

ABSTRACTS

УДК 378.147:811.111

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CONTENT SELECTION WHEN TEACHING ESP TO STUDENTS MAJORING IN TECHNOLOGY

Teaching ESP to tertiary school students has become one of the most challenging methodological problems nowadays. There is no denying the fact that teaching ESP at tertiary schools is supposed to be professionally oriented right from their first year at the university.

Teaching content identification, in its turn, has become one of the most difficult aspects in teaching ESP. The existing publications on the topic regard ESP teaching content as a mere set of certain constituents. Neither the procedure behind their selection nor their ranking is clear.

The author of the given article, in reference to Prof. O.B. Tarnopolsky's conception, offers to include into teaching content only the information crucial to students' future professional life, i.e. communicative skills, which make up communicative competence; language aspects (pronunciation, grammar and vocabulary); sociolinguistic, psychological, paralinguistic information, as well as stereotypes and realities necessary for professional communication and used for settling business issues; texts for reading and speaking; topics and communicative situations.

Key words: professionally oriented English communicative competence, ESP teaching content.