студенты инженерных специальностей, письменная речь, высшее учебное заведение, аннотация, реферат, блог.

Problem statement. Under the present circumstances, the communication skills in foreign language is an important element for future engineering specialist's vocational activity. In that respect, the discipline «A foreign language» is becoming increasingly important at higher technical education institutions. In this connection, the professionally oriented approach to foreign

languages learning is especially relevant at technical universities, including the development of foreign language students' communicative skills in specific, professional and scientific areas and situations considering the features of highly professional thinking in organizing motivationally incentive as well as orientating research activities. The concept of «professionally oriented education»

refers to an educational process, the needs of engineering students in a foreign language learning, as required by features of students' future career.

Professionally oriented foreign language teaching provides a complex of the acquisition of foreign language for specific purposes and the students' personality traits development, as well as understanding the culture and specific characteristics of foreign country and special skills acquisition, built on linguistic and vocational knowledge. The essence of professionally oriented foreign language teaching consists in its integration with specialized disciplines with a view to gaining the additional specialist knowledge and forming the personality's professionally important qualities. The foreign language is considered as a means to strengthen professional competency and engineering students' personal and professional development and it is a prerequisite for successful vocational activity of a specialist - a graduate of higher technical education institution.

Literature review. The problem of related to establishing a professional and language training system of future engineering specialists at higher education institutions nowadays is characterized by multidimensional nature. According to scientific and research works, a foreign language as an academic subject in higher technical education is described by authors from different perspectives: the problems of foreign language teaching at higher education institution as the means of communication and the basis for transmission of culture (I. Bim, N. Gez, N. Zhinkin, I. Karpov, B. Lyapidus and the others); the issues of communicative skills development through a foreign language teaching (I. Zimnaya, V. Kuzovlev, V. Kostomarov, E. Passov, etc.), the development of professional orientation (L. Gegechkori, M. Davidova, B. Esipovich, M. Kabardov, I. Haleeva); communicative approach to foreign languages teaching (I. Bim, E. Passov, G. Rogova).

The analysis of scientific and scientific-methodological sources determined that nowadays there are a sufficient number of developed teaching models on foreign language at higher technical institutions, however, in practice; the level of development of communicative competence of engineering students in written language is much lower than the level of the given competence in spoken language. Therefore, little attention has been paid to professionally oriented teaching of foreign language writing of engineering students at higher education institutions, stimulating actively seeking better ways to improve the methods, ways and means of professionally oriented teaching of

foreign language writing of engineering students at higher educational establishments.

The purpose of the article. The article attempts to define some pedagogical technologies, which should be applied in organizing a course of foreign language writing for specific purposes for engineering students at a higher education institution: the technique of scientific text abstracting and annotation, Internet discussion through weblog.

The statement of the main material. The training process of foreign written language of engineering students is not a goal in itself, but it is one of the way to achieve the key goal of the education, that is the practical foreign language acquisition. As a rule, a distinction is made between writing and writing language. The term «writing» is used in practical teaching of foreign languages for «written fixation of speech», in reference to its technological and procedural aspects.

Under a professionally oriented foreign language-teaching model of engineering students, the writing skills of learners should be viewed as the object of graphical and spelling systems of a foreign language to stabilize the language and speech material. The writing language is considered as an independent kind of oral activity, focused on accurate writing. It is based on the spoken language. The writing language at a higher education institution is one of the means of untranslatable monitoring of understanding the foreign language texts in the process of reading, listening; the rational way to improve the skills of creative reflection of texting content and form; the basis for the subsequent development of skills for language activities. The result in the field of writing language teaching of engineering students is the development of skills to express their own thoughts, ideas and opinions in writing. Almost all forms of written messages are based on the following skills and abilities: to transfer the key information (the substantive content of previously read or listened text); to express the basic idea of the text, to outline, compare, match the described facts; to prove and put forward the arguments; to review, combine and collate the facts; to characterize, estimate, express their own attitude to the given material; to present a structural abstract, annotation.

The development of written language involves important aspects of English language such as pronunciation, vocabulary, grammar, and stylistics. In order to make progress, it would repeat and work out the most important phonetic, grammatical and morphological sections as well as lexical morphology and the selection of certain

minimum of general and professional lexical units (with special attention to vocabulary, as well as targeted selection of exercises).

