

PRINCIPLES OF MATERIALS DEVELOPMENT FOR ESP TRAINING COURSES

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Annotation:

This article analyzes the principles of developing educational materials in English based on domestic and foreign experience. It is illustrated how each of the principles was implemented when creating a training course for university teachers and graduate students. It is concluded that it is necessary to consider modern methodological approaches when creating a new generation textbook that meets the requirements of the modern paradigm of education.

Keywords: textbook, teaching materials development, materials development principles, English for specific purposes.

An important component of the educational process and one of the main teaching aids is a textbook. In the theory and methodology of teaching various disciplines, the use of a textbook in the course of training is considered as one of the effective ways to optimize the educational process. However, with the introduction of new educational standards at different stages of education and the change in the educational paradigm from "transfer of knowledge" to "development of competencies", the role of the textbook, the criteria for evaluating its effectiveness are changing, which means that a revision of approaches to the development of educational materials and the creation of a textbook is required.

"The theory of textbook creation developed at the end of the last century needs significant additions, taking into account modern trends in the development of educational literature and based on modern approaches to building the learning process" [2].

A similar position is taken by E.I. Passov, who argues that new educational paradigms, naturally replacing the old and established ones, are underestimated or not accepted by the creators of modern textbooks. Indeed, the content, sequence, dosing of educational material depends on the methodological concept of the authors, since "methods as systems and directions in teaching foreign languages, to a greater extent than requirements and principles, represent the theory of the textbook, since they simultaneously determine the parameters of educational materials and the educational process".

The relevance of revising approaches to the creation of teaching materials for higher education and postgraduate education is justified by Russia's entry into the processes of internationalization of higher education and the increased requirements for the professionalism of scientific and pedagogical workers. Expanding the boundaries of science requires "barrier-free" interaction of scientists from different countries of the world, which makes it necessary to increase the level of foreign language proficiency, primarily English as the language of international communication. Attempts to solve this problem in the traditional way - through language training for graduate students, independent work of scientists, etc. have not been proven to be effective. Such a system of classes often retains all the features inherent in Soviet foreign language education, described by S.G. Ter-Minasova: formalism to the detriment of communication, lack of consideration for the needs of various categories of students, teaching the only skill - reading. We believe that at present, a change in methodological approaches to

the process of teaching a foreign language and an adequate choice of principles for the development of educational materials are required.

The methodology for developing training courses in the English language has been developed mainly by foreign scientists (J. Bell, R. Bolitho, N. Harwood, D. Nunan, JC Richards, B. Tomlinson, J. Willis, T. Wright). The modern theory and practice of developing educational materials focuses on some of the main problems, the analysis of which was carried out by N. Harwood [5]. The scientist identifies the following problematic aspects:

- the problem of developing materials that would fully satisfy the needs of the target audience (RL Allwright, T. Hutchinson, R. O'Neill);
- the problem of determining the place of developed materials in the curriculum (JD Brown, K. Graves, JC Richards), when it is necessary to take into account the methodological approach (to learning / teaching), design (detailing of content, the role of teacher and students, the actual teaching materials) and procedure (diversity learning tasks) [4];
- the problem of using/not using authentic materials (A. Gilmore, WY-C. Lee, F. Mishan), which is solved by most researchers in favor of using both (R. Carter, B. Tomlinson);
- the problem of evaluating the effectiveness of the developed materials (F. Chambers, R. Ellis, B. Tomlinson, D. Williams), emphasizing the need for both "predictive and retrospective evaluation in various forms" [7].

An analysis of existing textbooks for graduate students and university teachers showed that today many of them cannot provide sufficient development of foreign language communicative competence of scientific and pedagogical workers.

