

- 4) the possibility of independent work with podcasts at a pace and at any time convenient for the student;
- 5) saved podcasts can be viewed/listened to anywhere, regardless of the availability of the Internet;
- 6) the possibility of dialog with podcasters, and therefore the possibility of practicing speaking or writing with native speakers;
- 7) short time duration of podcasts.

It can be concluded that podcast as a media carrier, along with other resources, is an indispensable technical means of teaching a foreign language, allowing to solve complex tasks of foreign language education. The use of podcasts in teaching demonstrates the mobility of the modern education system as a whole, its adaptive character, i.e., timely adaptation to innovative technologies.

REFERENCES

1. Dudeney G., Hockly N. How to teach English with technology. London: Pearson Education Limited. 2008. 292 p.
2. Gonzalez D. Teaching and learning through chat: taxonomy of educational chat for EFL/ESL. Benito Juárez: Simon Bolívar University press. 2009. № 4. pp. 33–45.

**K. Sokolova, Cand. Sc. (Phil), Assoc. Prof.
(PSACEA, Dnipro)**

PRINCIPLES OF ESP VOCABULARY ACQUISITION

Vocabulary plays a major role in any language acquisition. Language acquisition is commonly seen as an endless process. Students, consciously or unconsciously, acquire new words permanently. The teaching of vocabulary in ESP should not be distinct from the teaching of vocabulary in EGP. For ESP students, mastering technical vocabulary is even more vital as it directly relates to their professional fields. ESP teachers should start by introducing words that belong to general language, but which are also frequently used in technical language. The introduction of vocabulary that has specialized meanings in certain disciplines comes second. In the past, vocabulary learning used to be restricted to learning lists of specialized words by heart and to reading and translating technical texts. Nowadays, students have access to more modern methods of learning, which help them develop their language skills. ESP is always a tailored course to address the requirements of specific learner groups to use English for professional communication. It's generally accepted that ESP teachers aren't only responsible for technical terminology instruction, but subject teachers are those who involved. However, it's the role of ESP teacher for students to help grasp the terms encountered in exercises or texts [1].

In terms of this issue, there is always a series of questions what vocabulary the ESP teacher should teach, how much vocabulary to teach and how to introduce it.

While teaching ESP, certain types of vocabulary are considered – core and non-core, technical and non-technical. Core vocabulary refers to those words that are used in a wide variety of situations. Non-core words have more specific properties than generic. For instance, screwdriver is seen as non-core word, while tool is a core vocabulary. Each subject has words which are either used exclusively in that subject area or common words which acquire new meanings when they are used in that subject area. But, there are also so called semi-technical words which belong to general English but also occur in a technical field. They have one or more meanings in general English and take on extended meanings in technical contexts. Very often, with certain knowledge is the subject area students do not have many problems with understanding the words, but there are situations when it is impossible for students to understand the terms and to use them in sentences of their own. When dealing with texts which contain a lot of new words, it is the teacher's task to select the ones students might find worth learning, to teach students how

to pronounce them correctly and to explain them as clearly as possible to the students if they do not have any equivalents in the learners language [2].

But how to learn words (terms) to acquire them? The teacher's attention must be paid to the following three aspects: form, meaning, and use. The form includes spelling, pronunciation, the parts that make it up (prefix, root, suffix). Meaning refers to what you are intended to understand. Use is about the grammatical functions of a word and the collocations that go with it. The more students know about a word, the more likely they are to be able to use it correctly in a variety of contexts. One of the greatest challenges students face is that of turning passive vocabulary into active vocabulary. If words are not used, they will be lost. It is clear that vocabulary of any language is so vast and complex that no course could ever cover it. Thus, the teacher defines an approximate number of terms to be acquired in each topic. Showing students how words function in large contexts offered by authentic texts rather than in isolated vocabulary drills leads to solid vocabulary learning. However, it is important that every teacher has to make sure that all the newly-acquired words are receptively and productively automatized [3].

It is necessary to understand that vocabulary is not a target itself. Expanded vocabulary contributes much into the skills of reading, listening and speaking. That is why vocabulary should not be compared with the other language skills, since it is a solid foundation to build the overall language proficiency on.

REFERENCES

1. Dudley-Evans, T., St John, M. J. (2007). Developments in ESP. A multi-disciplinary approach. Cambridge, Cambridge University Press.
2. Schmitt, N., McCarthy, M. (1997). Vocabulary: description, acquisition and pedagogy. Cambridge, Cambridge University Press.
3. Thornbury, S. (2007). How to teach vocabulary. Harlow, Pearson.

**K. Shabanova, English lecturer
(PSACEA, Dnipro)**

THE EFFECTIVENESS OF USING MOBILE APPLICATIONS FOR FOREIGN LANGUAGE LEARNING

Mobile applications have become increasingly popular for language learning, offering learners the opportunity to study anytime and anywhere. Let's explore the effectiveness of using mobile applications for foreign language learning based on the available information.

According to a review study that explored original, peer-reviewed English studies from 2015 to April 2019, mobile applications used in the learning of English as a foreign language have been found to be beneficial and effective. The study analyzed 16 original journal studies and revealed that mobile learning is becoming a salient feature of education, providing great opportunities for foreign language learning. The key benefits of using mobile applications for language learning include enhancing learners' cognitive capacity, motivation to study in both formal and informal settings, autonomy, confidence, and personalized learning. [1]

Another study focused on the use of mobile applications in learning a foreign language, specifically English, by elderly people. The article discusses the benefits of using mobile applications for learning foreign languages, such as English, by older individuals. The use of mobile apps for learning a foreign language is considered one of the tools that can promote the well-being of older people. It can improve cognitive performance, have a positive impact on mental well-being, reduce anxiety, increase self-confidence, facilitate the development of new social ties, and provide a sense of self-realization. [2]

Furthermore, a study analyzed the learning experiences and outcomes of foreign language students using gamification. The results demonstrated the positive effects of gamification on English as a Foreign