FACTORS INFLUENCING ESP MATERIALS PRODUCTION AND USE

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Annotation:
Modernization of the content of education in the Republic of Uzbekistan for the modern society due to the increasing role of foreign language teaching (here in after - FL) in the non-langaage universities, is reflected in the National Program for Personnel Training. According to the document "Common European Framework of Reference for Languages: learning, teaching, assessment" (1996, 2001), there are six levels of proficiency in FL: 1) survival, 2) before-threshold, 3) threshold, 4) advanced threshold, 5) high, 6) perfect proficiency. Under the condition of non-linguistic subject academics threshold or advanced threshold levels of proficiency can be achieved depending on hours devoted to the subject in a concrete non-linguistic field. However the review of the current foreign languages teaching system proves that educational standards, curricula and textbooks do not fully meet the up-to-date requirements in terms of application of the advanced information and media technologies. There is no doubt that there is a growing need and interest in ESP at Universities.

Key words:
Teacher, non-linguistics, computer- and/or Internet-mediated resources, real objects, audience.

Teaching is being conducted using traditional methodologies. Both consistent learning of the foreign languages at all levels of the education system and teachers' professional upgrading and equipping them with modern educational literature require further enhancement. There are several proposals intended to orientate teachers in terms of the criteria for selecting materials and designing activities

According to Graves (1996, cited in Xenodohidis, 2006, 12), in order to select materials, the following issues should be taken into account:

1. Effectiveness in achieving the course purposes
2. Appropriateness of the materials, so that the students will feel comfortable. This means that the material will be relevant to their interests and language level.
3. Feasibility, so that the material will be in accordance with students' capabilities and the course will not prove too difficult for them. Choosing materials may mean development of new material, collection of various materials or adaptation of existing ones. The source of materials can befrom published materials (textbooks, journals, magazines).
4. Promoting activities that enable students to think critically enables active participation and a reliable atmosphere for constructing meaning.

As mentioned above, materials play a crucial role in ESP and have received considerable attention in the literature of the subject.Materials are used to stimulate and support language instruction and their design and/or adaptation is an important element of ESP teaching practice. Though predominantly paper based, they may also include audio and visual aids, computer- and/or Internet-mediated resources, real objects, or performance (Hyland, 2006). Since the objective of ESP materials is to expose learners to

real language as it is used in a range of professional and/or academic settings, they are to be closely related to students' target needs. Discussing the role of ESP materials, Hyland (2006) specifies four principal functions. Materials are used to scaffold learners' understandings of language use. This function implies that the materials provided to learners are meant to support their evolving control of different texts and engage them in thinking about and using the language. Well-selected and designed materials give learners a chance to get acquainted with a variety of language samples that do not follow a rigid format, but provide the opportunity to discuss, write, analyze and manipulate language salient structures and/or vocabulary. When graded according to the learners' proficiency level and well-matched to their current learning needs, materials offer constructive feedback on individual linguistic development. Materials also serve as models since they provide representative samples of correct language use in various work and/or study situations.Since ESP materials that provide exemplars of rhetorical forms and structures of target genres are to raise learners' awareness of how texts are organized and how their communicative intentions are attained,it is important that they be relevant to learners' target contexts and authentic. The best illustration of the combined model-stimulus exploitation of materials in ESP is the task in which learners – after practicing a given interactionmodel – are requested to play different roles basing their role plays on various scenarios of professional interactions. Though stimulus materials are generally texts, they can also include a wide range of media like video, graphic or audio materials, items of realia, computerand/or Internet-mediated resources, lectures, etc.Drawing on these, teachers attempt to develop learners' needs-specific competences harnessing – as they go along – such concepts as awareness raising, socioliteracy, concordancing, task-based or problem-based learning etc.

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