

UDC 373.1

IRSTI 14.07.09

<https://doi.org/10.48371/PEDS.2023.71.4.021>

METHODOLOGICAL ORGANIZATION AND VARIABILITY OF THE CLASSROOM LEARNING OF THE PRE-PROFESSIONAL LEVEL STUDENTS` TERMINOLOGICAL VOCABULARY FORMATION

*Yessengeldinova A.T.¹, Anafinova M.L.²

¹doctoral student, L.N. Gumilyov Eurasian National University,
Astana, Kazakhstan

e-mail: eat.0785@mail.ru

²c.p.s., associate professor, L.N. Gumilyov Eurasian National University, Astana,
Kazakhstan

e-mail: mad-anafinova@mail.ru

Abstract. Trilingual education in Kazakhstan aims to enhance linguistic diversity and prepare students for global competitiveness. Effective classroom management in trilingual settings involves balancing students' foreign (English) language proficiency and acquisition. Teachers strive to provide equal opportunities for active engagement among students and encourage collaboration in group work and peer interactions. Classroom learning serves as a foundation for acquiring students' subject-specific terminology. This article considers the problem of planning, preparation, and variability of the classroom learning of the subjects taught in English (ESP) as an aspect of the linguodidactic approach to the formation of the terminological vocabulary of the pre-professional level students. This paper presents theoretical components and practical research observations in the modernization of teaching in foreign (English) languages. The purpose of the study is to identify the advantages and disadvantages of the classroom learning organization in the framework of teaching new terminology in secondary schools, as well as to determine the attitude of teachers and students to the studying process in the target language (English). The study uses methods of observation, monitoring, and comparative analysis, as well as literary analysis of Foreign Language and ESP methodology of teaching. The article provides essential recommendations for teaching terminological vocabulary to improve the quality of the classroom management of the English language and subjects taught in English.

Keywords: linguodidactics, learning, terminology, vocabulary, pre-professional, level, students, methodology, variability

Basic provisions

The language policy of the Republic of Kazakhstan is aimed at the development and support of trilingualism. The beginning of the "phased implementation of the Trinity of Languages cultural project and the Strategy Kazakhstan 2050 shows the recognition of the importance and relevance of knowledge and fluency in three languages – Kazakh, Russian, and English – for the economic well-being of the country. [1]. Trilingual education is aimed at forming a multilingual personality – a citizen of Kazakhstan who speaks at least three languages, knows how to conduct a dialogue in various fields, appreciates the culture of his/her people, understands and respects the culture of other nations [2]. The content of the Kazakhstani education system is implemented within the framework of this policy.

Since the 2015 - 2016 academic year in the conditions of the updated secondary education system of the Republic of Kazakhstan, the principle of transition from "knowledge and skills" to competence-based learning has been implemented. The organization of classroom learning involves the use of interactive teaching methods, which are based on the organization of the learning experience by the student himself by showing activity in discussing issues, argumentation of the point of view, initiative to search and make a constructive decision. Good facilities and resources are the keys to the quality of education, which is why it is so important to solve equipment issues first in educational policy [2, 3].

Introduction

The secondary educational system has set high goals for polylingual fluency, especially in Kazakh, including the acquisition of special vocabulary in the foreign language (English), but this system is still in a transition period with practical application of mainly traditional approaches to language acquisition which need to be modernised. Another focus is on strengthening the teaching of natural-mathematical subjects based on the approaches of STEM education. Additionally, the aim is to enhance the teaching and educational process and promote early socialization and professional orientation of students. At present, the significant role of the methodological organization and variability of the teaching and educational process in the modern education system of Kazakhstan is undeniable. Classroom learning serves as a research study, where the state of communication is based on the special terminology of the target language. The formation of students' terminological vocabulary is one of the most controversial and discussed issues of modern pedagogical science, especially linguodidactics. Terminology is essential for specialized multilingual communication. Teaching terminology involves identifying and acquiring specialized lexical units that may be useful for students in their professional situations for the implementation of intercultural communication. The proposed research hypothesizes that the methodological organization and variability of the educational process as one of the fundamental linguodidactic aspects in teaching foreign-language special terminological vocabulary to students of the pre-professional level is carried out effectively only in the following conditions:

- if all types of speech activity (speaking, reading, listening, and writing) are based on an integrated methodological approach;
- if it is based on a communicative and cognitive approach;
- if there is intensive work on the acquisition of the necessary terms in the curriculum and criteria for their use and their repeated instruction in the form of various exercises based on cognitive and behavioral approaches of learning;
- if subject terms and learning material are based on subject orientation and professional significance.

