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## **ENGLISH LANGUAGE TRAINING FOR UNIVERSITY TEACHERS**

On the way to internationalization, many universities are faced with the problem of quality education and the selection of higher-education teaching personnel who speak English at the appropriate level. This situation is caused by the need for linguistic support of the educational process (teaching profession-oriented subjects to native and foreign students in English), research work (studying foreign language sources, cooperation with foreign researchers, etc.), internship and work abroad. At universities there is a shortage of English-speaking personnel teaching specialized subjects in English (developing/giving a course of lectures, creating course training programs, syllabuses, and assessment tools, conducting laboratory works). The entire scope of the above-mentioned problems, thus, forms the relevance of the study of the process of training the higher-education personnel to teach professional subjects in English.

The main goal in mastering a foreign language is, firstly, the development of communicative skills acquired at previous levels of studying, as well as bringing them to the level where it becomes possible to solve professional social and communicative tasks in communication with native speakers and for the purpose of further personal development and self-education. The development of teachers' foreign language competence determines the need for foreign language training based on general scientific and special knowledge. In addition, the acquisition of a foreign language by professors and teaching staff is also aimed at improving research and cognitive skills, broadening one's horizons and the ability to self-educate.

Scientists [1; 2; 3; 4; 5] distinguish different models of teaching a professional foreign language and specialized subjects in a foreign language. In particular, a) a foreign language for specific purposes; b) content and language integrated learning (CLIL); c) teaching core subjects in a foreign language. Depending on the methodological context of training and the level of students' foreign language communicative competence, one or another model can be applied in practice. The content of the subject "Foreign language for specific purposes" must necessarily reflect the specifics of a particular professional profile. According to the researchers [2; 4], one of the main problems is the incompetence of the foreign language teacher in the students' specialty. They see the solution to this problem in the implementation of the tandem method in education when the subject "Foreign language for specific purposes" is taught simultaneously by two teachers: of a foreign language and of a core subject. Other scientists [3; 5] see the way out in content and language integrated learning (CLIL), which will be implemented not by foreign language teachers, but by the teachers of core disciplines who feel the need for language training.

The above-mentioned goals form a set of tasks that need to be completed while teaching a professional foreign language, in particular: the development of the necessary speaking abilities and skills, the improvement of professional competence through immersion in a foreign language professional discourse, as well as the development of competencies that will allow teachers of specialized disciplines to maintain the level of foreign language proficiency and continue to perform professional communicative tasks.

The components of the learning content, as well as their structure, are considered differently by different researchers [1; 2; 3; 4; 5]. We consider that the content of education includes the following elements: linguistic skills (the language level: phonetics, vocabulary, grammar, etc.); the ability to generate speech (a letter, oral speech, reading); problems, subjects, and situations; written and oral texts.

It seems important to note that, in addition to linguistic elements, the content of teaching a professional foreign language also includes proper, extralinguistic factors that largely determine the pragmatics of utterances, their form, conditions of their reproduction, specificity, the choice and the context of their appearance. Discourse, combining linguistic and non-linguistic components, sets the task of harmonizing the elements of the learning process, the result of which is important from the point of view of greater systematicity, and consistency achieved in the educational process. The basis of the selection of professionally oriented texts is specialized scientific knowledge (physical, mathematical, technical, etc.), which is a necessary component of professional foreign language instruction of professors and teaching staff.

The practical experience of training teachers of specialized subjects revealed the following problems. Firstly, there were difficulties associated with different levels of their language proficiency within one group, which made it much more difficult to use teaching and methodical materials designed only for a certain level. Students (i.e. teachers who study English) also demonstrated various knowledge gaps, which required the use of an individual approach and feedback to adjust the methodology of the lesson. It was also found that listening comprehension was the least developed speech skill. The second problem related to the skill is the insufficient time to do homework, given the workload of the students (i.e. the teaching staff) at the main place of work. According to the educational and methodological complex, most of the listening tasks are related to self-study, watching professional video materials on the Internet.

The above-mentioned problems, revealed during practical activities, allow us to supplement and outline the ways of further development of ESP competence of the teaching staff of the university. Firstly, they should be divided into groups according to their level of language proficiency. Secondly, it is considered necessary to adjust the lesson plan in accordance with the real workload of the teachers who learn a foreign language.

While these problems can be solved relatively easily, the main thing is still the development of content elements of the course and the creation of linguistic and didactic materials.

In conclusion, it should be noted that in the analyzed system of teaching a professional foreign language, the main emphasis is placed on special areas of scientific and professional knowledge as a basis for selecting the content of education. In the considered approach the choice of the educational content, the relationship between scientific and professional areas of knowledge and actual language training can be provided, the combination of which makes it possible to learn a professional foreign language.

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