

ISSN 2518-1467 (Online),
ISSN 1991-3494 (Print)

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
ҰЛТТЫҚ ҒЫЛЫМ АКАДЕМИЯСЫНЫҢ

Х А Б А Р Ш Ы С Ы

ВЕСТНИК

НАЦИОНАЛЬНОЙ АКАДЕМИИ НАУК
РЕСПУБЛИКИ КАЗАХСТАН

THE BULLETIN

THE NATIONAL ACADEMY OF SCIENCES
OF THE REPUBLIC OF KAZAKHSTAN

PUBLISHED SINCE 1944

3

MAY – JUNE 2021

ALMATY, NAS RK

NAS RK is pleased to announce that Bulletin of NAS RK scientific journal has been accepted for indexing in the Emerging Sources Citation Index, a new edition of Web of Science. Content in this index is under consideration by Clarivate Analytics to be accepted in the Science Citation Index Expanded, the Social Sciences Citation Index, and the Arts & Humanities Citation Index. The quality and depth of content Web of Science offers to researchers, authors, publishers, and institutions sets it apart from other research databases. The inclusion of Bulletin of NAS RK in the Emerging Sources Citation Index demonstrates our dedication to providing the most relevant and influential multidiscipline content to our community.

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НАН РК сообщает, что научный журнал «Вестник НАН РК» был принят для индексирования в Emerging Sources Citation Index, обновленной версии Web of Science. Содержание в этом индексировании находится в стадии рассмотрения компанией Clarivate Analytics для дальнейшего принятия журнала в the Science Citation Index Expanded, the Social Sciences Citation Index и the Arts & Humanities Citation Index. Web of Science предлагает качество и глубину контента для исследователей, авторов, издателей и учреждений. Включение Вестника НАН РК в Emerging Sources Citation Index демонстрирует нашу приверженность к наиболее актуальному и влиятельному мультидисциплинарному контенту для нашего сообщества.

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«Қазақстан Республикасы Ұлттық ғылым академиясының Хабаршысы».

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Меншіктенуші: «Қазақстан Республикасының Ұлттық ғылым академиясы» РҚБ (Алматы қ.).

Қазақстан Республикасының Ақпарат және коммуникациялар министрлігінің Ақпарат комитетінде 12.02.2018 ж. берілген № 16895-Ж мерзімдік басылым тіркеуіне қойылу туралы куәлік.

Тақырыптық бағыты: *іргелі ғылымдар саласындағы жаңа жетістіктер нәтижелерін жария ету.*

Мерзімділігі: жылына 6 рет.

Тиражы: 300 дана.

Редакцияның мекен-жайы: 050010, Алматы қ., Шевченко көш., 28, 219 бөл., тел.: 272-13-19, 272-13-18

<http://www.bulletin-science.kz/index.php/en/>

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Типографияның мекен-жайы: «Аруна» ЖК, Алматы қ., Муратбаева көш., 75.

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«Вестник Национальной академии наук Республики Казахстан».

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Собственник: РОО «Национальная академия наук Республики Казахстан» (г. Алматы).

Свидетельство о постановке на учет периодического печатного издания в Комитете информации Министерства информации и коммуникаций и Республики Казахстан № 16895-Ж, выданное 12.02.2018 г.

Тематическая направленность: *публикация результатов новых достижений в области фундаментальных наук.*

Периодичность: 6 раз в год.

Тираж: 300 экземпляров.

Адрес редакции: 050010, г. Алматы, ул. Шевченко, 28, ком. 219, тел. 272-13-19, 272-13-18

<http://www.bulletin-science.kz/index.php/en/>

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Адрес типографии: ИП «Аруна», г. Алматы, ул. Муратбаева, 75.

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Bulletin of the National Academy of Sciences of the Republic of Kazakhstan.

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Owner: RPA «National Academy of Sciences of the Republic of Kazakhstan» (Almaty).

The certificate of registration of a periodical printed publication in the Committee of information of the Ministry of Information and Communications of the Republic of Kazakhstan No. 16895-Ж, issued on 12.02.2018.

Thematic focus: *publication of the results of new achievements in the field of basic sciences.*

Periodicity: 6 times a year.

Circulation: 300 copies.

Editorial address: 28, Shevchenko str., of. 220, Almaty, 050010, tel. 272-13-19, 272-13-18

<http://www.bulletin-science.kz/index.php/en/>

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Address of printing house: ST «Aruna», 75, Muratbayev str, Almaty.

