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## A SUBSTANTIAL COMPONENT OF PROFESSION – ORIENTED FOREIGN LANGUAGE TEACHING

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### **Аннотация**

*Бұл мақалада тілдік емес жоғарғы оқу орынында студенттерді өзара кәсіби- бағытталған шет тілінде сөйлеуге бейімдеу қарастырылады.*

### **Аннотация**

*В статье рассматриваются особенности обучения профессионально-ориентированному общению на иностранном языке студентов неязыковых вузов.*

### **Abstract**

*The article discusses the features of professional training-oriented communication in a foreign language of students of not language high schools.*

**Түйінді сөздер:** *Кәсіби маманды дайындау, кәсіби-бағытталған тәсіл, танымдық-коммуникациялық дағдылар, шынайы мәтіндер.*

**Ключевые слова:** *Профессиональная подготовка специалиста, профессионально-ориентированный подход, когнитивно-коммуникативные умения, аутентичные тексты.*

**Keywords:** *professional training, professional-oriented approach, cognitive-communication skills, authentic texts.*

Expanding business and cultural contacts of our country with the world community has shown that there is a need for specialists who speak foreign languages in their professional activities. Today, an important criterion for professionalism in any field of work becomes ready for business dialogue speaking another language, since its formation is dependent on the successful outcome of business contacts with foreign partners. Today, therefore, to prepare students for the business dialogue speaking another language is of particular importance and is an integral part of professional training. Knowledge of a foreign language opens a future specialist access to foreign sources of information, without which it is currently impossible graduate activities. Ability to work with original literature by specialty includes getting the information contained in the text and its critical reflection, synthesis, analysis and assessment of the reliability.

Foreign language competence ensures the readiness of the graduate of the University actually use the knowledge gained in a professional environment. Currently, more than half the world's scientific and technical literature published in foreign languages. In the context of a common information space, in the absence of knowledge of a foreign language to modern specialist is available only the minimum necessary information from the translated books, articles, reports in the interest of his area of expertise. And today, the purpose of the system of higher education is in the formation of a competent professional, professionally qualified, able to organize various activities. Becomes relevant professional-oriented approach to learning a foreign language at

language faculties of universities, which involves the formation of the students' ability of foreign language communication in specific professional, business and scientific spheres and situations, and also the formation and development of students' skills and abilities to work with the text, its translation, referencing and retrieval of useful information from the original literature relevant profile.

The main essence of professionally oriented foreign language teaching lies in its integration with subspecialties in order to obtain additional professional knowledge and the formation of professionally significant qualities of the person. Foreign language in this case is a means of enhancing professional competence and personal and professional development of students, and is a prerequisite for a successful career specialist. M.V.Lyahovitsky made an enormous contribution to the development of the theory of professionally oriented foreign language teaching. They had justified the principle of a professional orientation of training material in learning a foreign language in not language high school. The author identifies the following areas into account the specificity profiling specialties:

- Work on specific texts;
- The study of special themes for the development of spoken language;
- Studying the dictionary - the minimum for the relevant specialty;
- Creation of faculty benefits to enhance grammatical and lexical material students.

E.V.Roschina notes that the study of professionally oriented language material is established two-way communication between the student's desire to acquire the expertise and success of language learning. Considering foreign language effective means of professional and social orientation in not language high school, the author stressed the need to respect the following conditions:

- A clear statement of the objectives of foreign language speech activity;
- Social and professional orientation of these activities;
- Satisfaction of students in solving particular problems;
- Formation of students skills creative approach to solving particular problems;
- A favorable psychological climate in the school team. Analysis of the pedagogical literature

has shown that an important condition for the success of the flow of professionally oriented educational process is the selection and organization of learning content. It should be focused on the latest developments in a particular field of human activity, in a timely manner to reflect scientific advances in areas directly touches the professional interests of students. N.D.Galskov noted that the content of foreign language teaching should include:

- The scope of communication activities, themes and situations, speech acts and speech material, taking into account the professional orientation of students;
- Language material (phonetic, lexical, grammatical, spelling), the rules for its design and operating skills to them;
- A set of special (verbal) skills that characterize the level of practical mastery of a foreign language as a medium of communication, including in intercultural situations;
- A system of knowledge of national and cultural characteristics and realities of the country the language is spoken;
- Learning and adaptive skills, rational techniques of mental work to ensure that the culture of language learning in the educational environment and the culture of communication with its carriers.

