Selection and Methodological Organization of Educational Material for a Professionally Oriented Textbook in a Foreign Language for Students of Humanitarian Specialties

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Abstract: *The article studies the methods and peculiar properties of issues related to the selection and methodological organization of educational material for a professionally oriented textbook in a foreign language for students of humanitarian specialties.*

Key words: textbook, context, material, content, vocabulary, principles, methods

1. Introduction

For the development of an effective textbook, a scientifically based selection of texts is essential. Traditionally, in the methodology of a professionally oriented foreign language teaching, the criteria for selecting texts are one of the most discussed problems. In the context of the implementation of the competence-based approach, this problem has again acquired relevance and is considered from the point of view of developing mechanisms for the formation of target competencies of the future graduate. The focus of the learning process on preparing students to perform professional tasks and, on the other hand, the requirement to take into account the level of students' language training, as well as their training in professional disciplines, causes the need to determine the most significant criteria for selecting texts for textbooks in a professionally oriented foreign language.

2. Materials and methods

As it is important in research various methods of analyses, it has been used lexico-semantic, comparative, contrastive methods of analysis in the article. Results of the Research and their Discussion

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Criteria for the selection of professionally oriented texts
In the methodology of professionally oriented teaching, the role of texts is defined as follows. For the formation of communicative competence in the professional sphere, the development of subject competence is essential, that is, knowledge of those subject areas that the considered sphere of activity covers [1, 22].

It is also undeniable that mastering the language of a profession presupposes the mastery of professionally oriented vocabulary, which is impossible without the formation of an integral system of concepts that functions in this area of activity. Mastering the conceptual system is possible only through specially selected and logically structured text material.

In professionally oriented teaching of a foreign language, according to a number of authors, the information of a professional nature contained in the texts is a necessary condition for building an educational process focused on the formation of a set of target competencies. It is by means of professionally significant information, the carrier of which is the text, that the context of professional activity is imitated in English lessons.

In addition, the possibilities of texts in teaching should be considered from the point of view of forming the basis for self-education and self-improvement of the future graduate. The educational text plays a role in the development of a number of personality traits and educational and cognitive strategies in students that are necessary in future professional activities [8, 165].

T. Hutchinson and A. Waters proposed a model for creating professionally oriented teaching materials, which consists of four modules: receptive material, its content, language practice, and a communicative task [3, 38]. Each module performs a specific function in the educational process. Receptive material is a text, audio or video that carries subject content and illustrates the use of linguistic material in speech. The content of the receptive material is used in the development of a communication task as an informational basis for communication. In the process of completing a communicative task, students use both information obtained from the text and their knowledge on the proposed problem. Language practice is aimed at mastering the selected language means, developing skills in their use.

Thus, the role of the text is to form an information base sufficient for students to effectively complete tasks of a problematic nature. Not having enough complete information, students will be able to complete the task only "at the educational" level, formally. As a result, the idea of developing a complex of general and professional

competencies in the course of modeling professional tasks will not be implemented. It should be borne in mind that the texts are selected in such a way that it is possible to develop a task or a problem to be solved. Otherwise, not all information obtained from the texts, both factual and linguistic, will be used in educational communication, which casts doubt on the likelihood of mastering the material.

The accessibility and feasibility of the texts that are offered to students are essential. From this point of view, one should take into account the level of linguistic complexity, integrity, consistency and coherence of texts, typicality and situational correspondence of text samples. The requirement of typicality is explained by the fact that texts that show signs that are not characteristic of their style are difficult for perception [9, 177]. The same can be said about texts that do not possess the properties of integrity and coherence.

The informativeness of the texts, or, in other words, its substantial novelty for the reader, is of paramount importance in the formation of the content of the textbook. If a small amount of information accounts for a significant amount of training work, information hunger arises, which leads to boredom [5, 38]. Creative, active work is possible only if it is built on the basis of information that is interesting for students, which can be used creatively when completing assignments.