The purpose of the study is to identify the advantages and disadvantages of planning, preparation, and organization of the educational process in the framework of teaching new terminology of these subjects in secondary schools, as

well as to determine the attitude of teachers and students to teaching and learning lexical units in English. The objective of the study is to identify factors that positively or negatively affect the effective acquisition and assimilation of subject-specific terminological material in classroom learning.

Materials and methods

Modern academic studies in the form of a lesson at school is a special activity that has its own peculiarities of planning, preparation, and forms of methodological organization. The lesson is a system of interdependent, organizational, and educational activities of the teacher in unity with the educational and cognitive activities of students, aimed at achieving results, and hence quality. Also, the lesson is an important part of the educational process, the effective preparation of which creates favorable conditions for the development of educational material and the growth of student activity.

One of the main tools in pedagogical activity is planning. While developing lesson plans, teachers can assess and modify the teaching material to meet the specific learning requirements of students, whether through simplification or complexity adjustments. The purpose of classroom learning is to identify key teaching and learning activities and specify desired subject outcomes. Lesson planning involves setting goals, determining educational methods, implementing differentiated tasks, and various assessment techniques, and integrating interdisciplinary connections, which ultimately leads to the final assessment of subject-related learning outcomes. Furthermore, during the instruction of subject-specific terminological vocabulary, classroom learning incorporates the implementation of instructional tools, technological applications, and multimedia digital resources. Summarizing the aforesaid, the lesson is based not only on the topic of the lesson but on the basis of learning goals and expected learning outcomes in accordance with the main ideas of the updated educational program. Students' speech competence in the subject, especially language immersion, means that the effectiveness of teaching terminological subject vocabulary is crucial in lesson planning. Classroom management is extremely complex, in which different types and forms of learning process should be combined while forming a terminological vocabulary competence of students.

Consequently, according to the purpose and the objective outlined in our research study, we used both quantitative and qualitative research methods:

- literature review and content analysis on the proposed topics such as Foreign Language and ESP teaching methodology and linguistics, and specifically classroom management;
- monitoring the classroom management of English Language subject and STEM subjects (Physics, Biology, Chemistry, IT) taught in English;
- conducting the questionnaires (via Google Forms) as an instrument of a qualitative survey method and interviews as a quantitative one.

A preliminary literature review shows that linguistics, including general and professional language acquisition in the scope of teaching terminology, have been extensively studied by Russian and foreign researchers, such as Minyar-

Beloroucheva, Sergienko, Vishnyakova, Cook, Ellis, Shen, Cabré, Sager, etc. and as well as Kazakhstani researchers, such as S.S. Kunanbayeva, A.E. Bizhkenova, K.N. Bulatbayeva, Zh.I. Sabitova, D.D. Shaibakova, Zh.Kh. Salkhanova and others. Thus, Foreign Language education as part of general professional training is allocated to an independent branch area that has its own theoretical and methodological base, other than "language education", reflected by a set of methodological principles, the leading among which are communicative, cognitive, socio-cultural and others [4, p.240]. S.S. Kunanbayeva claims that the use of concepts and categories in the theory of language teaching "can be explained by a "confusion of methodological and conceptually significant phenomena and free interpretation of linguistic didactic and pedagogical terms," which might be the problem that requires a scientific solution in the future, and which "will contribute to the dynamic development of the theory and practice of teaching foreign languages" [4, 5].

According to Minyar-Beloroucheva, Sergienko, Vishnyakova, Linguodidactics is a dynamically developed academic research area and the theoretical basis for teaching languages. There is an obvious scientific justification for the approaches used in professional language teaching and one of these approaches is the study of language as a professionally oriented discipline [6, p.539]. Reinecke claims that linguodidactics, being an integrative science, is designed to give both a description of the mechanisms for mastering the language, and the specific management of these mechanisms in the learning environment [7, p.269].

In turn, various definitions of linguodidactics and methodology can be found in the Kazakhstani scientific literature but let us focus on the issue of methodological organization and classroom management. According to A.E. Bizhkenova the selection of instructional learning material depends on several factors, including the students` language proficiency level, the resources and facilities available in the educational institution; the provision of educational and methodological literature, and the development of the teacher's cognitive visualization skills [4].