Whereas the stylistic and compositional characteristics of the scientific text are being created by increased frequency of concrete lexical items and grammatical features in it, it is essential to provide skills-building to develop students' capacities in writing at all levels. To master vocabulary, it is essential to work with terms (in English class the students should learn general technical terms as well as discipline-specific and special purpose language); to analyze their morphological structures; to pay attention to the terms, created by syntactic way (complex attribute groups), all the types of adapted lexical items, words with international roots and affixes, as well as false cognates or identical words in different languages, the words with the similar writing (to affect (v) / effect (n)), culture-specific words. The grammatical structures, mostly specific to scientific language (Passive Voice and especially its application rules, structures with non-finite forms of the verb, some types of compound sentences, inversion, etc.), should be taught in the process of professionally oriented teaching of foreign language writing.

The skills to use means, providing the structurally - semantic organization of the text, intratextual relations, text coherence (coherence) are necessary for scientific written language. For a scientific-technical text, the use of a conjunction, including a large group of words and word combinations to link parts of speech act (first, second, to start with, in addition, however, otherwise, summarizing, furthermore, etc.), as well as referencing are most relevant.

The functioning programme for foreign languages teaching at higher technical institutions does not require the formation of all skills in written language. In general, the written language is considered as a means to better understand and reflect the language material, as well as the method for monitoring of understanding texts. Of particular importance to effective written language teaching in the context of professionally oriented teaching of foreign languages, is the development of the following forms of written language as abstracting and annotating. These work activities on the text provide active research character of a foreign language perception, develop the fixation on semantic analysis of the content of teaching material, and educate the attention to linguistic means of the text.

The most commonly used form of work with text for specific purposes is abstracting, which is a

complex language process, involving certain consistency of mental actions. The reception (listening and reading) and production (spoken and written) language activities are closely interlinked and will have an impact on each other, and its effectiveness is subject to success of analytic-synthetic activity for extraction and processing the information from printed sources, the formulation of the author's crucial messages, etc. The result of abstracting is a written structural abstract, consisting in the clear and concise written reproduction of basic idea of source text, their arrangement, generalization and estimation. A structural abstract is one of the most effective ways to process the information that is the essence of the retrieval and extraction of critical information, as well as its presentation in a brief and reader-friendly form for further use. According to A. Veize, a structural abstract is considered as a text, providing the most basic information of an original source in a contracted form and prepared because of its semantic processing (Veize, 1980, p.75). Therefore, the goal of a structural abstract is a reproduction of basic content of the text in order to get a clearer picture of a character of refereed piece of work and its value and relevance. The basic requirements for a structural abstract are objectivity; accuracy and completeness of material, clear and accurate reproduction of facts; unity of form, including such concepts as style and terminology. The vocabulary of an abstract is characterized by words with maximum semantic load. The words and expressions in a structural abstract are able to synthesize the content of sentences or even the pages of a source text. The syntax of an abstract is characterized by brief linguistic constructions. Each element of the text has maximum semantic load. In terms of spoken forms, a structural abstract consists of confirming messages and listings of basic thematic lines of a source text. A structural abstract can be considered as complete work, if it gives us a clear indication of degrees of necessity to refer to a source text.

Annotation contains the information from the original source, and according to E. Musnitskaya, its purpose is to outline brief, compressed and connected content of source text present a summary of the information, presented in the text, as well as its main thrust, values and objectives (Musnitskaya, 1983, p.58-59). Therefore, the essence of the annotation is to understand and generalize as much as possible the content of publication, or rather its theme, underlying idea and to arrange the information received as a short presentation on this topic.

Before an annotation is written, the content of the primary source need to be analyzed, the students should match it to background knowledge and highlight the most valuable in it. Distinctive features of the annotation include generalization, pauciloquence, evaluation focus, communicative-specified space constraints of information reported, typical usage of some lexical units, grammatical forms, a certain set of syntactic structures, etc.

