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PROFESSIONALLY - ORIENTED FOREIGN LANGUAGE TRAINING OF FUTURE BIOLOGISTS

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Abstract. The article considers issues of professionally-oriented foreign language training of future biologists of non-linguistic specialties in the context of implementing the State Educational Standard of Higher Education on the basis of Taraz Innovation Humanitarian University (TarIHU). This issue is of particular relevance due to the increasing role of foreign-language communication in the professional activities of modern specialists. The pedagogical foundations developed by the authors are aimed at the comprehensive development of foreign-language communicative competence (knowledge, skills, proficiency) of biology students of non-linguistic training areas in accordance with the learning outcomes (competencies) declared by the State Educational Standard of the Republic of Kazakhstan.

The concept and structure of professionally-oriented foreign language teaching for students of non-linguistic universities are analyzed; the contribution of scholars to the development of the theory of professionally-oriented foreign language teaching is described; pedagogical scientific and methodological sources are examined, which present a wide variety of methodological approaches and technologies for teaching foreign languages at non-linguistic faculties of higher education institutions. Diagnostic methods are analyzed (analysis of diagnostic practices in the learning process, questionnaires to identify language proficiency levels, analysis of pedagogical experience, observation, interviews, etc.). The authors emphasize the necessity for students of non-linguistic universities to master a foreign language due to the need to increase their competitiveness in the modern local and international labor market. This circumstance determines the need for students to use a foreign language for self-educational purposes during their university studies and future professional activities.

The professional orientation of professionally-oriented training is described. Professional orientation, firstly, requires the integration of the discipline "Foreign Language" with major professional disciplines; secondly, it sets the task for the foreign language teacher to teach future specialists, on the basis of interdisciplinary

connections, to use a foreign language as a means of systematically expanding professional knowledge, as well as a means of developing professional skills and abilities; thirdly, it involves the use of teaching forms and methods capable of ensuring the formation of the necessary professional skills and abilities of future specialists.

Professionally-oriented foreign language training of future biologists in non-linguistic universities requires a new approach to content selection. The structural elements of the content component of the professionally-oriented foreign language training model include communicative skills in types of speech activity (speaking, listening, reading, writing); language knowledge and skills, which combine phonetic phenomena, grammatical forms, word-formation rules, lexical units, and terminology characteristic of a particular profession; sociocultural knowledge and learning skills. The result of professionally oriented foreign language training is represented by professionally oriented foreign-language competence.

Keywords: professionally-oriented training, professional activity, communication, foreign-language competence, professionally oriented competence, foreign language, skills, means

Introduction

In the context of globalization, the need to train highly qualified specialists of natural science profiles who are proficient in a foreign language is one of the important problems of higher education in Kazakhstan. A foreign language combined with professional orientation contributes significantly to the development of active, initiative, and creative individuals needed by society. Language proficiency facilitates effective communication and serves as a universal means of successful professional activity and self-realization [1].

The State Educational Standard of Higher Professional Education requires consideration of professional specificity in the study of a foreign language and its focus on solving the tasks of future professional activity of graduates. Particular relevance is the professionally-oriented approach to teaching a foreign language to future biologists, which provides for the formation of their ability to communicate in a foreign language in specific professional, business, and scientific fields and situations, taking into account the characteristics of professional thinking. Professionally-oriented training is understood as training based on consideration of students' needs in learning a foreign language, defined by the characteristics of their future profession or specialty [2]. It presupposed a combination of mastering a professionally oriented foreign language with the development of personal qualities of students, knowledge of the culture of the target-language country, and the acquisition of special skills based on professional and linguistic knowledge.

Professionally - oriented training is based on students' needs for foreign language knowledge in their future professional field. The main motivation for learning a foreign language for a student is its future relevance and significance in their professional sphere. Interest in a foreign language arises when students clearly understand the importance of acquired skills and abilities, which later become a competitive advantage among specialists in various fields. Therefore, one of the significant features of foreign language instruction in non-linguistic universities should be its professionally-oriented nature, reflected in the curriculum.