Most expert-methodologists such as Hutchinson & Waters, 1987, Dudley-Evan and St. John, 1998 view learner-centered learning as a major learning technique in ESP teaching. Unlike the teacher-centered model in which knowledge is transmitted from teacher to learner, the focus is shifted to the constructive role of the learner, who takes some responsibility for his own learning and can negotiate some aspects of the course design [8]. According to the terminology-based approach, Fiorito L. explores that effective teaching of terms in ESP lessons and successful learning by pre-professional level students is possible only when terms "are not taught as a subject separated from the students` real world (or wishes); instead, it is integrated into a subject matter area important to the learners." [8].

Results and Discussion

A theoretical and methodological literature review shows that scholars identify the linguodidactics and its significance in teaching subject-specific

terminology. Therefore, based on the terminological and linguodidactic research conducted by the aforementioned scholars, it is worth noting that the individual learning styles of students should also be considered when selecting instructional learning materials within classroom learning. This approach enables students to effectively expand their vocabulary through improving their language skills. The usage of available educational and methodological resources and facilities supports a comprehensive approach to terminology teaching, which can provide students with diverse materials and opportunities for learning. Besides, the emphasis on the teacher's cognitive visualization skills enhances their ability to present and practice complex terminological vocabulary for students in a visually engaging manner, facilitating better comprehension and practical usage of the terminology. While working with the new terminology, it is essential to use authentic and meaningful terms equivalents and interpretations, and exercises to facilitate their deeper understanding and analysis. Moreover, the teacher's innovative creativity can be revealed by using digital resources for developing engaging and personalized approaches to terminology teaching in both Foreign Language subject and ESP.

The article analyzed the results of lesson observation, interviews and surveys for diagnosing the methodological and linguistic competence level of English Language teachers (hereinafter EL teachers) and STEM (Physics, Chemistry, Biology, IT or Computer Science) subject teachers. The paper uses the results of the survey conducted in two state secondary schools of Astana, namely the parallels of middle-level classes of the pre-professional level with one (Kazakh) language of instruction. Consequently, the objects of our research were Grammar schools with classes of social-humanitarian specialization, namely 4 groups of 9th grades in STEM subjects taught in English and a Lyceum school (or Science school with classes of natural-mathematical specialisation), namely 2 groups of 9th grades in English Language lessons. The study involved 2 EL teachers and 4 STEM teachers for lesson observation taught in English and further comparative analysis as well as 20 EL teachers and 8 STEM teachers teaching in English and 47 students as the respondents from both observed schools for interviewing and survey analysis. The research and analysis of the results was performed during the 3rd quarter of the 2022-2023 academic year.

The diagnosis aims to monitor the quality of classroom management of the proposed subjects as a whole, and particularly in teaching lexical units and the degree of its assimilation by the pre-profile level students. Moreover, the focus lies on the effectiveness and rationality of the innovative digital tools in teaching within one separate lesson for active learning and motivation of students.

Through a scientific approach, during our 9th-grade lessons observation, we experienced both strengths and weaknesses in the methodological organization and variability of the classroom learning, especially the pre-professional level students' terminological vocabulary formation. As a whole, it is necessary to notice that not all the classrooms were equipped with state-of-the-art technical facilities, including interactive boards or screens and traditional chalkboards or separate marker boards, but they are mostly updated there. Regarding the benefits, teachers with up to 3 years of experience and with well-equipped classrooms demonstrated effective

lesson planning, engaging students in various project activities and forms of grouping. Used project methods aimed to consolidate new specialized terms, thereby developing students' independent work and critical thinking. Besides, the usage of multimedia technologies and digital vocabulary tools like Quizlet and Wordwall aimed to reinforce students' term acquisition, integrating activities that stimulated student involvement. Furthermore, they use additional multimedia tasks, beyond those provided in the textbooks, to consolidate newly introduced lexical units. Regarding the drawbacks from a scientific standpoint, it is observed that not all teachers implement digital tools and consolidated interactive tasks to develop students' terminological vocabulary. Some teachers rely on the translation method from English to Russian/Kazakh when presenting new subject-specific terms at the beginning of the lesson, excluding visual aids to facilitate the new terms presentation. The observed traditional teaching methods such as oral explanation of lexical units and text analysis with exercises, entailed the students' passivity in the training process and consequently insufficient formation of the learners' terminological vocabulary. These limitations were determined through a scientific approach in the evaluation of the teaching practices.

