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## **РАЗРАБОТКА КУРСА ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ**

Требования современной глобальной экономики к выпускникам вузов диктуют новые подходы к университетской лингвистической подготовке будущих специалистов. Студенты неязыковых специальностей ориентированы на равноправное вхождение в мировое профессиональное сообщество. Поэтому возникает необходимость разработки курсов иностранного языка с учетом академических, социальных, профессиональных и личностных потребностей студентов. Исследования показывают, что большая часть будущих пользователей языка заинтересована в специальном языке их профессии и языковых навыках, необходимых в будущей работе.

В Оренбургском государственном университете ставится задача максимального сближения результатов обучения с потребностями региональной экономики, учета потребностей в ключевых отраслях промышленности, требований потенциальных работодателей.

Таким образом, задача педагога состоит в определении содержания учебных программ для таких курсов. С одной стороны, они должны быть достаточно широкими, чтобы соответствовать требованиям целого ряда профилей и направлений подготовки, с другой, быть максимально конкретными для удовлетворения потребностей определенных профессиональных задач.

Применительно к предмету нашего исследования мы считаем, что при разработке курса обучения английскому языку для специальных целей (в международном обозначении ESP) педагогу следует опираться на принципы реверсивного проектирования курса, рефлексивности обучения, деятельностного подхода к обучению, профессиональной направленности обучения, межкультурной направленности обучения, а также принципы прозрачности, доступности, мобильности обучения.

Учитывая специфику исследуемой нами проблемы и ориентируясь на вышеизложенные принципы проектирования курса ESP, были отобраны и апробированы основные сферы и ситуации иноязычной коммуникации в качестве ориентиров для построения учебных курсов.

Теоретические подходы и принципы, разработанные в ходе исследования, призваны научно обосновать процедуры анализа, оценки и внедрения учебных материалов, служить ориентирами при создании курсов ESP для студентов различных направлений подготовки, помогая целенаправленно достигать освоения желаемых компетенций.

**Ключевые слова:** английский язык для специальных целей (ESP), принципы проектирования курса, отбор содержания, учет потребностей экономики, иноязычная коммуникация в профессиональной сфере.

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## **DEVELOPING COURSE OF ENGLISH FOR SPECIAL PURPOSES**

The requirements of the modern global economy for university graduates dictate new approaches to university linguistic training of future specialists. Students of non-linguistic specialties are focused on equal entry into the world professional community. Therefore, it is essential to develop foreign language courses, taking into account the academic, social, professional and personal needs and interests of students. Research shows that a large proportion of future language users are interested in the special language of their profession and the language skills required in their future work.

The strategy of the Orenburg State University is to maximize the convergence of training outcomes with the needs of the regional economy, taking into account the needs of the key industries, the requirements of potential employers.

Thus, the teacher's task is to develop the content of the curriculum for foreign language courses. On the one hand, they should be wide enough to meet the requirements of a number of profiles and areas of training, on the other hand, they should be as specific as possible to meet the needs of specifically defined professional tasks.

With regard to the subject of our research, we believe that when developing an English language course for special purposes (ESP), a teacher should rely on the principles of reverse course design, reflexive teaching, activity-based approach to teaching, professional orientation of teaching, intercultural orientation of teaching, and also principles of transparency, accessibility, mobility of the teaching process.

Taking into account the specifics of the problem under investigation and focusing on the above principles of developing the ESP course, the main spheres and situations of foreign language communication were selected and tested as guidelines for building training courses.

The theoretical approaches and principles developed in the course of the study aim to scientifically substantiate the procedures for analyzing, evaluating and implementing educational materials, to serve as guidelines for creating ESP courses for students of various fields of study, helping to purposefully achieve the development of the desired competencies.

**Key words:** English for Special Purposes (ESP), course design principles, content selection, taking into account the needs of the economy, foreign language communication in the professional sphere.

The rapid development of innovative spheres of the economy in the context of its globalization gives rise to the need for information exchange within professional communities. Language competence is the foundation for obtaining a global life perspective. Thus, universities face the task of preparing graduates capable of high-quality foreign language communication within the professional sphere [2]–[6], [12].

Modern realities and trends of higher professional education pose for teachers the task of organizing the educational process in a changed format of interaction with students. The forms of mastering disciplines in a distance mode are becoming increasingly important. Thus, first of all, the teacher is obliged to solve the problem of developing the taught course in a new format, using available distance learning technologies, while meeting the needs of both students and the standards of higher professional education [8], [9], [11], [12].

Modern technologies, expansion of opportunities for professional mobility and “remote» jobs have significantly changed the needs of students in learning a foreign language. For students of non-linguistic specialties, focused on equal entry into the world professional community, the ultimate goal of teaching a foreign language is “the formation of linguistic-socioeconomic competence, involving the adequate use of a foreign language code in the implementation of all types of speech and non-speech professional intercultural communication in the economic sphere» [3, p. 128].