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E-mail: grahimbekova@mail.ru**ISSUES OF TEACHING STUDENTS OF NON-LINGUISTIC UNIVERSITIES A
PROFESSIONALLY-ORIENTED FOREIGN LANGUAGE**

Abstract. The article discusses the issues of teaching professionally-oriented foreign languages to students of non-linguistic specialties, which are especially relevant due to the growing role of foreign language communication in the professional activities of modern professionals. The need for the formation and development of communication skills that are important for effective professional activity of students is indicated. The goals and objectives of teaching a foreign language in a professional direction are defined, attention is paid to the importance of its integration with special disciplines, ways to solve the difficulties that arise in the selection and learning process with an emphasis on the content of the necessary materials. In addition, the article analyzes the main factors of effective teaching of a professionally-oriented foreign language and describes the role of educational materials as a means of forming and developing students' motivation to learn a professional foreign language.

Key words: professionally-oriented foreign language, formation of socio-cultural knowledge, learning process, communication in a foreign language, interdisciplinary communication, communicative situation, integration with special disciplines

Introduction. In the current situation, communication in a foreign language is an important component of the future professional activity of a specialist. The state educational standard of higher professional education requires taking into account the professional specificity when studying a foreign language, its orientation to the implementation of the objectives of graduates' future professional activity. A professionally-oriented approach to foreign language teaching in non-linguistic universities is particularly relevant, which aims to develop students' ability to communicate in a foreign language in specific professional, business, scientific fields and situations, taking into consideration the peculiarities of professional thinking. Modern society needs new approaches to training specialists in various fields of activity. A graduate of a modern university should not only be well-educated in their field, but also be mobile, active, and perfectly proficient in a foreign language at a professional level, not in "everyday, ordinary" language. The purpose of teaching a professionally-oriented foreign language to students of non-linguistic specialties is to bring it to a level sufficient for practical use in future professional activities. Teaching of a foreign language professionally involves not only the content of educational materials, but also professional orientation to activities that develop professional skills.

Teaching a foreign language is an integral part of the process of forming a highly educated specialist. A modern specialist must be fluent in at least one foreign language as a means of communication in

the socially conventional spheres of his daily life and professional activity. And for this purpose, when teaching a foreign language at a university, it is necessary to create a solid foundation consisting of basic knowledge, skills and abilities in speaking, thinking, communicative actions in a foreign language, as well as teaching methods of independent work and using a foreign language, which are necessary after graduation [1; 122]. At the present stage, career guidance training in a foreign language is recognized as a priority direction for updating education.

For a modern graduate it is not enough to be able to read and translate professional texts; he must also have the abilities of using a foreign language in various spheres of communication. Professionally oriented communication can take the form of formal and informal conversations with foreign colleagues, meetings, conferences, group discussions, business letters and emails. Therefore, the content of teaching a foreign language should be professional and communicative. Students' interest in the subject increases when they clearly understand the prospects for applying their knowledge, that is, in the future, this knowledge and skills can increase their chances of success in any activity. The professional orientation of training requires the integration of a foreign language with special disciplines, a careful selection of the content of educational materials.

Main part

Professionally-oriented foreign language teaching appeared as a scientific direction abroad in the

1960s. P.I. Obraztsov and his colleagues noted that learning a foreign language should not be an end in itself, but should be a means of achieving the goal of increasing the level of education and erudition within the chosen specialty. They substantiated the principle of professional orientation of educational material when teaching a foreign language in non-linguistic university. In their opinion, taking into account the specifics of majoring specialties should be carried out in the following areas: work on special texts, study of special topics for the development of oral speech, study of the minimum vocabulary in the relevant specialty, compiling a teaching aid to activate students' grammatical and lexical materials [2; 35].

Communication is an essential condition for a person's cognition of the surrounding reality. Each language is equivalent to a certain system of concepts through which native speakers perceive, structure, classify and interpret the flow of information from the surrounding world.

1. Proficiency in foreign languages is an obligatory component of the professional training of a modern specialist. Therefore, a foreign language course at a non-linguistic university, such as S. Seifullin Kazakh Agro Technical University in Nur-Sultan, is professionally directed and communication-oriented. The purpose of such training is the formation of competence that allows students to communicate professionally in various communicative situations.