Based on the above, it is worth acknowledging that a few years ago, the main activity of students in the classroom was supported only by the use of textbooks and traditional teaching aids. Nowadays teaching and learning process is more dynamic due to the process of digitalization. Considering the significance of students' terminological vocabulary formation, digitalization of the learning process should serve as the fundamental factor for enhancing the variability and effectiveness of the classroom learning. Besides, teachers should use a learner-centered approach in the classroom management with creatively oriented learning. This approach recommends the inclusion of communicative creative tasks by using specific lexical units in the learning process.

Hence, the main issue emerged concerning the extent to which teachers effectively implement these approaches in the classroom management. This research query in our study was addressed by interviewing and conducting an online survey using Google Forms among EL teachers and STEM subject teachers taught in English at the two aforementioned schools. This survey aimed to identify both common and distinctive patterns of methodological organization and variability in the educational process, specifically related to teaching terminology.

Teachers were asked to give concrete answers that could reflect their classroom management and its features. Teachers were required to suggest how to improve the teaching and learning process, especially in forming students' terminological vocabulary. The questionnaire consisted of 15 questions. The analysis of the diagnosis of the essential survey results is reflected below in Table 1.

Table 1 - Teachers' survey results

Indicators	Results	
	English Language Teachers	STEM Subject Teachers (training in English)
Using of both Kazakhstani and foreign textbooks	62.5%	75%

Emphasis on both theoretical and practical aspects of the lesson	87%	95%
Value of task variability (pair, group, individual) and ICT in the teaching process	100%	100%
Emphasis on creative learning approaches and innovative teaching methods	75%	87.5%
<i>Shared difficulties and shortcomings</i>		
- Insufficient teaching resources and equipment	62.5%	85%
- Students' insufficient language proficiency	62.5 %	85%
<i>Similar views on assessment systems</i>		
-Dissatisfaction with the current summative assessment system and its effectiveness	37.5%	45%
-Lack of standardized task sets and collaboration in preparing	100%	100%
Implementation of digital tools in classroom learning	80%	100%
Emphasis on students` terminological vocabulary formation while planning classroom learning	87.5%	12.5%

Overall, the data obtained reveals to conclude the surveyed teachers' ideas about lesson planning and variability as well as difficulties for successful classroom management. However, there are some differences between EL and STEM teachers' ideas about regarding teaching practices, resources, assessments, and the importance placed on students' terminological vocabulary formation. These results provide valuable insights for improving teaching and learning processes, especially in the context of terminological vocabulary formation.

The qualitative findings obtained from the interview of teachers revealed that implementing integrative methodological approach, involving interactive creative tasks with the use of digital tools, emerged as the main aspect of students' motivation in learning while presenting and practicing lexical units. However, it was analyzed that teachers encountered challenges when planning interactive classroom learning.

Firstly, a significant issue identified is the insufficient allocation of hours for STEM subjects. Specifically, there is not enough study load for practical and laboratory tasks of these subjects taught in English, thereby limiting students' opportunities to apply new lexical units in a practical setting.

Secondly, a notable issue refers to the scarcity of competent methodological literature in English, including bilingual and trilingual dictionaries. Teachers are required to seek additional teaching materials and online resources for interpreting and translating new terms. However, the accuracy of these online resources can be occasionally incorrect. As a result, terminology teaching planning in classroom learning became mostly time-consuming.

Thirdly, an essential concern is the scarcity of trilingual subject teachers training in English or the low level of English language proficiency. Thus, it may negatively influence to use a variable approach in the process of students' terminological vocabulary formation.

Consequently, as part of the comparative analysis, another survey was administered among pre-professional level students of the observed schools. This survey aimed to clarify the effectiveness of classroom planning in teaching terminology and students' relations to subject-specific lexical units' acquisition.

Regarding the effectiveness of classroom planning, pair and group work were clarified as the most effective in consolidating and practicing new terms, with a range of 51.4% to 83.3% agreement among respondents. Furthermore, the most recommended activities for enhancing terminological vocabulary included interactive online quizzes and laboratory projects, with agreement ranging from 45.7% to 83.3%.

