

COMPUTER-ASSISTED LEARNING FOR ESP PRACTICE

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The paper addresses the Information and Communication Technologies (ICT) in teaching English for students of mathematics and mechanics. In Russia the majority of teachers for Academic purposes are non-native English-speaking teachers. Nevertheless some items of their sensitivity gives the ability to anticipate the students' linguistic problems. In order to minimize some weaknesses somehow, student-centered learning has been introduced with the help of ICT into classes.

The responsibility for achieving the goals of the Bologna process lies with the countries themselves. Depending on the initial situations, the reforms will be quite different and require the collaboration of the various national actors. In a Russian environment students are often well-prepared to design own learning activities and evaluate outcomes to some extent.

The lists of qualities presented here are all about personal make-up and self-organization according to the European standards of control and self-management. Students rate these items through their privacy and mentality.

Culture vary on the permissible use of humor. Role-play might be the most important. Students cannot be fully informed since there is infinite range of potential errors and understandings how to cope with these. Translation is a complex cognitive operation.

While considering machine translation we'll find out that many problems are connected with the context as machine translation ignores that human communication is context-embedded. Some systems of machine translation produce quite adequate output, but they still fail to cope with speech acts where there is a higher degree of abstraction. The context can only be recognized by a human being. Thus the teaching is becoming increasingly profession-oriented.

The role of terminological dictionaries in this respect is hard to underestimate. It enhances students' responsibility and motivation, supports learner-centered approach and prepares for life-long learning. Best results are achieved with training students to be autonomous learners. There are many dangers that computers bring to modern society. Both the teacher and student should take steps to cope with information and stress overload.

The cornerstone of an economy are land, labor, capital and entrepreneurial spirit. Today you find a fifth element, it is called "information dominant".