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THE SOCIO-COMMUNICATIVE TECHNOLOGY IN ESL LITERATURE

Discourse, sociolinguistic and interactional competences are the core ones of ESL learners. Proficiency in a foreign language requires mastering a language as a complex system, the representation of which to a learner is highly influenced by the approaches chosen. ESL teaching provides language learners with sufficient and varied discourse patterns in different texts and interactions in order to quench their thirst for getting ample opportunities to learn and relearn target language elements [6]. Yet, since the main media for transferring ESL knowledge and skills is educational literature, it is important it should promote intellectualization, as well as the development of ideological orientations of children and young adults, which forms the basis for knowledge acquisition, is an “accumulator,” storing actual social experience. Such literature is designed to form the knowledge, skills, rational and emotional reflection of the world for readers, their ideological position, aesthetic and ethical preferences [5].

According to Ohar [1], the potential of this approach is to comprehensively analyse the issues of the book as a constituent part of the system of social communications: from its creation, editorial and publishing work, perception, role in society, as well as interaction with other mass media. The researcher suggests that the main criterion for the effectiveness of the book is its functionality, namely the ability to perform the tasks assigned to it. Trishchuk [3] clarifies the essence of the socio-communicative approach as the one that involves understanding editorial and publishing process as a set of interrelated social (organizational, managerial, creative, production, information and marketing) sequential actions aimed at the production, implementation in the information and communication circulation such publishing product that satisfies the reader’s needs of different social groups, is a mean of transferring public values,

promoting the formation of a communicative community. Balandina [4], who studied the nature of the text and educational discourse, proves that the delimitation of these concepts is methodologically justified, since the text is a static formation with a stable and completed form, the result of activity that, under certain conditions, leads to another discursive activity, which manifests the dynamic nature of the educational process that continues in space and time. The logic of the deployment of educational discourse initially lies around constant text information (content and formal), which, accordingly, serves as the basis for the creative interpretation of the text by subjects of knowledge. Consequently, the educational literature is always in the dynamics, is constantly discussed, updated under the influence of scientific achievements, society, the requirements of the educational officials, and its perception is determined by the opportunities of the students and by the teacher's skills [7]. Meanwhile, the value of the educational literature depends on how subjects of the educational process interact, relying on a book [8].

Taking into consideration that the main subjects in the educational-pedagogical discourse are the teacher and the learner, the objective of the editor and the author should provide foundations for their interaction with the compliance of the edition with the requirements for expectations, needs and capabilities of the readers. Socio-communicative interaction of the educational literature and the learner is a dialogue with the reader, as well as the targeted influence on the addressee (transfer of knowledge, technological skills, cultural heritage, value orientations, behavioural patterns, ideological, ethical and aesthetic positions) [5]. A professional communicator (namely, the editor) should take into account the interests of all participants in the communicative interaction in the field of the educational literature publishing.

Therefore, working on the educational literature, the editor should act in several ways: to take into account the organizational aspect of the educational book publishing; to check the conformity of the filling of the educational publications with the existing system of standards: state educational standards, curriculum, publishing standards; to ensure elimination of linguistic, logical, factual, compositional and other mistakes; take into account the features and needs of communicants (students and teachers); to ensure the implementation of the publication of socio-communicative functions; consider the educational literature as a social system in its interaction with other subsystems of society; take into account

the economic, political, social changes taking place in society, the society's reactions to changes in approaches to the presentation of the material in the educational literature [5].

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