Moreover, students suggested to improve practicing of new terms, including in-depth analyses, agreement ranged from 50% to 83.3%. Additionally, the students' level of satisfaction of subject lexical units' knowledge vary from 82.9% (English language) and 91.7% (STEM subjects taught in English).

Figure 1 – EL subject lexical units' knowledge satisfaction

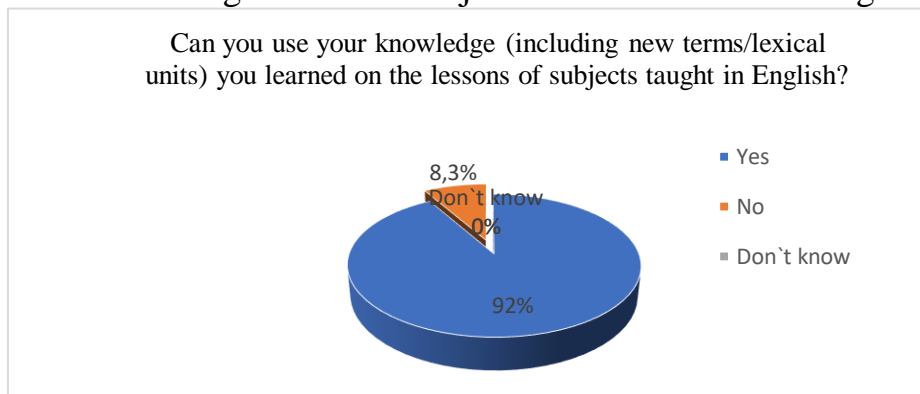
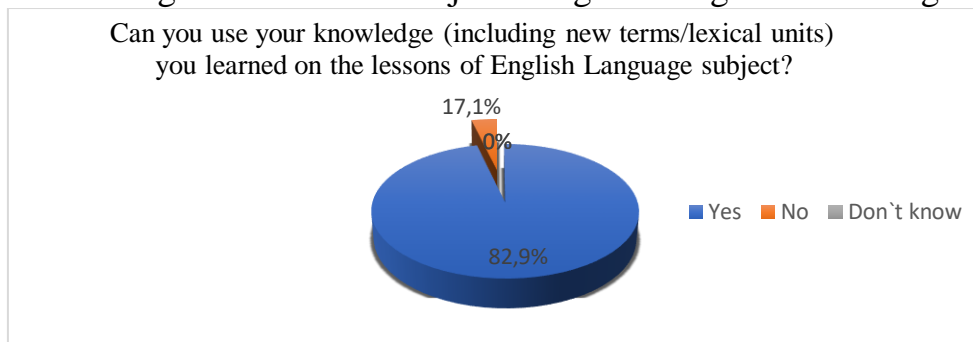


Figure 2 – STEM subjects taught in English knowledge satisfaction



Summarizing the results of our research, it should be noted that planning and variability of the classroom learning is the key element for the acquisition subject specific lexical units. It is crucial to apply interactive instructional approaches that deviate from traditional lesson frameworks. This entails practicing teaching strategies such as conference-style lessons, linguistic quizzes, digital interactive activities, among others. These approaches facilitate the engagement among students, allowing for an effective integration into English discussions referring to subject-specific terminologies. The incorporation of differentiated lesson formats conducting by using the interactive educational platforms within instructional sessions promotes an effective formation of students' terminological vocabulary.

Conclusion

The education system of Kazakhstan in the scope of polylingual policy should maintain its accomplishments and approve priorities while actively integrating into the global education system. Consequently, any changes should be implemented gradually. Currently, there is an ongoing educational transition substituting traditional pedagogical approaches with digitalization in the teaching and learning process. This transition updates not only the curricula but also the technological infrastructure in educational institutions.

Hence, we propose the following recommendations on the peculiarities of terminology teaching and learning:

- to improve the quality of teaching by using digital tools in the classroom learning;
- to implement innovative learning methods and activities for increasing the students` vocabulary formation, taking into account the learner-centered approach;
- to strengthen the theoretical training of teachers in teaching terminological vocabulary of STEM subjects taught in English;
- to provide schools and classrooms with modern digital teaching tools and facilities and the latest issues of the educational and methodological literature, including specialized bilingual and trilingual dictionaries and glossaries, and methodological recommendations;
- to introduce and share actively the innovative pedagogical experience between teachers due to workshops or conferences on terminology.

