

## ABSTRACTS

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### **COMPONENTS OF THE FUTURE BIOTECHNOLOGISTS' ESP WRITING COMPETENCE**

Teaching biotechnology students to write English professionally-oriented text is the vital component of ESP competence formation process. The lack of scientific works that address teaching peculiarities of professionally-oriented writing at an advanced level, in particular, scientific texts writing, determines the topicality of our study.

Requirements to ESP writing competence of students majoring in biotechnology were defined on the basis of the overview of research works dedicated to determining professional communicative competence structure. The overview was aimed at ESP writing competence structure specification at the advanced level of English teaching at technical universities.

The analysis of foreign language ESP competence components enabled us to highlight definite components that will contribute to ESP writing competence formation. Based on the foregoing, we are inclined to define the four components needed to form ESP writing competence when teaching English to students majoring in biotechnology. Those four components are: subject-matter, linguistic, sociolinguistic, and pragmatic components. ESP competence components in their structural and inseparable relations determine the teaching content and the means of its implementation.

*Key words: writing, ESP competence components, professional writing.*