Any text contains certain facts. However, information is only information that is new to us. Therefore, this or that text deserves to be included in the textbook if it informs the learners about something that they did not know about before. Meanwhile, it is generally accepted that educational material should be built from the known to the new. Therefore, the novelty of the entire content of the text can become a factor that can lead to difficulties in assimilating the material. The above is, in our opinion, a rather serious methodological problem. The solution lies, apparently, in finding the optimal ratio between the known and new content, to build logical connections between facts in such a way that they contribute to the assimilation of new material. We will make an attempt to offer a solution to this problem in one of the following sections devoted to the structure of the text material of the tutorial.

Discussion questions remain about which texts meet the criterion of authenticity, and about the advisability of making changes to the text created for non-educational purposes. Using authentic text that does not match the student's level of difficulty will not give an optimal result. At the same time, as practice shows, relatively small changes (replacement of fragments from a word to a whole sentence, reduction, modeling of individual text fragments) greatly simplify the text without compromising its communicative and illustrative value.

In the methodology, there is the concept of methodological authenticity of the text. The methodological authenticity of the text lies in the fact that the text used in teaching should contribute to the achievement of a given result, as well as reveal the main properties of an authentic text: integrity, coherence, information content, situational awareness. The text can be considered authentic provided that it is part of the context of communication of students as close as possible to the natural context of communication and is used for the same purpose as in real communication. Therefore, from the standpoint of the criterion of authenticity, tasks and texts should be evaluated in a complex. The assignments should reflect the real communication problems of specialists [2, 58]. Each text is also evaluated from the point of view of its methodological potential, or, in other words, from the point of view of the possibility of developing tasks that are authentic for a given contingent of students. It should be noted that in the future activities a professional will use a certain, limited range of periodicals and reference publications and Internet resources to obtain information. Therefore, one of the tasks is to help students learn to navigate the content and structure of information sources that may be useful to them in the future. In addition to the authenticity of the text and the purpose of its use in teaching, the authenticity of the task developed on its basis, we should focus on the authenticity of the source from which the given text is taken. At the same time, the question of the authenticity of the resource is not limited to the selection of texts for reading and listening. This criterion is important in the selection of samples that students are guided by when creating a written or oral text.

The following problem should be pointed out. As practice shows, the selected texts do not always meet the requirements of effective communication, in accordance with which it is planned to evaluate the work of students in the future. In addition, not all texts containing the necessary lexical and grammatical material clearly illustrate the target skills and strategies. The solution to this problem, in our opinion, may be to take into account the parameters for assessing the performance of communicative tasks set by the program at the initial stage of work on the texts for the future textbook (search, adaptation). Thus, the illustrative value of the text should be interpreted not only as the presence in it of lexical and grammatical means to be mastered. The text should be analyzed and evaluated in terms of the effectiveness of the techniques by which the communicative goal is achieved, as well as the methods of intellectual activity that the author of the text resorted to during its preparation. So, if the task is to develop strategies for preparing a presentation, examples of successful presentations are considered, regardless of their topic or even the field of activity.

The above idea contradicts the criterion of the correspondence of the subject matter of the texts to the professional interests of the students. However, the main purpose of this procedure is to identify universal strategies for creating effective texts. Further, any thematic text can be processed in order to create a sample illustrating the identified universal methods of text organization, communication functions and lexical and grammatical means. Another possible recommendation to resolve the issue under discussion is to invite students to evaluate a particular sample and make appropriate changes to it.

So, the points of view on the selection of educational material considered in the article indicate that the following criteria for the selection of texts are the most significant for professionally oriented learning:

1) compliance with the professional interests of students;
2) informativeness;
3) the relevance of the content;
4) illustrative value;
5) accessibility for understanding and assimilation;
6) the authenticity of the text and its source;
7) methodological potential.