Thus, the current educational policy provides all the necessary conditions for the modernization of subject-based lessons aiming to enhance educational efficiency and motivate student awareness in studying subjects in English by using appropriate specialized terminological units. Nonetheless, it is worth emphasizing that teachers should foster any improvements in their teaching practice in the digital era. Collaborative efforts between the state and educational institutions may tackle the issue of the methodological organization and variability of classroom learning for the pre-professional level students` terminological vocabulary formation.

REFERENCES

[1] Address by the President of the Republic of Kazakhstan, N.Nazarbayev “Strategy Kazakhstan-2050”: new political course of the established state”. - URL: https://www.akorda.kz/en/addresses/addresses_of_president/address-by-the-president-of-the-republic-of-kazakhstan-leader-of-the-nation-nnazarbayev-strategy-kazakhstan-2050-new-political-course-of-the-established-state [Date of access: 11.06.2023].

[2] On approval of state compulsory educational standards for all levels of education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 № 604. – URL: <https://adilet.zan.kz/eng/docs/V1800017669/info> [Date of access: 11.06.2023].

[3] The concept of Education Development of the Republic of Kazakhstan for 2022-2026 - URL: <https://primeminister.kz/en/news/kazakhstan-schools-to-be-introduced-to-academic-autonomy-in-stages-aimagambetov-1710490> [Date of access: 11.06.2023].

[4] Bizhkenova A.E. Current issues of modern linguistics and linguodidactics. Selected works. – Almaty. – 2017. – 308p.

[5] Kunanbayeva S.S. Modern foreign language education: methodology and theories. - Almaty. – 2005. – 264p.

[6] Minyar-Belouchcheva, A. P., Sergienko, P. I., Vishnyakova, E. A., & Vishnyakova, O. D. (2020). New Linguodidactic Challenges In Teaching Professionally Oriented English As Referred To Pr-Education. In V. I. Karasik (Ed.), Topical Issues of Linguistics and Teaching Methods in Business and Professional Communication, vol 97. European Proceedings of Social and Behavioural Sciences (pp. 539-547). European Publisher. <https://doi.org/10.15405/epsbs.2020.12.02.72> - URL: New Linguodidactic Challenges In Teaching Professionally Oriented English As Referred To Pr-Education | European Proceedings [Date of access: 07.06.2023].

[7] Panferova, I. V. Integration of linguistic and didactic issues in the language acquisition process / I. V. Panferova, N. B. Dusimbetova. — Tekst: neposredstvennyj // Molodoj uchenyj. — 2019. — № 43 (281). — S. 269-270. — URL: <https://moluch.ru/archive/281/63404/> [Date of access: 07.06.2023].

[8] Georgieva V. Teaching terms effectively in ESP. – URL: <https://www.betaiatefl.org/wp-content/uploads/2010/09/2010-Valentina-Georgieva.pdf> [Date of access: 11.06.2023].

БЕЙІНДІК ДЕНГЕЙДЕГІ БІЛІМ АЛУШЫЛАРДЫҢ ТЕРМИНОЛОГИЯЛЫҚ СӨЗДІК ҚОРЫН ҚАЛЫПТАСТЫРУ КЕЗІНДЕГІ ОҚУ ҮДЕРІСІНІҢ ӘДІСТЕМЕЛІК ҰЙЫМДАСТЫРЫЛУЫ ЖӘНЕ ВАРИАТИВТІЛІГІ

*Есенгельдинова А.Т.¹, Анафинова М.Л.²

^{*1}докторант, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана,
Қазақстан

e-mail: eat.0785@mail.ru

²ф.ғ.к, профессор м.а., Л.Н. Гумилев атындағы Еуразия ұлттық университеті,
Астана, Қазақстан

