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CRITERIA FOR TEXT SELECTION IN TEACHING TECHNICAL STUDENTS TO READ PROFESSION-ORIENTED TEXTS IN A FOREIGN LANGUAGE

The problem of choosing texts for reading implies taking into account a number of basic criteria, such as readability, content suitability, adequate length, level of complexity, variety of texts types (narrative, argumentative, descriptive...) and styles, appropriateness for different types of reading strategies (thorough reading, skimming, scanning, searching for information).

Determining the **readability** of the text the task of a language teacher is to focus on lexical readability as it has been found to be the most influential dimension for reading comprehension. Features frequency, lexical variation, concreteness, polysemy, word-formation patterns and context specificity has an impact on text readability.

The selected reading passages are supposed not only to be linguistically and culturally acceptable but also understandable for the students from the viewpoint of content, topic, and concepts. At the same time too primitive and explicit in terms of content texts should be avoided because they do not inspire interest, lack challenge and can not serve for effective sub-skills training.

Suitability of content is another important criteria in text selection. Text content should be in line with the specialism of the students. Texts should appeal to students' interests, age, level, knowledge of the world.

The rationale of the **text length** depends on the purposes of reading, the types of the text processing, students' reading speed.

Another important selection criterion is texts **authenticity**. The authentic texts are the texts not adapted for linguistic purposes. The aim of the language teacher is to accustom students to reading and comprehending authentic material despite its complexity, because in such a way students are exposed to real language system, its discourses, redundancies, figures of speech, etc. The idea of teaching reading through authentic texts acquires more and more approval by language teachers, because it is bridge to real-life communication. However, the texts for the

ESP coursebook should be chosen with special care, accompanied by a range of learning tasks and activities to facilitate the perception of reading materials.