Today, the generally accepted approach to language teaching in non-linguistic universities is to match the course program to the academic, social, professional and personal needs and interests of students. Common (social) language also tends to be associated with professional. It is basically the so-called functional language that students may need in some broader social contexts than professional ones. But, as it turned out as a result of surveys and questionnaires of students, the majority (87%) of future language users are interested in the special language of their profession and language skills necessary for future work.

Thus, considering the problem of the content of a foreign language course in the process of professional training of a university student, one should take into account, first of all, its professional aspect. “Profession (from Latin “profiteer» – “I declare my

business»), the main kind of socially useful labor activity, requiring special training and is usually a source of existence for a person» [17, p. 18].

The challenge is to define the curriculum content for such courses. On the one hand, they should be wide enough to meet the requirements of a number of profiles and areas of training, on the other, be as specific as possible to meet the needs of narrowly defined professional tasks. How to find the “golden mean»? Some practicing university teachers believe that it should be their responsibility to determine the professional content of the course [11], [14]. However, in reality, it is not easy for a foreign language teacher to determine which professional topics and language skills should be included in the course program.

At the Orenburg State University, the strategic educational task is declared as following: to maximize the convergence of learning outcomes with the needs of the regional economy, taking into account the needs in key industries. When developing a university foreign language course, it is recommended that a teacher familiarize himself with the different types of potential employers, their activities and requirements. If a teacher is able to collaborate with both subject experts and employers, this can guarantee greater success. For the successful organization of the educational process, he must know the basic aspects of the professional component of the course, be interested in and well informed of the latest achievements of science and technology, business or economics. He should read authentic materials, watch television programs covering certain sectors of the economy and know basic professional concepts and terms. In case of difficulty, he can ask students to explain a particular phenomenon that they know better.

However, a teacher remains the direct expert on the language content of the course. His role will not be to teach content, but to provide the means to master the subject content [4], [14], [18]–[20].

For this reason, the linguistic aspect of the ESP course program has some peculiarities in comparison with the traditional one. The first difference is vocabulary. It includes subject-specific lexical elements: vocabulary of future work, technical and scientific terms, business concepts, etc. As for written communication, it requires knowledge of standard business forms in addition to basic skills. Oral communication in a professional context also

requires specific elements. The simplest of these is business communication. From simple commercial correspondence guides to comprehensive audiovisual courses based on company examples, all possible forms of business communication are considered. It is recommended to focus on a set of standard forms that will be used in the most common situations [5], [6], [16], [19].

With regard to the subject of our research, we believe that when developing an English for Special Purpose course, a teacher should rely on the following principles:

1. The principle of reverse course design.

This principle assumes that the teacher begins to develop the course by determining the desired learning outcome. In accordance with the approach adopted at the Orenburg State University to the linguistic training of students, enshrined in the work programs of the disciplines “Foreign language», “Professional foreign language», “Foreign language in professional activities», “Business foreign language», “Professionally oriented foreign language», students are to master general cultural competence, the ability to communicate in oral and written forms in Russian and foreign languages to solve problems of interpersonal and intercultural interaction. At the next stage, the task is to master general professional competence, namely, the readiness to communicate in oral and written forms in Russian and foreign languages to solve the problems of professional activity.

For a more detailed definition of the desired learning outcome, it is necessary to analyze the needs of students, to study the requirements of potential employers to graduates. Thus, the development of the course is carried out in a reverse order – from the result to the content [7], [13].

2. The principle of reflexivity in teaching.

In ESP training, reflective teaching plays an integrative role in the acquisition of language knowledge and skills, as well as professional skills of the future specialist. Reflection here can play three roles – means (reflecting technologies), goals (formation and development of reflexive competence) and the basis of teacher-student interaction. Reflection here plays the role of a catalyst in the development of students’ competencies, motivation to learn, independence and critical thinking.

3. The principle of an activity-based approach to teaching.

The peculiarity of mastering a foreign language is that the goal of learning is not so much knowledge about the subject itself, that is, the language (linguistic competence), but the development of certain skills and abilities of different types of speech activity based on knowledge about the mode of activity (communicative competence). Thus, the activity-based approach is key in teaching “speech» as a type of “activity» [4], [14], [15], [18].

In accordance with the theory of activity, it is possible to teach any kind of activity only in the course of performing this activity.

Thus, “foreign language speech» and “foreign language communication» become for the teacher both a teaching tool and the ultimate goal of the educational process. The main forms of implementation of these types of activities are traditionally considered: reading, speaking, listening, writing.

4. The principle of professional orientation of teaching.

The authenticity of the academic requirements for students ensures the active inclusion in the course content of original text and audio sources provided by both native speakers and non-native speakers, i.e. representatives of professional communities from different regions of the world. [3]–[5] Obviously, the orientation in the teaching process should be on communication, and not on grammar. This does not mean ignoring the grammatical component of the course. However, recent research suggests a growing trend towards simplifying the grammatical patterns used in ESP and moving towards more basic speech structures.