e-mail: mad-anafinova@mail.ru

Аңдатпа. Қазақстандағы үш тілді білім беру тілдік әртүрлілікті кеңейтуге және оқушыларды жаһандық бәсекеге қабілеттілікке дайындауға бағытталған. Үштілділік жағдайында оқу үдерісін тиімді ұйымдастыру оқушылардың шет тілін (ағылшын) меңгеру деңгейі мен оны меңгеру арасындағы тепе-теңдікті құруды көздейді. Мұғалімдер оқушылардың белсенді қатысуы үшін тең мүмкіндіктерді қамтамасыз етуге ұмтылады және топтық жұмыстағы ынтымақтастықты және басқа оқушылармен өзара әрекеттесуді ынталандырады. Оқу үдерісі оқушылардың пәндік терминологияны меңгеруіне негіз болады. Бұл мақалада ағылшын тілінде өткізілетін пәндер бойынша сабақтарды жоспарлау, дайындау және ұйымдастыру мәселелелері, сонымен қатар мұғалімнің сабақтағы жұмысының вариативтілігі және оның оқушылардың шетел тілін оқуға деген қызығушылығы мен ынтасын қалыптастырумен байланысы қарастырылады. Бұл мақалада шетел (ағылшын) тілінде өткізілетін сабақтарын модернизациялау саласындағы теориялық компоненттер мен тәжірибелік зерттеу бақылаулары ұсынылған. Зерттеудің мақсаты – жалпы білім беретін мектептердегі сабағын жоспарлаудың, дайындаудың және ұйымдастырудың артықшылықтары мен кемшіліктері, сонымен қатар мұғалімдер мен оқушылардың ағылшын тілін оқыту мен оқуға деген көзқарасын анықтау. Зерттеу барысында бақылау, мониторинг және салыстырмалы талдау әдістері, сондай-ақ шет тілін және ESP оқыту әдістемелердің әдеби талдау қолданылды. Мақалада ағылшын тілі пәннің

және ағылшын тілінде өткізілетін пәндерінің сабақтарына дайындық және ұйымдастыру сапасын арттыру мақсатында маңызды ұсыныстар берілген.

Тірек сөздер: лингводидактика, оқыту, терминология, лексика, бейін алдындағы, деңгей, оқушылар, әдістеме, вариативтілік.

МЕТОДИЧЕСКАЯ ОРГАНИЗАЦИЯ И ВАРИАТИВНОСТЬ УЧЕБНОГО ПРОЦЕССА ПРИ ФОРМИРОВАНИИ ТЕРМИНОЛОГИЧЕСКОГО СЛОВАРЯ ОБУЧАЮЩИХСЯ ПРЕДПРОФИЛЬНОГО УРОВНЯ

***Есенгельдинова А.Т.¹, Анафинова М.Л.²**

***¹докторант, Евразийский национальный университет им. Л.Н. Гумилева,
Астана, Казахстан
e-mail: eat.0785@mail.ru**

**²к.ф.н., и.о. профессора, Евразийский национальный
университет им. Л.Н. Гумилева,
Астана, Казахстан
e-mail: mad-anafinova@mail.ru**

Аннотация. Трехязычное образование в Казахстане направлено на расширение языкового разнообразия и подготовку учащихся к глобальной конкурентоспособности. Эффективная организация учебного процесса в условиях трехязычия предполагает создание баланса между уровнем владения иностранным (английским) языком учащимися и его усвоением. Учителя стремятся обеспечить равные возможности для активного участия учащихся и поощряют сотрудничество в групповой работе и взаимодействие с другими обучающимися. Учебный процесс служит основой для овладения учащимися предметной терминологией. В данной статье рассматривается проблема планирования, подготовки и вариативности организации учебного процесса по предметам преподающихся на английском языке (ESP) как фактор лингводидактического подхода формирования терминологического словаря обучающихся предпрофильного уровня. В данной статье представлены теоретические составляющие и практические исследовательские наблюдения в сфере модернизации уроков, преподающихся на иностранном (английском) языке. Целью исследования является выявление преимуществ и недостатков планирования, подготовки и организации учебного процесса в рамках обучения новой терминологии предметов в средних школах, а также определение отношения учителей и учеников к преподаванию и обучению на изучаемом (английском) языке. В исследовании использованы методы наблюдения, мониторинга и сравнительно-сопоставительного анализа, а также литературный анализ по методике преподавания иностранного языка и ESP. В статье даны существенные рекомендации в обучении терминологическому словарю по улучшению качества подготовки и организации учебного процесса занятий английского языка и предметов естественно-научного направления, преподающихся на английском языке.

Ключевые слова: лингводидактика, обучение, терминология, лексика, предпрофильный, уровень, учащиеся, методика, вариативность.

Статья поступила 29.07.2023