Our country is striving to carry out some reforms in education system. Prime Minister of our country Giorgi Kvirikashvili had recently attended the meeting of Education Minister Aleksandre Jejelava where he had presented the reform plan in front of Cabinet of Ministers, diplomatic corps, NGOs, university professors and teachers. Prime Minister Giorgi Kvirikashvili said the following opinions: "Education is core to development and progress in any country. Overall advancement without a significant development of the education system will not be achieved in Georgia". "On behalf of the entire Government, our political and parliamentary team, I wish to express our full support to the reform agenda that is being launched".

The PM stressed that the reform would see education in Georgia be based on advanced technologies, access to superior quality education be increased in rural areas of the country, professional development of teachers and healthy life style become a priority. He said that the ambitious plan of his Government was to transform Georgia into a regional hub of higher education, science and research. He said he strongly believed the new reform would create solid grounds "for the most positive, outstanding changes in our country, thus benefiting each and every person living in Georgia". "It will give rise to freedom, progress and rapid development in our country," he said.

We definitely agree with Dooly (2008: 23) who mentions, that "if we are truly interested in preparing our students to be responsible citizens in an increasingly technologically advanced society, then our way of teaching our students must reflect this". Technology, especially the internet with its abundance of authentic material (texts, audio, videos, etc.) and information on many topics, the tools and possibilities for communication, and platforms that allow sharing of ideas and knowledge, is particularly important in English language teaching. Recent technological advances have affected many areas of our lives: the way we communicate, collaborate, learn and of course teach. Nowadays the integration of technology in the process of teaching is very important and necessary and it really supports good teaching. Technology boosts learning. The addition of technology makes the study very rewarding and exciting for students. Technology and education should be intertwined these days and nearly every instructor should be eager to use technologies in teaching process that will make his or her job more effective and more fun for all involved.

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## BASIC PRINCIPLES OF TEACHING MATHEMATICS

The main task of High School is students' professional training and generation of specialists with higher education good at creative work and able to make optimal decisions, possessing self-education skills and able to work as part of a team.

At present, the number of hours devoted to independent work at technical higher educational establishments exceeds that of classroom learning. That is why the course of Further Mathematics is extremely concentrated in terms of concepts, ideas and methods, and a large number of students cannot absorb all the material presented during the training course.

For these reasons education process needs modernization, as well as students' knowledge of mathematics needs correction. It is important to find ways to optimize education process.

The process of teaching mathematics at modern universities should include:

– a goal-oriented approach that stands for connectivity of mathematics courses with a definite speciality;

– continuity principle that means a learning of mathematical methods throughout the period of study and their use in other disciplines and diploma papers;

– step-by-step approach that means improvement of the process of mathematical training at schools, universities and postgraduate courses;

– modelling principle that stands for developing of mathematical thinking (abstract, logical and algorithmic) by which a student is able to identify cause-and-effect relations not only in mathematics, but also in professional and other cultural and social spheres, such as public, political, economic and domestic;

– informal rigor principle: identification of the core part of mathematics course that preserves strictness and accuracy in reasoning and the part with a focus on geometric illustrations and applied meaning;

– motivation principle: determination of math curriculum, forms and methods of increasing students' interest in studying mathematics: introduction of professional and humanitarian components and visual aids with the help of technical means and personal computers;

– universality principle that means introduction of professional and applied components to form idea of universality of mathematical formulas and methods;

– principle of development of intelligence aimed at high level of students' development;

– principle of self-education and self-improvement that stands for improving students' abilities to self-education.

Such a vision of an education process of teaching mathematics would ensure unity of mathematical, professional, spiritual, moral and intellectual personal development and create integral methodological system aimed at improvement in the quality of education.

Another way to optimize education process is systematic introduction of new information technologies. For this reason students must be provided with educational and training materials of new type, i.e. electronic learning courses on relevant topics, use of computer mathematical systems (Maple, MATLAB, Matcad, Mathematica) and implementation of distance learning that becomes more popular with each day at various levels of education. This is due to the fact that distance learning as an innovative educational project based on information and computer technologies helps students to achieve their own educational objectives oriented at personal development.

Wider implementation of information technologies would enrich curriculum content and diversify forms and ways of learning new topics; it would enhance students' motivation to learning and creative activities in class; it would enable students to study selected topics by themselves and obtain new knowledge for further use in practical work. Information technologies help to solve complex tasks, remove psychological barrier in studying mathematics and make this process interesting and easier. Experience has shown that it is appropriate to use one of the following programs during math classes: Matcad, MATLAB, of Maple.

Graduating student should be professionally competent. This must be the basis for organization of the whole process of a specialist training and it requires vocationally-oriented tasks.

Mathematics is a universal language to describe processes and phenomena of different nature without which neither qualitative training of specialists nor effective work is possible nowadays.

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## TEACING ENGLISH FOR SPECIFIC PURPOSES IN THE PROCESS OF EUROINTEGRATION: IMPROVING SPEAKING SKILLS VIA APPROPRIATE CORRECTION TECHNIQUES

The recognition of Ukraine in Europe as an independent state, its entry into the single European educational space requires the revision of teaching foreign languages for specific purposes policy in training students in non-linguistic higher educational institutions.

Nowadays the important role of speaking in a foreign language communication is increasing due to the extension and deepening of international relations and interpersonal contacts, Ukraine participation in various exchange programs and rapid widening of new communication technologies in international communication.

Erros and mistakes in the process of developing speaking skills are inevitable. How to deal with them?

One theory of language learning states that making mistakes should be viewed as positive [3:134]: language mistakes are a sign that our learners are learning something. It is thus possible to see language errors as 'learning steps' that we can learn from [4:13-17]. In the process of studying our students are trying things out, testing their knowledge and skills and making mistakes as a part of their language-learning development. Many scientists point out that we should not see mistakes as negative, while the others have opposite point of view. We support those who consider correcting learners as a positive thing, as "a way of giving information, or feedback, to your students, just when it will support their learning" (Edge 1989:17).

So, the above mentioned problem has been actual till nowadays. It should be viewed carefully especially in the process of teaching English for Specific Purposes (ESP) in higher educational establishments because of its peculiarities. The first is that Curriculum 2005 considers speaking to be the most important skill for the professional carriers of ESP students and sees it as a tool for solving problems connected with future activities in industrial and economic spheres of our life, that, in its turn, may allow the presence of small quantity of mistakes in speech, that will not lead to misunderstanding in communication in professional area. The second is the shortage of hours given for teaching of this subject and, thus, the impossibility to correct each mistake in order to economize the time at the lesson that results in the necessity of finding efficient ways of correcting mistakes in students' speech. Having analyzed many scientific sources [2; 3; 4; 5; 6; 7] we suggest the following ways of solving this problem.

From the beginning we need to differentiate between an error and a mistake. An error in the use of a linguistic item such as a word, a grammatical item or a speech act results from