2. Professionally-oriented learning of a foreign language in a non-linguistic university is essential. It opens up great prospects for students not only to communicate with foreign colleagues, but also the possibility of continuing education in the countries of the target language, training in their specialty in foreign universities, participating in world conferences, and allowing them to further engage in scientific work based on foreign-language sources, and much more. The qualifications of such specialists are much higher, since they are aware of the latest global developments in their industry.

For a modern graduate it is not enough to be able to read and translate professional texts, a graduate should also be able to use a foreign language in various areas of communication. Professionally-oriented communication can take the form of formal and informal conversations with foreign colleagues, meetings, conferences, group discussions, business letters and e-mails. Therefore, the content of foreign language teaching should be professional and communicative. Students' interest in the subject increases when they clearly understand the prospects for applying their knowledge, that is, in the future, this knowledge and skills can raise their chances of success in any activity. The professional direction of teaching requires the integration of a foreign language with special disciplines, careful selection of the content of educational materials [3; 698].

Educational materials should be based on the

latest achievements in any field of activity, timely reflect scientific discoveries, new phenomena related to the professional interests of students, allow them to grow professionally. Teaching of a professionally-oriented foreign language is aimed at solving the following tasks:

1. The development of communication skills by the types of speech (speaking, listening, reading, writing). Successful acquisition of speaking skills in the form of dialogue means talking on various topics, exchanging professional information. Speaking in the form of a monologue means the ability to make a report, make a statement, share point of view during a discussion. The purpose of listening training is to develop the skills of receiving and understanding the interlocutor's statements in a foreign language in accordance with a particular situation and area of communication. Objectives of teaching writing - the ability to write an essay, abstract, summary, summarize the material read in the form of an abstract, translation, as well as to write business letters, contracts, etc. skills to meet the requirements [4; 25]. The result of learning to read a text leads to the mastery of various publications, including special literature.

2. Mastering knowledge related to the language studied, that is, phonetic, grammatical forms, word-formation rules and lexical units. Since each topic or situation of communication is associated with a specific language and means of speech, language knowledge is acquired during the course.

3. Mastering a certain set of professional vocabulary, special terminology in a foreign language. Knowledge of the language of the profession requires mastering a large number of terms and special concepts necessary for a future specialist. It is not possible to master all the terminology in the course of time allotted for studying a foreign language in higher education institutions, so it is important to develop skills in working with special dictionaries, explanatory dictionaries, reference books related to the specialty.

4. Formation of socio-cultural knowledge that instills students in the culture of the country and the language being studied, adaptation to the foreign language environment, and does not allow misunderstandings in communication. The main thing here is not only to remember the facts, but also to be able to compare the socio-cultural experience of people who speak the language being studied with their own experience, with the cultural values of their country, which contributes to the formation of the common culture of students.

The essence of professional orientation of a foreign language is the integration of a professionally-oriented foreign language with major disciplines in order to provide the student with additional professional education and the formation of professionally important personal qualities. A teacher of a professionally-oriented foreign language

must fully master the basics of the profession, basic professional vocabulary and terminology. However, not only future specialists, but also teachers face difficulties in learning a foreign language, since, due to their linguistic or pedagogical education, they do not know special professional vocabulary. According to T.L. Kucheryavaya, there are several solutions to this problem:

- the use of materials that introduce the basic concepts of the profession in foreign language lessons, as subject teachers often do not pay enough attention to the basics of the profession;

- the organization of situations in which students can apply the theoretical knowledge acquired in their specialties in foreign language classes to solve practical problems;

- the use of materials that are already known to students, but presented in a different way;

- using the help of a subject teacher both in preparing for the lesson and in conducting it. (5; 337)

No matter what method a foreign language teacher chooses, in any case, it requires to have a certain knowledge in this professional field, the desire to improve the learning process, to increase students' interest in the practical application of knowledge both in the field of a foreign language and in the professional field, to have professional skills and have a creative approach to the implementation of the educational process.

Students of non-linguistic universities are taught to communicate in a professionally-oriented foreign language, that is, to communicate, converse, exchange ideas, etc., firstly, a foreign language teacher is faced with the task of teaching the future specialist to use a foreign language on the basis of interdisciplinary connections as a means of systematic replenishment of their professional knowledge, as well as, as a means of forming professional skills; secondly, it provides for the use of forms and methods of training that can ensure the formation of the necessary professional qualifications and skills of a future specialist.

