

**Pedagogical reflections on e – technologies
in academic english learning**

With the rapid development of computer and Internet technologies learning at any level obtains new features and characteristics. Involving e-learning technologies into the traditional classroom is claimed to be an effective means of self-regulated learning, enlarging the students' outlook and progress in their professional competence. However, when it comes to the practical application, e-learning technologies arouse much argument and discussion. The situation can be explained by a number of factors: there is no unified approach to the classification of e-learning technologies; there are no scientifically grounded and valid investigations concerning design of an effective e-textbook for foreign language learning at the technical university; roles of the learning process participants – a student, an academic group, a teacher and e-learning technologies – are vague and need differentiation.

Competence in a foreign language is the unity of knowledge and skills of the linguistic, cognitive and socio-cultural dimensions. 'Developing competence' is defined as the ongoing process of the acquisition and consolidation of a set of skills needed for performance in one or more life domains at the journeyman-level or above (Robert J. Sternberg, 2007). Competence in Academic English as a foreign language is determined by the specifics of the context and situations for which it is learned. Speaking about learning Academic English at the university as determined by the professional context, we refer to the language used by the educated. It is the language which is needed to function at the university level and beyond in the professional environment.

Therefore, the design of e-learning technologies aimed at the development of Academic English competence should be realized by mutual efforts of foreign language teachers and programmers according to learning purposes within a certain curriculum of a specialists' training.