The training of annotation writing begins with providing the general requirements for annotations to the students: «annotations should be informative (not contain broad terms) and analytical and provide a clear picture of the content»; original (not duplicate the Ukrainian annotation with literal translation); structured (follow the logic of description of the results in the article), compact (from 100 to 250 words); well-written and logically structured». The learning starts from the receptive exercises based on authentic texts (article-sample): the structure (allocating the elements, describing the input data, aim, methods, results, and conclusions) and functions of the article are studied; lexico-grammatical means and tools, providing logical links are analyzed.

In the next stage, the tasks are carried out, focused on formalizing the structure of annotation as well as exercises, aimed at consolidating the linguistic means to form the communicative intentions (to mention the purpose, methods, etc.). For instance, the foreign language teacher can ask students to analyze an annotation-sample and divide it into parts that are consistent with a plan: source data, objective, methods, results, conclusions; to relate the disparate parts of the annotation to the communicative intentions, and so on. The exercises on comparison of the texts of annotation in Ukrainian and English for the same article, performed by professional translators, with a view to analyzing the linguistic means used therein, are also very effective (Kravchenko, 2011, p. 141-145).

At this stage, work is continuing on the improvement of the lexical and grammatical skills with a focus on linguistic means, necessary for processing communicative intentions in writing annotation. In carrying out the exercises, the students are proposed to analyze the application of Tenses in English (Present Simple, Present Perfect, Past Simple), to summarize the results in the context of Passive Voice using, to explain the usage of grammatical transformations, when translating the following sentences «The article describes ...», «The article considers...», «The paper discusses ...», to reflect on the use of articles. In order to revise the material, it is

proposed to make the translation from Ukrainian. The lexical exercises include the assignments for consolidating vocabulary units, used for background information, aim, methods, results, conclusions. Attention is paid to synonyms of the most frequency-domain nouns, adjectives, verbs (for instance, to consider – to examine – to analyze – to study – to review – to explore etc.); to explain the use of adverbs in English (exactly – correctly – carefully), prepositions, etc.

The assignments, activating the usage of words and word collocations for expressing comparison, enumeration, generalization, cause-and-effect relationships figure prominently among the assignments for improving the skills of using means of logical link between different parts of the text. The examples of these exercises are organization of the connecting elements, modelled on logical connections (contrast: on the other hand, by contrast, nevertheless, although, despite the fact that; generalization: generally speaking, in general terms, above all); to fill the gaps in the annotation, using connecting elements; to translate from Ukrainian into English.

Abovementioned assignments are carried out, based on annotations-examples for articles on research priorities to engineering students. The usage of authentic texts tends to exclude the artificially created situations, to simplify or complicate the written language.

The main difference between annotation and structural abstract is that the structural abstract presents an outline of content of the original text, the annotation reveals only theme; the content of original text is presented in the narrative, as a rule, original language is used in writing structural abstract. Therefore, the structural abstract compared to the annotation is more sophisticated and accurate mode of information processing of source text. The various kinds of texts are being intensified within abstracting, the actions of compressing natural language text take place, and the annotation requires skills to give information in the text summarily, in a few words. This process involves whole range of mental tasks, such as analysis, synthesis, generalization, concretization, comparison that have to be developed for future professional activity of engineering students.

The discussion above suggests that the most common form of information activities in the teaching process of foreign languages for specific purposes of engineering students in higher education institutions is abstracting and annotation. These kinds of work are complicated constructive processes, based on generating understanding and

insight. The abstracting and annotation of professionally oriented texts make it possible to allocate the most valuable information in the context of future profession, gaining the skills to analyze, compare, generalize, summarize, synthesize, these skills will be valuable for students in their future professional activity.

One of the directions of modern methods of teaching foreign languages is the usage of Internet technology, which is now considered to be a mature technology as well as one that is a pedagogical tool for the development of quality education services, helping students to train in accordance with their abilities, to participate more actively in the academic process and analyze their activity. Nowadays, weblog is considered as the most efficient Internet technology to develop the written competency and defined as the service for anyone to create the personal page, weblog as a diary or a journal. Weblog can include text information, pictures, images, audio and video files. Each user can leave a comment. Didactic characteristics of weblog involve:

- publicity (weblog is available to all project participants, spaced from each other);
- linearity (changes and additions are posted in chronological order);
- authorship and moderation (weblog is characterized by solo authorship and moderated by its author);
- multimediality (an ability to use materials of different formats in weblog content creation: text, graphics, sound and video).

