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INTEGRATING DIGITAL TOOLS INTO ESP TEACHING

Nowadays, the ability to communicate in a foreign language is considered the standard for an energetic and motivated skilled specialist. If a person is fluent in all aspects of a foreign language, it can significantly enhance his or her prospects in the dynamically changing labour market.

Belarus actively interacts with other countries within the framework of various international projects, especially in the technological and engineering fields. This interaction requires specialists to master English for Specific Purposes (ESP) in order to work effectively with foreign partners, participate in international conferences and projects. Belarusian universities are actively involved in exchange and cooperation programmes with many universities in Southeast Asia, Middle East, Africa and Latin America. Thus, the creation of high-quality electronic teaching materials for ESP courses will improve the preparation of students for participation in joint projects, exchange programmes and internships abroad. You can find some books in more common ESP courses such as Business English or general technical English, however, ESP students often have very specific needs. So, a teacher has to create the material by himself, however he or she is not a content expert at all. In this case the availability of various digital tools is of great value [1].

The benefits of digital tools in language teaching are evident, their effective integration into the curriculum requires careful planning and implementation. First of all, before incorporating digital tools, educators must align their use with specific learning objectives. Whether the goal is to improve speaking proficiency,

expand vocabulary, or enhance writing skills, selecting tools that directly contribute to these objectives ensures a focused and purposeful integration.

Teachers play a central role in the successful implementation of digital tools. Providing comprehensive training on the selected tools equips educators with the necessary skills to navigate the platforms, create engaging content, and effectively manage the digital learning environment. As digital tools often provide data on student progress and performance, regularly monitoring this data allows educators to identify areas of strength and weakness, enabling some adjustments to the learning plan as needed. While digital tools offer valuable resources, they should complement, not replace, traditional teaching methods.

Despite the numerous benefits, the integration of digital tools into language teaching is not without challenges. Addressing these challenges is essential to ensure a smooth and effective implementation, because not all students have an equal access to digital tools and resources. While digital tools offer exciting possibilities, educators must carefully consider their pedagogical implications. Tools should align with educational goals and instructional strategies, rather than being adopted for the sake of technological novelty.

The students majoring in Transport Process Technology face the necessity of mastering their ESP as it is an important element of training specialists working in the international transport industry. ESP knowledge becomes not only an important skill for them, but also a competitive advantage in the labour market. Thus, there is a need to create digital resources that simplify the study of professional vocabulary and allow students to work with the materials independently. Materials should be adapted to the transport industry: terms, technical descriptions and professional scenarios, and topics should include logistics, transport process management, etc.

The Quizlet service is very popular among students. It is an interactive online platform designed for learning information using various methods such as cards, tests and games. It allows you to create your own sets which consist of

terms and their definitions, or equivalents in the different language. This resource is designed for self-monitoring, first of all, so students will be able to check the results of learning new material on their own. For the students majoring in Transport Process Technology, Quizlet is particularly useful for learning the specialized terminology required for their future professional activity. Thematic blocks of words on such topics as types of vehicles, transportation modes, basics of logistics, shipping goods, etc. can be created by teachers.

The Internet resource https://en.islcollective.com/video-lessons/ is worth noting, as the teacher can create his or her interactive video lesson taking as a basis a small video on the topic required, for example, "Job interview". While watching the video, students learn about the most common questions and the behaviour of a candidate at a job interview, do different exercises. After that the students are asked to reproduce a dialogue between an applicant for the position of freight forwarder of a transport company and an employer based on the video they have watched.

Effective use of digital tools requires a reliable technical infrastructure and support. When selecting a digital tool, you need to consider the specific needs and preferences of the students, as well as the learning objectives you want to achieve. Additionally, it is important to integrate these tools thoughtfully into your lesson plans to create a well-rounded and effective learning experience.

References

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