

A System Of Instructional Material Selection For Professionally Oriented Foreign Language Education

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Abstract: The article examines the problem of selecting educational materials for the formation of professionally-oriented foreign language communicative competence of students in non-philological fields in a multilingual educational environment. The article proposes an author's system of levels and criteria for selecting educational materials, taking into account subject-professional, discursive-communicative, cognitive-linguistic, and pedagogical-technological aspects of learning.

Keywords: Professionally oriented foreign language communicative competence, selection of educational materials, multilingual educational environment, non-philological specialties, foreign language teaching methodology.

Introduction: In the modern conditions of higher education development, the formation of professionally-oriented foreign language communicative competence of students in non-philological fields is considered one of the priority areas of language training. A foreign language serves not only as a means of intercultural communication but also as an important tool of professional activity, ensuring access to scientific information, participation in international projects, and professional interaction [1;156].

This problem is particularly relevant in the context of a multilingual educational environment characteristic of the Republic of Karakalpakstan. The simultaneous functioning of the Karakalpak, Uzbek, Russian, and foreign languages has a significant impact on the process of mastering a professionally oriented foreign language. In these conditions, learning materials become a key link mediating the interaction of language, professional content, and students' cognitive processes.

Teaching practice shows that traditional approaches to selecting educational materials, focused primarily on

the language or professional component, do not fully consider the specifics of multilingual educational space. This leads to increased interlingual interference, a decrease in the level of cognitive understanding, and fragmentation in the formation of professional foreign language discourse. In this regard, there is a need to scientifically substantiate a multi-level system for selecting educational materials adapted to multilingual education conditions.

In foreign language teaching methodology, learning material is considered as a carrier of linguistic, cognitive, and professional content. However, in a multilingual educational environment, its function expands significantly: the material should ensure the coordination of several language systems, minimize interference, and contribute to the formation of professional thinking in a foreign language [2;69].

A one-level approach to selecting learning materials, focused solely on professional themes or language complexity, proves insufficient for the formation of professionally oriented foreign language communicative competence. Multilingualism requires comprehensive consideration not only of the content

and form of the material but also of the cognitive, discursive, and technological characteristics of the educational process.

In this regard, a multi-level approach seems appropriate, within which the selection of educational materials is carried out taking into account interconnected levels that form a holistic methodological system. This approach allows for ensuring systematicity, scientific accuracy, and pedagogical effectiveness of the educational process.

Within the framework of the multi-level approach, the cognitive level of selection of educational materials, which involves taking into account the peculiarities of the formation of students' professional thinking, acquires special significance. The material should contribute not only to the assimilation of terminology and linguistic structures but also to the development of analytical, interpretive, and prognostic skills characteristic of a specific professional field. In multilingualism, this means the targeted comparison of conceptual systems of the native, second, and studied foreign languages, which allows for a reduction in the level of negative interference and ensures the conscious assimilation of professionally significant concepts.

The discursive-communicative level, at which the educational material is correlated with typical genres and formats of professional communication, is no less important.

The selection of texts, assignments, and situations should reflect the real communicative practices of the professional environment: scientific articles, reports, instructions, presentations, professional dialogues, and discussions. This approach ensures the formation of students' ability to function in professional foreign language discourse, as well as develops skills in adequately choosing language tools depending on the communicative task and socio-cultural context.

Additionally, it is necessary to highlight the technological level of selection of educational materials related to the use of digital and interactive resources. In a multilingual educational environment, modern technologies serve not only as a means of visualization and intensification of learning but also as a tool for individualizing and autonomizing learning activities. The integration of electronic platforms, multimedia

materials, and professionally oriented digital tools contributes to the formation of a sustainable professionally oriented foreign language communication.

Levels of selection of teaching materials

1. Subject-professional level

At the subject-professional level, the educational material should be directly related to key scientific concepts and types of students' professional activities. For students of chemical fields, this includes studying the reaction mechanisms, analytical methods, and issues of soil and water ecology in the Aral Sea region. For biological directions - cellular processes, the basics of genetics, regional environmental problems. For technical fields - instruments, algorithms, technical regulations, and instructions.

Selection criterion: the learning material reflects real knowledge, processes, and tasks of the professional sphere, not their simplified or abstract analogues.

2. Discursive-communicative level

At this level, the correspondence of educational materials to the genres of scientific and professional communication is of particular importance. These include the IMRAD structure of scientific texts, annotations and abstracts, reports, protocols, instructions, technical descriptions, scientific reviews, and elements of mini-research.

Selection criterion: The material contributes to the formation of scientific and professional foreign language discourse and introduces students to typical communicative models of professional communication.

3. Cognitive-linguistic level

The cognitive-linguistic level involves considering the level of foreign language proficiency, the specifics of terminology functioning, as well as interlingual discrepancies within the "kar-uz-ru-en" system. Special attention is paid to the interference zones - semantic, morphological, and syntactic.

Selection criterion: the learning material contributes to a conscious cognitive understanding of the professional content and reduces the negative impact of interlingual interference.

4. Pedagogical and technological level

At the pedagogical-technological level, the material should be accessible for the implementation of modern educational technologies such as CLIL, PBL, and case methods. It should be visualizable, digital, or easily digitizable, as well as suitable for use in multilingual educational environments.

Selection criteria: the learning material is technological, methodologically flexible, and organically integrated into the educational process [3;122].

In the development of the presented levels, an author's system of criteria for selecting educational materials is proposed, performing diagnostic, design, and correctional functions.

Key criteria include professional relevance, genre-discursive significance, informativeness and scientific accuracy, linguistic accessibility (A2-B2), multilingual comparability of terminology, interference neutrality, visualization, methodological transformation, and digital applicability. The combination of these criteria ensures the integrity and scientific validity of the process of selecting educational materials.

Analysis of teaching practice shows that traditional approaches to material selection often fail to consider multilingual learning contexts. As a result, the materials are either overloaded with terminology or not adapted to students' cognitive capabilities, which increases interference and reduces the effectiveness of forming professional foreign language discourse [4;8].

The proposed multi-level system for selecting educational materials can be used in the development of textbooks, teaching aids, and professionally-oriented foreign language courses for students of non-philological fields in a multilingual learning environment.

Thus, a multi-level approach to the selection of learning materials is a necessary methodological condition for the formation of professionally oriented foreign language communicative competence in multilingual education. The proposed author's system of selection levels and criteria ensures the scientific validity, methodological integrity, and practical applicability of educational materials, which contributes to increasing the effectiveness of professionally-oriented foreign language learning.

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