Professionally-oriented foreign language teaching in multilingual groups at S. Seifullin Kazakh Agro Technical University is carried out in the 2nd year depending on the specialty. In addition to mastering the main profession, students strive to master a foreign language at a high level. The course at the university is a continuation of the school course, so the teaching of a foreign language at the university is organized in accordance with the requirements of continuity and coherence. Despite the small number of hours devoted to this subject and the low level of language proficiency of school graduates, teachers of the department of Foreign Languages try to find the most effective ways to teach a professionally-oriented foreign language. For example, in the first lessons, the level of language proficiency of students is determined by testing, which is divided into groups of basic level and high level. This makes it possible to ensure the most effective teaching of a

foreign language (English) within the framework of one program. Teaching a foreign language at the university has traditionally been limited to reading, understanding and translating special texts related to the specialty. In the current situation, more attention is paid to the development of skills of conversation on professional topics, the organization of scientific discussions and others. In the course of training, oral speech means listening to or reading the material, understanding it, and retelling or reciting it orally or in writing effectively. "A foreign language is not only a tool for the formation of knowledge, it is primarily a means of communication, including at the professional level, according to which it is considered an indicator of professional competence" [6; 3].

Communication in a foreign language is considered an important component of the professional activities of specialists, in this regard, the role of the subject "Foreign Language" in a non-linguistic university has significantly increased. The analysis of pedagogical and scientific-methodological sources shows that there is a wide variety of methodological directions and technologies for teaching a foreign language in a technical university. At the present stage, the task of multilingual groups is not only to acquire communication skills in a foreign language, but also to gain special knowledge in the chosen specialty, to master three languages (Kazakh, Russian and English). The motivation to learn a foreign language is primarily due to the desire of a student at a professional level to become a high-class specialist with excellent knowledge of a foreign language. Therefore, one of the most important features of a foreign language taught in a non-linguistic university is its professionally-oriented nature, reflected in the educational purpose and educational content.

Teaching a foreign language at the university at the level of professional orientation means providing students with skills that allow them to communicate in a foreign language at a professional level in any situation. The content of the level of professional orientation is determined for this purpose. At this level, the language of the specialty is taught. This is, first of all, the accumulation of a set of special terms within the framework of mastering the lexical and grammatical components of a common language; secondly, to actively master the grammatical (syntactic) features that characterize the academic style of the language. Special attention is paid to the language features of students, depending on their chosen profession. Third, students are taught the principles of structuring written and oral academic language, that is, the methods of interpretation, analysis, synthesis, argumentation and discussion. Here the exercises such as understanding the topic, identifying key words from the text, choosing the right word definitions, and determining the role of conjunctions play an important role. The student acquires such skills as working with sources of

information, that is, identifying the main idea of the text, determining the logical basis of a given opinion, selecting different types of information (working with a diagram), briefly presenting the content of the text and the ability of verbally expressing these skills [7; 137].

At S. Seifullin Kazakh Agro Technical University, teaching a foreign language, taking into account the main specialty, is carried out in the following areas: working with special texts, studying special topics for the development of speaking skills, working with active vocabulary related to the specialty and publishing teaching guides for providing students with grammatical and lexical materials. In addition, materials related to the studied country are widely used in foreign language teaching, as it provides, firstly, interdisciplinary links, that is, clearly defines the relationship between the practice of foreign language teaching and programs of other disciplines, and secondly, has a positive impact on the students' acquisition of in-depth professional education.

Students should know what types of text work are available in the country the language of which is learned (for instance, English), in most cases, for example, the requirements for summarising the information (abstract, resume, summary, etc.) is quite different in Kazakh, Russian and English. Therefore, students should be provided with the necessary knowledge of a foreign language, allowing them to communicate on an equal footing with a foreign colleague in the course of future professional activities and understand that the knowledge they have gained is not only a part of the Curriculum, but in the future it is necessary in their professional work. This increases the motivation of students to learn the language [8; 129].

The basis of a foreign language course at the professional level is made up of original texts on a thematic principle. A set of exercises aimed at developing the skills and abilities necessary for this level is given. The exercises of a lexical and grammatical nature (word formation, keywords, search for synonyms, antonyms, terminological alternatives, etc.) are aimed at accumulating special vocabulary related to the specialty.

Exercises on the text (identifying the main idea of keywords, conjunctions, types of reading, etc.) allow students to develop the skills of giving meaningful comments in oral and written form. Structuring information develops students' skills to conduct research independently with information sources based on certain rules and criteria, and thus, students acquire skills of explaining, giving evidence, organizing discussions, and others.

