

BASIC PRINCIPLES OF CREATING A FOREIGN LANGUAGE TEXTBOOK FOR PROFESSIONAL PURPOSES IN NON-LINGUISTIC UNIVERSITIES

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The article is devoted to the problem of creating a foreign language textbook for developing professional competences of students in non-linguistic universities.

Key words: *student, foreign language, textbook, foreign language for professional purposes, competence, competence approach.*

ОСНОВНЫЕ ПРИНЦИПЫ СОЗДАНИЯ УЧЕБНОГО ПОСОБИЯ ПО ИНОСТРАННОМУ ЯЗЫКУ ДЛЯ ПРОФЕССИОНАЛЬНЫХ ЦЕЛЕЙ В НЕЯЗЫКОВОМ ВУЗЕ

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В данной статье рассматриваются основные принципы создания учебного пособия по иностранному языку для формирования профессиональных компетенций у студентов неязыковых вузов.

Ключевые слова: *студент, иностранный язык, учебное пособие, иностранный язык для профессиональных целей, компетенция, компетентностный подход.*

It is an indisputable fact that the active growth of international contacts, cooperation between countries in different spheres, Russia's involvement in creation a common cultural and economic territory, processes of education internalization [15], occurrence of new technologies giving unlimited opportunities for receiving information and communication, all above mentioned have increased the demand for specialists who speak a foreign language. The educational process of the modern period of time is characterized by important changes connecting with its orientation, aims and content. As a result of Russia's integration into the unified European educational system and the reorientation of the Russian education system to European trends [17], the dominant approach in education has become the competence approach, the purpose of which is to form students' competencies, i.e. the characteristics of a specialist in demand on the labor market [16].

The development and publication of modern specialized textbooks in a foreign language is an important condition for the formation of a foreign language professionally oriented communicative competence in connection with the introduction of the latest generation of standards and the implementation of the competence approach in the higher education system. Higher education needs textbooks that contain relevant, authentic, communicative and professionally oriented materials that are developed methodically on the basis of world experience and taking into account the achievements of the national school of foreign language teaching. A professionally oriented textbook on a foreign language performs a number of functions that contribute to the effective process of foreign language education, among which are: management, communication, information, development and educational, control and corrective, as well as the function of professional orientation, self-control and self-education, etc.

The problems of determining the principles of construction of a foreign language textbook are the object of study in the fundamental research of such scientists as I. L. Bim, R. K. Minyar-Beloruhev, as well as in modern research [1,2]. M. Smetanina, A. Matuszak represent the conceptual basis of preparation of textbooks in foreign language [3], also these studies reflect such problems as assessment of the effectiveness of professionally-oriented textbooks in a foreign language, the principles of the textbook on a foreign language for special purposes, the use of new information technologies in the development of textbooks in foreign language, etc.

Analysis of the works of modern scientists, as well as our own professional-pedagogical and research experience allowed us to formulate the principles of building a textbook in a foreign language in relation to non-linguistic higher education institutions. According to the opinion of the researcher O.I. Koval while creating a textbook on a foreign language aimed at teaching professionally oriented foreign language communication, the following principles should be taken into account:

- taking into account the requirements of students (which determine the choice of language material and the system of exercises). In the course of professional activity, students - future specialists - need to read, understand and translate scientific publications, international standards; participate in various situations of professional communication and the activities of professional community sites; the textbook should include authentic specialized texts that help to increase the motivation of students, as well as have the amount of information that is really necessary for the implementation of professional development of the individual;

- cyclicity, sections of the textbook should include thematic cycles, when creating sections, we should follow the principles of presenting material and tasks for it, which are common to all sections of the textbook;

- communicative orientation; each section should include a number of tasks for developing professional communication skills.

The selection of language material should be based on the principle of necessity in situations of professionally oriented foreign language communication. A foreign language in a non-linguistic university is not a learning goal, but a means of communication, i.e. the principle of functionality must be observed.

The material of the textbook should be introduced taking into account its availability, necessity, and logic. The subject matter should be observed at the lexical, grammatical, and educational levels, since training based on the textbook should be systematic.

The textbook should develop all types of speech activity: reading, speaking, writing, listening, and translation for professional purposes of students.

The training textbook should include:

- information about its structure and specifics;
- comments on the work of the teacher and students;
- language material required for this specialty;
- grammar app;
- lexical app;
- control and measurement material;
- dictionary of terms for this specialty,
- a book for the teacher with a lesson commentary.

As we have mentioned above, textbook is a means of teaching professionally oriented foreign language communication and also a means of forming professionally oriented communicative competence. Texts form the basis of the textbook, the content of training should be determined in accordance with the following provisions [4].

