

Nowadays two trends in foreign languages learning have been clearly outlined: traditional education whose aim is to approach the native speaker level and learning of foreign language for professional communication.

Traditional foreign language teaching is provided by specialists who train both foreign languages teachers and translators. The methodology of such specialists training has a long history and significant achievements. The most promising for modern globalized society is relatively new method of teaching foreign languages for professional communication which has been intensively developed since the late 20th century. In the European universities, special English language courses for health care professionals, lawyers, entrepreneurs, specialists in IT and tourism industries, etc. have been developed and conducted since the late 80s of the last century. In Ukraine scientists became interested in method of teaching foreign languages for professional communication, particularly lawyers, specialists in engineering, economists, doctors, military officers a little bit later (L. I. Morska, G. P. Savchenko, OB Tarnopolskiy, I. V Chirva and others). The method of teaching foreign languages for professional communication is provided mainly by teachers of non-linguistic universities, language courses and individual foreign language teachers working directly at the customer's workplace. There is still too little qualified specialists on this technique, and this remains an important problem.

Since it is ESP that completely meets the needs of international communication in professional environment, provides sufficient lexical and grammatical minimum to the specialist, the necessary speed and speech fluency, it is extremely important for official duties execution by managers as well as employees of international companies. ESP satisfies not only oral, but written, video and virtual communication using information - communication and mobile technologies and devices.

ESP teaching combines pedagogical principles of rhetoric art and ability to initiate and maintain conversation, knowledge of computer technology, software, starting from writing technique up to computer design. Professional communication today requires high technical competence from the specialist. Professional communicators use a variety of strategies, techniques and technologies for successful business operation, because all its types require the use of reading, writing, editing, oral speech, software, computer graphics, Internet, mobile technologies, etc.

No doubt, the role of teaching materials in ESP teaching and learning is extremely important, and their selection affects the overall progress in language proficiency. In the context of teaching process itself, when communication in English is not a medium and English is taught as a foreign language, materials are usually the rare sources of language not always available to students. Although in most cases, communication in the classroom is the primary source of language learning, but due to social networks, media and communications, the problem with the materials is almost solved nowadays. One of the most important tasks in preparing the ESP course curriculum is the choice of training materials. The teacher often faces a dilemma: to use the textbook designed for a specific field of ESP (economists, engineers, health care professionals, etc.), to choose the authentic materials related to a certain field of knowledge (documents, agreements, business letters, tables, graphs, instructions, etc.) or to combine these different types of materials. The question is what is the best choice for ESP classes.

It should be noted that since the main purpose of teaching materials use for ESP classes is to create potential opportunities for meaningful interaction, appropriate and motivating language environment, the authentic texts, documents and other materials are the basis for achieving this goal. They provide students with a meaningful context, authentic and needed vocabulary, and establish the link with the future specialty. Such materials include authentic texts from the content area of study, journal articles, visual materials, various forms and documents, instructions, and other types of materials.

In spite of such an important role of authentic materials in ESP classes, we should emphasize that there are potential risks in this process. First of all, it should be noted that the majority of authentic texts were not designed for the purpose of language learning. As a result, such materials can be either too difficult or too easy for the target audience. In addition, the use of such materials often requires a large amount of preparation on behalf of ESP teacher while searching for relevant materials, developing appropriate grammatical and lexical tasks, adapting the materials to serve the teaching goals and objectives and the time frame of the class time. That is why the issue of the appropriate use of authentic materials in typical ESP or GE teaching and learning context sometimes arises.

Speaking about the use of textbooks for ESP learning, there are also several advantages and disadvantages. First of all, we should pay attention to the fact that the textbook is extremely important and useful for inexperienced teachers and emphasize some important points when selecting the textbooks: content, level, size, price, practical application of the offered material, and so on. An appropriate textbook in ESP classroom provides a readymade source of materials and activities, as well as a focus and purpose for students. Textbooks usually include relevant and necessary topics for discussion, appropriate vocabulary, minimum of grammatical material, which is extremely important in the content area of study.

However, there are some arguments against using textbooks, perhaps, the most important is that it is almost impossible to find the textbook which will correspond the learners needs of the whole group and their level of proficiency. The majority of the groups are mixed ability groups as the students studied the language in different educational institutions using different materials.

Taking into account all the above-mentioned arguments concerning pros and cons of materials selection for ESP classes, we decided to carry out our own experiment with ESP teachers of the Department of Ukrainian and Foreign Languages at Ternopil Ivan Puluji National Technical University. The research method included anonymous sociological questionnaire with the following questions:

1. Do you consider materials and the process of material selection to be important in ESP?
2. Do you use the textbook in your ESP classes? If yes, what are the benefits? If no, what are the reasons?
3. Do you use authentic materials in your ESP classes? If yes, what are the benefits? If no, what are the reasons?
4. Do you use a combination of materials in your ESP classes? If yes, what do you combine? If no, what are the reasons?
5. What is the most notable obstacle when selecting teaching materials?

14 ESP teachers aged from 30 to 60 years, with ESP teaching experience is approximately the same - 10-15 years, although their total teaching experience at the

department is quite different. All teachers teach ESP for all specialties of computer, economic, engineering fields at 4 university faculties. It should be noted that all 14 teachers gave their answers to the questions asked. Their answers reflected their opinions and preferences regarding the materials selection for their classes. It should be admitted that all interviewed teachers are sure that the selection of teaching materials for ES is extremely important for effective learning process. We must admit that all interviewed teachers are convinced that the choice of teaching materials for ES is extremely important for an effective learning process. As far as traditional textbooks use is concerned, all the teachers actually prefer to use the basic textbooks from “English for...” series, although they note that sometimes ESP textbooks outdated or texts are too simple, especially those designed for computer specialties. The main disadvantage of the textbooks use is the fact was that it is extremely difficult to select the textbook suitable in terms of language proficiency and needs of the students in the whole group.

As for selection criteria for authentic materials, the majority of teachers attributed to the relevance of professional topics and students needs. This refers both to visual means (various videos, tables, charts, diagrams, etc.) and written materials (newspaper and journal articles, internet publications, contract samples, business letters, regulatory documents, etc.). The majority of teachers admitted that such materials are positively perceived by students.

Based on carried out ESP teachers survey, we can come to several conclusions and develop some recommendations regarding the selection of educational material in order to improve the efficiency of the classes and language teaching process as a whole.

In case when the textbook is the main teaching material for a certain ESP group, several important criteria for its selection should be taken into account. In particular, it should correspond the teaching context and learning objectives. In addition, it should be appropriate in terms of language proficiency. And, finally, the textbook should be available and affordable for both teachers and students.

As for authentic materials, they should deal with four language skills: listening, speaking, reading and writing. For this purpose, they need to be adapted and used according to the needs of the specific study group. It should be noticed here that specialists from a certain field of knowledge, and students themselves, are the source of educational materials.

Taking into account all the above mentioned, we come to the conclusion that at present there is no ideal universal ESP textbook or other educational material. Therefore, the search of necessary teaching materials is the continuous process where these materials are to be constantly updated, adapted and developed. And the most effective is the combination of the basic ESP textbook and authentic materials in the context of ESP learning.