

SELECTING VOCABULARY FOR ESP COURSES IN HIGHER EDUCATIONAL ESTABLISHMENTS

The formation of professional skills of the future graduates of higher educational establishments is one of the main trends in the development of modern higher education. A foreign language studying at higher educational establishments is closely connected with professional goals.

In the situation of development of international relations, international contacts, using internet for the jobs the future specialists are to be ready to use English for their work, for getting information in the original from magazines, internet, other sources of information, they should be able to read and understand international specifications, standards, etc.. They should know the professional terminology used in the field of their specialization. That's why the English courses studied at universities are ESP (English for Specific Purposes) Courses, not just English of higher level (in comparison with secondary school English courses).

The future graduates should be ready also to communicate in English both orally and in a written form, to discuss things with their partners, to negotiate, etc.. For this purpose, the course of Business English was introduced into curricular in the VNTU for training future masters.

It should be stressed, that professional goals, skills, competences are in the focus of attention in ESP courses, that is, professional terminology (technical terms in a technical university), and contextual environment in which the terms are used.

Our research is devoted to analyzing the situation with ESP courses and criteria for selecting professional vocabulary.

First of all, it is necessary to understand the essence of the term "ESP Course," because it may be understood differently.

Today ESP has become one of the most prominent areas in studying English as a foreign language, so we should have a clear idea about what ESP means. However, this is not the case. It may be understood differently, so, first of all, it is necessary to understand the essence of the term “ESP Course.”

There are three most common criteria given for the definition of ESP courses [1].

1. ESP is defined to meet specific needs of the learners It is based on Maslow's hierarchy of needs, which is represented as a pyramid with the more basic needs at the bottom [4].
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms grammar, lexis, register, study skills, discourse and genre.

Dudley Evans [2] extended definition of ESP, having added variable characteristics:

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.

This definition is a similar to the conclusion which was made by Hutchinson [3,p.19] who stated, that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

From our point of view this conclusion stresses the most important criteria, ways for proper selecting the vocabulary for ESP courses.

The usual practice in ESP textbooks is in just selecting different texts and tasks from the field of their specialization.

There is also understanding that there should be not only professional topics for studying, but general and general technical ones. The main problem is criteria for selecting vocabulary and texts.

It is obvious that multidisciplinary approach should be taken into consideration, which was used in working out new programs for ESP courses in the VNTU. For example, a new approach was taken for future welders, automobile mechanical engineers and engineers in the field of metal cutting who are the students of the same Machine Building Faculty. At the first course the students study general technical topics connected with their future specialty and training engineers. The second year students study the topics from other technical subjects, which are the most relevant for their future specialty (material study, properties of materials, metallurgical processes, etc.). A real specialization begins at the third course and it goes on at the fourth course, but there is the shift from studying conventional machine tools at the third course to studying new technologies, perspectives of the development of proper industries, automation, numerical control, and programming.

The selection of the vocabulary is based not only on selecting the most relevant content and frequently used technical vocabulary; other disciplines are taken into consideration.

Summing it up, it is necessary to stress that multidisciplinary approach should be used for developing ESP courses, for working up the programs of studying these courses, for selecting vocabulary.

References.

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4. Maslow's hierarchy of needs. [Electronic resource] // Way Back Machine..– Mode of access:// <https://web.archive.org/web/20100211014419//>