

**Text of a course book as specific linguistic phenomenon**

Course books play important role in the process of education. They are models which reflect special didactic structure of the educational process and provide its practical realization.

Course books for school occupy a special place among all types of academic books because their contents and structure must correspond to the subject curriculum. The structure of a course book includes both textual and extra-textual or additional components. All these texts are divided into descriptive texts, narrative texts, and texts for discussion. Textual structure of various elements of a course book is considered by linguists in different ways. A course book combines the logic of a science, the logic of a curriculum and the logic of personality development. A good course book should be informative, encyclopaedic, should combine teaching material with additional literature, should motivate to self-education and creativity. Formulation of basic concepts must be clear and accurate. Furthermore, not only simplicity of a text plays a very important role, but also a problem of its statement. Texts of a course book should provoke cognitive interest and make students think. A course book should be colorful to some extent, which is provided with necessary illustrations, maps, diagrams, photos etc. As mentioned above, content of education on the level of teaching material is revealed in different manuals and textbooks: literature and history readers, problem books on mathematics, physics and chemistry, geographical and biology atlases, exercise book for languages etc. These manuals widen some aspects of textbooks, and their purpose is to solve some teaching and methodological problems.

Educational texts have been for a long time a separate object of linguistic research. However, nowadays we can observe a complex character of educational texts that can be a reason for the integration of linguistics in different branches of science. V. Koduhov founded a special notion in lingvomethodological theory – educational textual criticism, which deals with problems of the text study in educational purposes. The aim of these texts is to deliver the scientific information to students in a comprehensible way.

Thus we can come to conclusion that texts of different course books have main features of scientific prose style, moreover such texts are constituents of institutional teaching discourse.

Key words: educational text, poliaddressee text, typology of texts, basic and peripheral texts.