Also, some researchers suggest that the following principles should be taken into account when creating a textbook. So, Yu. Yu. Timkina believes that based on the goals of variable education, the regularities of the educational process in higher education, the functions of the textbook, it is important to determine the principles of building a textbook for professional purposes:

- professional orientation-the textbook should form the lexicon of a specialist in the field of future professional activity, contain text materials of various genres that reflect the specifics of future professional activity, present quasi-professional situations, cases that model the real information environment that will surround the graduate after employment in a foreign language environment;

- variability – the availability of various options for the content, means, methods of education, as well as the differentiation of tasks by levels of complexity, which allows you to perform feasible and affordable work for each student;

- individualization - implementation of emotionally valuable, personally significant elements of the educational content;

- consistency – construction of educational material within the module in the logic of sequential presentation of language and speech material, repeated repetition of material in various situations, exercises, the relationship of grammatical and lexical units, the combination of repeated and new material;

- scientific - presentation of reliable scientific knowledge both in the field of language and professional education;

- visibility – the presence of various graphic supports (diagrams, tables, diagrams, drawings, etc.) that improve memorization and implement the ability to independently generate a foreign language text;

- instrumentality – the presence of subject-activity mechanisms in the textbook that contribute to the independent search for information, the application of knowledge and skills in solving problems focused on planning, managing and monitoring students' independent work [5].

N. N. Seroshtanova, I. G. Smirnov pay special attention to the selection of foreign texts as one of the base components of the content profile of a textbook should consider the following principles:

- authentic nature of educational material, including rational use of authentic texts of professional subject, characterized by the naturalness of the lexical content and grammatical forms, situational adequacy of linguistic resources and reflect the characteristics and traditions of construction and operation of special text;

- professional orientation of the educational material, which implies taking into account the specifics of the profile specialty when working with special texts, studying the Glossary and special topics for the formation of a professional thesaurus and the development of oral and written speech skills in professionally determined situations;

- consistency, which requires the presentation of grammatical material in unity with the corresponding lexical material and text illustrating the selected grammatical and lexical phenomena that are most characteristic of the language of the specialty;

- information content and relevance within the subject, which is an incentive for the implementation of oral and written professional communication;

- focus on strengthening the independence of students who act as active subjects of educational activities; implementation of this principle is possible through clear planning and organization of classroom and independent work of students, through the use of creative tasks, certain forms and methods of work, as well as through detailed methodological recommendations on individual topics, types and forms of tasks;

- visualization, demonstrating the availability of graphic material (diagrams, drawings, pictures, illustrations) to increase the motivation of training and professional interest, as well as building independent and meaningful conclusions of students;

- interactivity, aimed at the implementation of direct dialog interaction between the student and the textbook by developing tasks that require access to the computer (project work, problem situations, tasks for self-testing, etc.) [6].

M. Smetanina, A. Matushchak believe that for the correct construction of the textbook, it is necessary to consider the principles that will form its basis:

- principle of science is that the textbook should contain reliable scientific language knowledge, ensure the formation of socio-cultural, language, speech competencies of students;

- the cycling building is the textbook thematic organization of material that allows you to learn basic conversational topics in a fairly short time;

- the principle of the textbook's reliance on various methodological approaches allows you to achieve a number of goals in teaching this textbook at the same time [3].

The faculty members of Foreign Language department Krasnoyarsk State Agrarian University have extensive experience in creating professionally-oriented textbooks and e-learning courses [19]; the department works in all areas of training directions at the University, there are some specific directions, e.g. 35.02.13 Beekeeping, 06.03.01 Biology, profile Ichthyology, 19.03.02 Food products of animal origin, etc., where careful selection of material is required for the development of professional competencies [7-14].

One should note here that the structure of a textbook should allow for variation of educational material depending upon contact and independent hours in the curriculum, the level of the students.

All the above-mentioned approaches to the selection and further use of foreign language textbooks in a non-language university will contribute to the achievement of the main goal of studying the discipline, as well as increasing the level of motivation [18] autonomy and self-education among students; the development of their cognitive and research skills; the development of their information culture; broadening the discourse and the general culture of students; promoting tolerance and respect for the spiritual values of different countries and nations. The result of mastering the course should be an increase in the initial level of proficiency in a foreign language achieved at the previous level of education, and students should acquire the necessary and sufficient level of communicative competence to solve socio-communicative problems in various areas of everyday, cultural, professional and scientific activity when communicating with foreign partners, as well as for further self-education.

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