The main disadvantages include:

- narrow focus of the profile of textbooks, focus on a single branch of science (for example, textbooks for chemists, for mathematicians, etc.);
- too wide comprehensive coverage of academic material, requiring a lot of time and effort to master a foreign language at a professional level (for example, study guides for preparing for IELTS, EAP);
- the focus of manuals on the development of one type of speech activity, mainly reading (for example, most domestic textbooks for graduate students and researchers), which reduces "the communicative capabilities of the language to a passive ability to understand texts created by someone, but not create, generate speech" [3];
- insufficiency or complete absence of tasks aimed at developing pragmatic and strategic competencies (teaching aids are focused mainly on the development of proper linguistic and / or sociolinguistic competencies).

A training course aimed at increasing the level of foreign language communicative competence of scientific and pedagogical workers can be classified as courses for special purposes (ESP - English for Specific Purposes), as it is designed to meet the needs of a specific target audience. There are several approaches to the development of foreign language training courses, including courses for special purposes. Here is a brief overview of these approaches by T. Hutchinson, who identified three main types:

1. Language-centred course design. The selected language material is arranged in a logical sequence depending on the frequency of use of certain structures, the degree of difficulty, and their

combinability. The objectives of such a course include “to correlate as accurately as possible the needs of the target audience with the content of the course”, however, despite the logical construction and systemic nature, it does not take into account that “students are people, and the learning process is not always linear and logical” [6];

2. Skills-centred course design and focused on the final product. Based on the premise that a specialized course is usually short-term and limited in resources, scientists believe that it is necessary to develop skills and strategies that motivate students to continue learning on their own, even after the end of the course “the student is more a user of the language than a learner of it” [5]. In this regard, it is necessary to help students to realize their abilities and develop general educational skills (study skills), and not be limited to the study of individual topics and aspects;

3. A training course focused on the learning process (learning-centered approach). First, it is a multi-faceted process in which there is “the interaction of learning objectives, learning materials, methodology and assessment methods” [4]. Secondly, it is a dynamic, rather than a linear process, based on a feedback mechanism to make the necessary changes to the curriculum, if the needs or characteristics of the students that were not considered at the stage of developing the course are identified. I.L. Kolesnikova points out that such training courses “contribute to a more effective formation of communicative competence,” however, the process of their development is “very complex, time-consuming and requires the involvement of experienced specialists” [3].

The authors of English for Academics tried to combine elements of the second and third approaches, creating tasks aimed at developing the skills necessary for successful communication in an academic environment, while at the same time creating conditions for their flexible use, considering the needs of the target audience.

President of the International Association of Educational Materials Developers B. Tomlinson defines the basic principles for creating educational materials, based on the general patterns of mastering a foreign language [6]. Here is a list of the principles implemented in the course “English for Academics”, their justification will follow below.

Principle 1. Materials should influence students, arouse their interest and curiosity, attract attention, which is achieved by novelty and variety of content, attractive appearance, and the necessary level of complexity of materials.

Principle 2: Materials should be responsive to student needs; to promote the development of self-confidence in the learning process.

Principle 3. Materials should encourage students to make efforts in the course of learning and make independent discoveries.

Principle 4. The complexity of the material should be in the zone of proximal development of students.

Principle 5: Content must be authentic.

Principle 6. Materials should encourage students to consciously pay attention to the linguistic features of the language being studied.

Principle 7: Materials should enable learners to use language for communicative purposes.

Principle 8: Materials should suit students with different learning styles.

Principle 9. Materials should engage students intellectually and emotionally in learning activities through tasks that activate the right and left hemispheres of the brain.

Thus, the modularity of the course ensures the dynamism of the process of development of foreign language communicative competence of students, their autonomy; provides an opportunity for freedom of choice and expansion of the boundaries of the training course.

The next important aspect of course design is the authenticity of the teaching material, issue of the authenticity of the materials used in the field of ESP remains quite controversial in the methodology of teaching foreign languages. A distinction is made between "authenticity of text and authenticity of purpose.

In addition, the type of tasks that accompanies the input text is important: text comprehension questions are not the main task of the ESP lesson, while the exercise that suggests using information from the text in a problematic task is authentic, i.e. involving the use of material in a real communicative situation.

List of Used Literature:

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