For this reason, the linguistic part of the course program has some peculiarities in comparison with the traditional one. The first difference is vocabulary. It includes subject-specific lexical elements: vocabulary of future work, technical and scientific terms, business concepts, etc. As for written communication, it requires knowledge of standard business forms in addition to basic skills. Oral communication in a professional context also requires specific elements.

5. The principle of intercultural teaching.

The authors highlight the growing need for an interculturally oriented approach to developing an ESP course for students [5], [14], [18]. This implies taking into account not only the linguistic and professional needs of students, but also their cultural experience. They need to better understand

cultural values, corporate culture norms and professional jargon inherent in representatives of different cultures. Some verbal and non-verbal norms of behavior should be considered, and one should focus on the success of communication, which is expressed in the performance of a professional and communicative task (signing an agreement, reaching consensus in negotiations, etc.).

Intercultural characteristics form a special social and communicative environment in which professional activities are carried out. The ESP course should help students explore cultural differences as reflected in the behavior and specificity of professional partners, and provide sources containing the necessary information for each specific professional communication situation (case-studies). So, the intercultural aspect can be built into the curriculum: a careful selection of thematic articles from the press, as well as from business reference books will provide the necessary basis for the practice of communication and situation analysis.

6. The principle of transparency, accessibility, mobility.

In our opinion, in the conditions of instability caused by the epidemiological situation in the world, the so-called «rotational» model of blended learning is optimal to the stated principles, since it alternates mastering of the types of communicative educational activities (reading, speaking, listening, writing) within the framework of educational modules, disciplines, as well as a combination of classroom, electronic (distance) and autonomous learning and interaction [1], [8], [9], [11], [12]. Having received the tasks of the thematic block (module), students distribute them according to the types of educational activities: work with a teacher, individual work, online training or project work. Everyone works in their own way. During the training module, students can alternate types of work, the content may vary depending on the pedagogical task.

The Moodle, TEAMS, ZOOM platforms have been introduced and successfully tested as a tool for distance (blended) learning at the Orenburg State University. These systems have shown their high efficiency in the context of limited contact classroom work.

Having considered the basic principles and approaches to the development of the ESP course, let's move on to the problem of selecting the content of this course.

According to P.I. Obraztsov, the theory and practice of teaching a language for special purposes is dictated by the needs of international communication and the natural stratification of linguistic units depending on the field of human activity. The development of a course in English for special purposes requires the definition of a professional, social and communicative position of a university graduate, which is a set of communicative roles of a particular specialist when he performs his professional duties [4], [6].

In the course of the study we analyzed the approaches to the selection of training content by both domestic and foreign authors [2], [4], [7], [14], [16], [19], [20]. Taking into account the specifics of the problem and focusing on the above principles of developing an ESP course, the following main areas and situations of foreign language communication were selected as guidelines for building training courses:

1. Communication in the workplace
  - Greetings from colleagues
  - Asking questions
  - «Small talk»
  - Reporting problems
  - Reporting the progress of work
  - Responding to directions and instructions
  - Reaction to comments and criticism
  - Making proposals
  - Acceptance and rejection of requests and invitations
  - Requesting (giving) clarification or confirmation
  - Apologies
2. Description of the specifics of professional activity
  - Description of the specifics of the profession
  - List and description of responsibilities
  - List and description of professional equipment
  - List and description of products or production processes
3. Sociocultural aspects of communication
  - Food culture
  - Personal hygiene, appearance, customs
  - Professional and cultural features of communication in the workplace
  - Features of communication, taking into account the professional hierarchy



– “Tacit» rules of communication in a professional team

– Communicative conflict resolution strategies

4. Structure and organization of the company

– Functions and leadership style

– Organization of staff work

– Job evaluation

– Recognition and reward system

5. Professional development and career growth

– Career opportunities in your professional field

– Understanding the need for advanced training

– The concept of a specialist’s competitiveness

The language content within the framework of the English for Special Purposes aspect was determined on the basis of a detailed study of the communication needs of students, as well as an analysis of a vast array of texts specific to certain areas of training.

Students recognize the value of foreign language courses tailored to the needs of their future jobs. Feedback from employers is understandable: graduate engineers with training in business foreign language and communications have more attractive professional opportunities (they can use their new skills in the process of applying for a job).

Thus, the development and design of the content of the ESP course for students of non-linguistic universities today is not only the task of practicing teachers. Theoretical approaches and principles developed in the course of academic research are able to scientifically substantiate the procedures for the analysis, assessment and implementation of educational materials, serve as guidelines for the creation of such courses, helping to purposefully achieve the development of the desired competencies. Ideally, theory and practice should complement each other. Therefore, the challenge of understanding this type of ESP course is the ability to stimulate your own creativity. Understanding the needs of economics, the needs of students and working to meet them will enrich both students and teachers.

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