Conclusion

Summing up, professionally-oriented foreign language teaching is considered as teaching a foreign language which is a means of improving the professional competence and personal and professional development of students and is a necessary condition for the professional activity of a graduate-specialist of a modern Higher School who is able to carry out business relations with foreign partners. Ultimately, the main goal of training is to actively master a foreign language by students of non-linguistic specialties as a means of forming and formulating ideas in the field of everyday communication and professional sphere. It involves the formation of the student's ability to communicate in a foreign language in specific professional, business, scientific fields and situations, taking into account the characteristics of the future profession. And this requires a change in the content of teaching a foreign language of a professional orientation, that is, in the process of teaching a foreign language at the level of vocational guidance, it is necessary that the materials that make up the qualification of a professional orientation are supplemented, meet the requirements and are based on modern methods and technologies of teaching a foreign language. At the same time, professionally oriented foreign language teaching in higher educational institutions indicates the need to increase the number of classroom hours allocated to this discipline, to introduce intensive teaching methods and technologies that are as close as possible to specific communicative situations of professional and academic orientation, ensuring continuous succession of language training between undergraduate and postgraduate courses.

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ТІЛДІК ЕМЕС ЖОҒАРЫ ОҚУ ОРЫНДАРЫНЫҢ СТУДЕНТТЕРІНЕ КӘСІБИ БАҒЫТТАҒЫ ШЕТ ТІЛІН ОҚЫТУ МӘСЕЛЕЛЕРІ

Аннотация. Мақалада қазіргі заманғы мамандардың кәсіби қызметінде шет тілдік қарым-қатынастың өсіп келе жатқан рөліне байланысты ерекше өзекті болып табылатын кәсіби бағыттағы шет тілін тілдік емес мамандықтардың студенттеріне оқытудың мәселелері қарастырылады. Студенттердің тиімді кәсіби қызметі үшін маңызды коммуникативтік дағдыларды қалыптастыру және дамыту қажеттілігі көрсетілген. Шет тілін кәсіби бағытта оқытудың мақсат-міндеттері айқындалып, оны арнайы пәндермен интеграциялаудың маңыздылығына, қажетті материалдардың мазмұнына көңіл бөле отырып таңдау барысында және оқыту процесінде туындайтын қиындықтарды шешу жолдарына көңіл бөлінеді. Сонымен қатар, мақалада кәсіби бағыттағы шет тілін тиімді оқытудың

негізгі факторлары талданып, студенттердің кәсіби бағыттағы шет тілін үйренуге деген ынтасын қалыптастыру және дамыту құралы ретінде оқу материалының рөлі сипатталады.

Түйін сөздер: кәсіби бағыттағы шет тілі, әлеуметтік-мәдени білімді қалыптастыру, оқыту үдерісі, шет тілінде қарым-қатынас жасау, пәнаралық байланыс, коммуникативті ситуация, арнайы пәндермен интеграциялау.

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ВОПРОСЫ ОБУЧЕНИЯ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОМУ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

Аннотация. В статье рассматривается проблема преподавания профессионально-ориентированного иностранного языка студентам неязыковых специальностей, что особенно актуально в связи с возрастающей ролью иноязычного общения в профессиональной деятельности современных специалистов. Показана необходимость формирования и развития коммуникативных навыков, важных для эффективной профессиональной деятельности студентов. Определены цели и задачи профессионально-ориентированного обучения иностранному языку, уделено внимание важности его интеграции со специальными дисциплинами, пути решения проблем, возникающих при выборе и содержания необходимого материала, а также в процессе обучения. Кроме того, в статье анализируются основные факторы эффективного обучения профессионально-ориентированному иностранному языку и описывается роль учебного материала как средства формирования и развития у студентов мотивации к изучению профессионально-ориентированного иностранного языка.

Ключевые слова: профессионально-ориентированный иностранный язык, формирование социокультурных знаний, процесс обучения, общение на иностранном языке, межпредметные связи, коммуникативная ситуация, интеграция со специальными дисциплинами.

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[www:nauka-nanrk.kz](http://www.nauka-nanrk.kz)

ISSN 2518-1467 (Online), ISSN 1991-3494 (Print)

<http://www.bulletin-science.kz/index.php/en/>

Редакторы *М.С. Ахметова, Д.С. Аленов, Р.Ж. Мрзабаева*
Верстка на компьютере *В.С. Зикирбаева*

Подписано в печать 12.06.2021.

Формат 60x881/8. Бумага офсетная. Печать – ризограф.

22, 25 п.л. Тираж 300. Заказ 3.