According to this, the following structural elements of a substantial component of professionally oriented foreign language teaching:

- Communication skills by type of speech activity (based on the general and professional vocabulary);
- Language knowledge and skills;
- Socio-cultural knowledge;
- Learning skills.

Speaking is a two-way process, made up of the ability to speak a foreign language (expressive aspect of speech), and the ability to understand the speech of others (receptive oral speech). Monologue form of communication involves the possession of such methods of pre-

sensation as description, narration, communication, reasoning, proof. This calls for the formation of students' communicative skills the following: the ability to describe, explain, inform, ability to explain and prove. Dialogic form of communication requires the ability to freely enjoy certain clichés inherent to this form of speech; the ability to understand speech interlocutor; the ability to quickly react to the statement of the interlocutor; the ability to continue the conversation, ie make such remarks, which will force the interlocutor to respond to the remark. A special role in the process of professionally oriented foreign language teaching given to the development of listening skills. Listening - a kind of receptive speech activity, which is perception and listening comprehension. It presupposes the possession of students of not language high schools the following skills: - to use the language and contextual guess to disclose the value of unfamiliar words; - Rely on the information anticipating audiotext, the plan, the key words of the text, its structure and storyline on knowledge of the subject of the message; -uznavat types of proposals on intonation; - Rely on the headings and subheadings; -

Clarify the details with the help of repeated, repeated requests; - Compare and classify information according to a specific learning task; - Summarize the information in writing to fix it. An important role in learning a foreign language and reading is given to the professional orientation. One of the important characteristics of the professional-oriented reading is the account of the basic features of reading as a verbal written communication - reception and assignment of experience, all the accumulated knowledge from one generation to another, one group of people against another, one person from another. Without reading possible expansion of professional outlook, professional development. An important feature of professionally-oriented reading is its ability to revive the knowledge gathered in the printed sources, turning them into an information base of any activity professionals and students. The essential characteristic of a professionally-oriented reading can be called what it implies, as a rule, a large number of sources and an abundance of textual material, as the flow of scientific and economic information is growing every year. In addition, professionally-oriented reading involves reusable source of information. Reading is a specific form of communication and interaction of people in the course of professional work. Flexibility in the use of reading literature on the specialty, the possibility of permanent and repeated use of sources of information makes reading the most effective tool for producing, organizing and using the information necessary for any kind of human activity. Thus, listening and reading, representing a certain group cognitive-communicative skills, have an impact on the cognitive activity of students. Understanding authentic texts and information related to the implementation of mental operations that contribute to the intellectual development of students, with the ability to get new information.

Letter -produktivnaya analytic-synthetic activity related to a product and fixing of the written text. As the ultimate objectives put forward skills:

- Describe the events, facts and phenomena;
- To inform, request information detailed plan;
- Express their own judgments, opinions;
- Comment on events and facts, using arguments in the written text and emotionally evaluative language tools;
- Draw up a detailed plan or abstracts for oral communication;
- Create a secondary text (abstracts, annotations);
- Fix the factual information in the perception of oral or printed text.

Language skills and knowledge are the basis for the development of language abilities of students of not language faculties. They include skills formation and skills to design proposals. An essential role in the development of the individual student plays a sociocultural component in the content of foreign language teaching. It allows you to expand the general, social, cultural horizons of students, to stimulate their cognitive and intellectual processes, learn to tolerate the behavior characteristics of its society and representatives of other cultures. The next structural element of the substantive component of the professionally oriented foreign language teaching - learning ability of students. They include:

- the ability to work with reference books;
- The ability to logically and consistently build his statement;

- The ability to build a detailed statement;
- The ability to make educational records;
- The ability to capture information concisely.

Thus, a substantial component of vocational-oriented learning a foreign language is made up of all that is involved in the teaching activities of the teacher, the student's educational activities, teaching material, as well as the process of its assimilation. Education professionally-oriented language involves thematic conditionality used training materials. Increase interest in the subject when he practically meaningful when students clearly and can present the prospects of using the knowledge gained when the purpose of training are useful skills, which in the future will be feasible and valuable. Profession-oriented foreign language teaching specialist broadens the mind, allows it to present conditions more effectively carry out their professional activities, particularly with foreign partners.

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