The analysis of professionally oriented textbooks and teaching aids published in recent years has revealed a trend towards the use of authentic, highly specialized texts. On the one hand, this is due to the requirement that the training course be focused on the content of real communication between specialists. On the other hand, the complexity of the authentic texts used as educational material can become an obstacle for learners to assimilate it. In this regard, we consider it important to once again emphasize the need to take into account the criterion of text accessibility for understanding and assimilation. Since the complexity of the text is associated with its linguistic content, as well as the peculiarities of its logical structure, in the following sections the criteria for selecting lexical material will be considered in detail, as well as recommendations for structuring the textual material will be offered.

Criteria for the selection of professionally oriented vocabulary

When selecting a vocabulary minimum (both receptive and productive), it is recommended to take into account a number of criteria. For the selection of professionally oriented vocabulary, such criteria as the use of words, compatibility, word-formation value, compliance with the principle of accessibility and feasibility will be important. By the criterion of usage, we mean the frequency of a particular word in the corpus of selected texts. The practice of the selection of lexical material has shown that one should also talk about the selection of word combinations. This is due to the fact that the words included in this or that word combination, by themselves, may have a low coefficient of use, but their combination gives a higher coefficient compared to other similar combinations. The coefficient of usage is defined as a quantitative expression of a given criterion; the proportion of a word relative to others.

In the context of the task of implementing the principle of accessibility and feasibility, the issue of determining the level of complexity of the lexical content of texts should be discussed. In the methodology, several approaches have been developed to determine the difficulties of mastering lexical material, classification of lexical units by types of difficulties has been proposed.

Most approaches take into account the difficulties of a semantic nature, including polysemy, abstractness and the possibility of interlingual interference, as well as the difficulty of mastering the form of a word.

An important factor for professionally oriented learning is the degree of vocabulary specialization. In the literature, there are three layers of vocabulary: terminological; general scientific; commonly used. Some researchers studying the issues of the selection of lexical material recognize the conventionality of dividing lexical units into three groups,

presented above, and the possibility of the transition of terms from one group to another [6, 42].

Many authors agree that preference should be given to general scientific vocabulary. The latter is considered as the basis for presenting the logical course of thought in a scientific text, as well as a descriptive vocabulary in the compilation of thesauri of terms of different sciences [7, 58].

It is known that professional terms are often related to words in the native language. They have similar spellings and unambiguous equivalents in their native language. Therefore, when teaching this type of vocabulary, the task is more likely not to memorize a certain number of terms, but to develop the skills of recognizing them in the text [Dudley-Evans, St John 2008]. However, here there are some difficulties associated with the peculiarities of pronunciation and spelling. Attention should be paid to a number of qualitative characteristics of words, including the peculiarities of spelling and pronunciation (unpronounceable consonants, stress on the second syllable, sounds interfering with the sounds of the native language, etc.) [2, 69].

Consideration should be given to the difficulties determined by the patterns of word use, for example, restrictions on the contexts and combinations in which a word can be used; difficulties of grammatical order. As you know, difficult words are those that involve the use of prepositions that interfere with the native language (for example: result in, result from). Difficulties also arise in mastering the rules for using the infinitive and gerund after the verbs. Based on the practice of teaching, we can argue that in the professional sphere, the patterns of word use are more complex than the features of meaning.

We consider this statement to be true at the level of a professionally oriented language (B2), while at lower levels other aspects (the form and meaning of the word) may come to the fore.

So, the analysis of the main categories of difficulties in mastering lexical material undertaken in this section made it possible to identify the main factors that determine the difficulties of mastering general scientific vocabulary:
1) The difference in form in the native and foreign languages;
2) Difference of value (summary, resume);
3) The presence of difficulties in spelling, pronunciation (percent);
4) The presence / absence of features of the grammatical order
5) The presence / absence of restrictions and features associated with the combination of words.

The following remark should be made regarding the use of the listed factors in the selection of texts. The words of these categories are frequent in professionally oriented texts, their replacement, even if it is possible to find synonyms, is not advisable. Nevertheless, it is possible to recommend, when selecting texts, to analyze their lexical content in order to grade the lexical material according to the degree of complexity and, accordingly, present the material in the textbook. Along with this, these features should be taken

into account when developing techniques for mastering lexical material. Given the type of difficulty, you can determine the best way to present vocabulary and develop exercises that will ensure the assimilation of new words and phrases.