The writing language teaching, based on weblog is carried out systematically. At the first orientation stage the students should be proposed to create accounts and be provided with links to the discussion. Beforehand they have been acquainted with assessment criteria for online weblog discussions. Because the aim of weblog using is professionally oriented teaching of foreign language writing of engineering students, the evaluation should be based on the following components:

- a) linguistic competence: correct presentation of writings with regard to spelling, vocabulary, grammar and syntax; the correct usage of cohesion (grammatical cohesion, which is based on structural content and lexical cohesion, which is based on lexical content and background knowledge); exact expression of communicative intention;
- b) discursive competence: the plausibility of the arguments; emotional impact on other participants of Internet-discussion;
- c) socio-cultural competence: the accuracy of the currently selected style of written speech

behavior, which is characteristic of the Internet-discussion; the proper use of culture-specific words.

As a rule, the Internet-discussion has deadline (appropriately taking place during the week). The procedural stage should consist in direct students' participating in the Internet-discussion. Notably, a foreign language teacher should take part in the discussion, controlling and monitoring over the activities. At the productively-estimative stage the students should be proposed to self-evaluate their discourse in the Internet-discussion published on blogs, in accordance with the outlined by the criteria at the orientation stage. Then they should appreciate each other's answers, and only then, the teacher should express his/her opinion and mark the students' activity.

Accordingly, the Internet-discussion on the weblog, in the context of professionally oriented teaching of foreign language writing of engineering students, significantly improving the students motivation to do written assignments, to develop linguistic, discursive, strategic and sociocultural competencies; encourages them to complete speech actions properly and in accordance with the standards of English language.

The following communicative situations can be proposed to the engineering students for the Internet-discussions on the weblog;

1. Electronic books are becoming more and more popular. Some people say that e-books are going to replace traditional books in the future, while others are convinced that print books will never disappear. Discuss both these points of view and give your own opinion. Use specific reasons and examples to support your answer.

2. Some people say that online education is an excellent alternative to traditional education. But other people believe that virtual education cannot substitute traditional one. Discuss both these points of view and give your own opinion. Use specific reasons and examples to support your answer.

3. Many people think that they cannot solve the world's environmental problems on their own and that the government and big companies must care about these problems. However, others say that individuals can do much to help the environment. Discuss both these points of view and give your own opinion. Use specific reasons and examples to support your answer.

4. Some people say that genetically modified (GM) food is dangerous to their health. Others believe that it is harmless and has a number of advantages. Discuss both these points of view and give your own opinion. Use specific reasons and examples to support your answer.

Conclusion and further research prospects. The writing language teaching should respond to the needs and wishes of students in the context of educational and training communication. The writing language learning, aimed at quick and effective perception of educational material (general and professional vocabulary) gives engineering students the opportunity to increase the strength and reliability of the educational material understanding, improve spoken language and reading, develop memory and logical thinking and upgrade the creative material in practice. Therefore, the relevance of writing language should be taken into consideration not as an additional to spoken language, but as a complex and autonomous speech skill in the context of English teaching for specific purposes at higher technical education institutions.

The methods of professionally oriented teaching of foreign language writing of engineering students at higher education institutions provides as follows:

- to devote sufficient time and attention to the written language at least once during every practice;
- the teaching process of foreign language writing have to provide professionally oriented

approach (to select the educational material according to specialty);

- step by step written language teaching to be followed;
- to develop the foreign language writing skills, bearing in mind the principles for writing English words;
- creative approach to the assignments (crosswords, puzzles, playing exercises);
- to educate etiquette of English written language (in writing letters, cards, reports, essays, annotations, structural abstracts, reviews, business plans and documentation, and etc.);
- to promote cognitive interests of students in organizing written assignments (focused on historical and cultural values of the country where the language is spoken);
- to take into consideration the psychological and pedagogical approach (personality, interests, different levels of preparedness, the challenges faced by students in the teaching process of foreign language writing, and etc.);
- to develop the skills of independent work of engineering students (to provide for activity books, home tasks, etc.).

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