Ways to develop the logical structure of the content material of the textbook

The structure of an educational publication is considered as a certain ordering of the text, reflecting the interconnection of the elements of the content, which makes it possible to comprehend and assimilate the educational material presented by the author [4, 16]. In the methodological literature, several approaches are used to address the issues of the structure of the educational publication. At the same time, the choice of approach depends on the task facing the researcher. According to one of the approaches, the teaching content presented in a symbolic form in an educational publication is subject to methodological systematization. At the same time, the content of training is considered as a multicomponent structure, including, along with material (texts, speech material, etc.) and ideal (topics, problems), procedural components (skills, abilities, etc.). From these positions, the literature offers models for organizing the content of an educational publication, which allow solving the following problems: the ratio of texts, language and speech material, and tasks within the framework of one lesson or a cycle of lessons; optimal ratio and sequence of different types of exercises and tasks; the ratio of various types of speech activity. In a number of works, texts, exercises, commentary, reference materials, introduction, tasks for self-control, etc.

The question of the structure of a textbook on a foreign language in the above perspective did not attract the attention of researchers. Probably as a result of this, as shown by a critical analysis of a number of textbooks on professionally oriented language, the authors do not pay sufficient attention to their thematic composition. In some cases, the authors strive to cover as many topics as possible. At the same time, they fail to organize links between topics, ensure the continuity of lexical and grammatical material, as well as the consistent development of skills and abilities within the framework of the textbook as a whole. The discreteness of the material leads to the fact that the texts are overloaded with highly specialized terms, which in their totality do not lend themselves to systematization. In addition, the principle of reliance on existing knowledge is violated. From the point of view of the effectiveness of the assimilation of the material, the relevance of the development of the logical structure of the content of the textbook is due to the following. As you know, structured information is easier to perceive and remember. Logically organized semantic connections between topics and problems make it more accessible for assimilation not only the professionally significant information contained in the texts, but also the linguistic material through which it is formulated in the texts.

It is also essential that when constructing content, the principle of progress from simple to more complex, from familiar to new, should be fulfilled, providing support on the material already covered.

The content of the educational material is characterized by a certain system of internal connections between the concepts that are contained in this material. It is natural to assume that when structuring the content of the textbook, it is advisable to emphasize these connections and relationships, to make them more explicit and thereby optimize the process of mastering the material. The identified logical connections should be reflected in questions and tasks, which should be formulated in such a way as to activate the knowledge gained at different stages of working with the textbook, present them in the context of new facts and problems, and form new logical connections in the minds of students. However, in order to translate this idea into practice, the author of a textbook must have a clear idea of how he structures the semantic content of both the textbook as a whole and its individual elements.

The logical-compositional schemes for constructing a text can be based on the following principles:
1) The principle of constructing a text from the statement of the problem to its detailing and subsequent solution.
2) A methodological principle, according to which each method of research, production, solution, etc. of something is described separately.
3) The classification principle, which is based on the distribution of classes and types.
4) Functional-target principle, implying a description of the tasks that implement the achievement of the goal, a statement of ways to solve them.
5) Structural and technological principle, recommending the division of educational material into stages, processes, directions of development of any social activity, design, production, application.
6) Chronological principle, which involves the description of events, processes, activities in chronological order.

Another requirement for the textbook is its construction in accordance with the principle of concentrism. The learning process should be organized in such a way that learners refer to the same material, but from a different point of view. We consider it reasonable to assert that in professionally oriented teaching, this principle should be attributed both to the language and speech material, and to the factual material of the texts used in teaching. To ensure the rotation of the studied factual material, one should include in each subsequent text certain facts already considered earlier, but link them with various subsequent content, creating as many logical connections as possible between the already studied and new factual material.

In connection with the above, the following organization of the training material can be recommended. The main text of each section, starting with the second, can be conditionally divided into two parts: the material already known from the previous sections, but presented in a slightly different way, and additional information. This means that the author of the textbook is faced with a difficult task: to ensure the intersection of the discussed topics and problems in different texts, to consider the same facts and phenomena from a different angle. It should be noted that such a repeated repetition of factual material is not typical for educational texts offered by the authors of textbooks and teaching aids in other disciplines. At the same time, the application of the

approach indicated here is essential in the development of a textbook on a foreign language for students of a non-linguistic university.

3. Conclusion

Thus, in this article, recommendations for structuring the semantic content of texts are considered, which contribute to the implementation of the principle of accessibility and feasibility, the principle of moving from the familiar to the new, the principle of concentric arrangement of the material. In order to ensure effective assimilation of lexical material, the connections between facts and concepts, reflected in the logical structure of the text material, should be used in the development of exercises.

The technology of developing a professionally oriented textbook in a foreign language is considered as an ordered set of actions, operations, procedures, which ensures the achievement of the design result, formulated in the form of methodological characteristics of the textbook. Development technology training manual includes the following elements: a) theoretical foundations for creating a training manual; b) an algorithm for developing a textbook; c) criteria for the selection of components of the training content; d) practical recommendations for the implementation of training principles; e) examples of the implementation of the proposed recommendations; f) method (methods) for evaluating the effectiveness of the textbook.

When determining the methodological characteristics of a professionally oriented textbook in a foreign language, it is taken into account that the textbook should create conditions for the formation of a complex of knowledge, skills, personality traits, which ensures intercultural interaction in the professional sphere, and also contribute to the formation of competencies determined by the competence model of graduate training this particular university in this specialty. In addition, it is essential that the textbook provides effective interaction of students in the course of their joint activities, creates conditions for the formation of: a) the ability for self-organization and self-improvement; b) the ability to organize joint activities and critical assessment of its results; c) motivation to learn and use a foreign language in communication and for the purpose of self-education; d) interest in the culture of other peoples.

The content of training, which is recorded in the training manual, must ensure the formation of professional foreign language Communicative competence, including its linguistic, pragmatic, sociolinguistic, socio-cultural components, strategic competence, as well as subject competence (professional knowledge). The strategic aspect of the content of training is considered as a system of components, including an information block containing information about effective ways to solve professional problems, and a procedural block that ensures the actualization and integration in the educational process of general cultural competencies, which include communicative competence, and professional competencies.

The implementation of the principles of professional orientation of education, multicultural orientation of education, speech-and-thinking activity, problematicity, functionality, style differentiation, accessibility and feasibility mean that a number of criteria for selecting texts must be observed in the selection of educational material. The main criteria for the selection of texts include: compliance with the professional interests of students; informativeness; relevance of content; illustrative value; accessibility for understanding and assimilation; the authenticity of the text and its source; methodological potential.

When selecting lexical material, it is recommended to take into account the degree of specialization of lexical units, as well as the difficulties of their assimilation, which include: a) the difference in form in the native and foreign languages; b) difference in meaning; c) the presence of difficulties in spelling, pronunciation; d) the presence of features of the grammatical order; e) the presence of restrictions and features of the use of words in sentences related to their compatibility.

When developing the structure of content material, meaning the orderly organization of paragraphs, sections, chapters of the textbook, purposefully identify and present in an explicit form semantic connection between the topics and problems contained in the texts. It is recommended to use the following schemes for structuring text material: a) statement of the problem, its detailing and solution; b) a scheme that assumes a separate description of each method of research, production, solution, etc. of something; c) classification (by classes, types, etc.); d) a scheme that provides a detailed description of the tasks that implement the achievement of the goal; e) structural and technological (by stages, processes, directions of development of any social activity, design, production, application); f) chronological order of presentation of events. In addition, the following schemes take into account the specifics of teaching a foreign language: a) from one particular aspect to a general problem; b) repetition of already known factual material presented in different contexts, from different points of view, and its addition with new information.

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