Materials and Methods

The emergence of professionally-oriented foreign language teaching dates back to the 1960s. A significant contribution to the development of the theory of professionally-oriented foreign language teaching was made by P.I. Obraztsov, A.I. Akhulkova, and O.F. Chernichenko. They substantiated the principle of professional orientation of educational material when teaching a foreign language in a non-linguistic university. The authors emphasized that studying a foreign language should not be an end in itself, but a means of achieving the goal of increasing the level of education and erudition within one's specialty. According to their views, the specificity of major specialties should be taken into account in the following areas: working with specialized texts, studying special topics for the development of oral speech, learning a minimum professional vocabulary, and developing teaching aids to activate students' grammatical and lexical material [3].

The problem of developing a system of professional language training of future specialists in non-linguistic universities is currently characterized by multidimensionality. In scientific and methodological literature, a foreign language as an academic subject in higher professional education is considered from various perspectives: problems of teaching a foreign language in higher education as a means of communication (I.L. Bim, N.N. Gez, I.A. Zimnyaya); the development of communicative skills through a foreign language (V.L. Kuzovlev, V.G. Kostomarov, A.A. Leontiev, E.I. Passov); developing professional orientation (L.Sh. Gegechkori, N.I. Gez, M.A. Davydova, B.K. Esipovich, R.P. Milrud); communicative approach in foreign language teaching (I.L. Bim, A.N. Leontiev, E.I. Passov, G.V. Rogova); problems of improving the level of professionally oriented foreign-language education of students of non-linguistic universities (A.S. Andrienko, T.A. Kostyukova, N.A. Maltseva, A.L. Morozova, P.I. Obraztsov, G.A. Petrova, etc.); theories of professional and communicative orientation of the educational process in foreign language teaching (A.V. Aitov, D.V. Bulatova, I.I. Galimzyanova, N.D. Galskova, D.B. Gudkov, N.L. Uvarova, etc.); and theories of foreign language teaching based on the communicative approach (I.M. Berman, G.A. Kitaigorodskaya, R.A. Kuznetsova, E.I. Passov, etc.).

An analysis of pedagogical scientific and methodological sources shows that there are numerous methodological approaches and technologies for teaching foreign languages at non-linguistic faculties of universities. At present, the task is not only to master communication skills in a foreign language, but also to acquire specialized knowledge in one's specialty.

Within the framework of the study, the following diagnostic methods were used: analysis of pedagogical practice in the learning process; analysis of students' language proficiency (reading, pronunciation, translation, vocabulary knowledge); interviews aimed at developing an individual language learning trajectory and identifying students' motivation and interest in professionally significant texts; questionnaires to identify language proficiency levels, particularly the ratio of passive and active English proficiency; analysis of pedagogical experience considering modern realities and professional trends.

A survey conducted among 35 biology students of Taraz Innovation Humanitarian University (TarIHU) showed that students have different levels of language proficiency. It was revealed that their language training is mainly limited to text comprehension, i.e., reading and translating English texts—passive language proficiency (15 respondents), mostly unrelated to biology. Of these, 10 indicated that they had practiced exercises aimed at foreign-language speech activity, while another 10 noted having experience in speaking. As mentioned above, students do not possess sufficient biological vocabulary. The results of observation, interviews, and questionnaires indicate the main problems faced by biology students in learning English: insufficient vocabulary limits correct sentence construction; dominance of passive text-based skills (reading); lack of motivation and interest in speaking and listening comprehension.

Accordingly, the following tasks were identified: focusing on the formation of speech and discourse competencies; developing English biological vocabulary; designing individual learning paths to enhance motivation for foreign language learning.

Results and Discussion

The goal of foreign language teaching in a non-linguistic university is to achieve a level sufficient for practical use of the foreign language in future professional activities.

A foreign language can become not only an object of learning but also a means of developing professional skills. This implies an expansion of the concept of "professional orientation" of foreign language teaching, which previously included only the professional orientation of content [4].

Professionally-oriented training presupposes professional orientation not only of educational materials but also of activities that include techniques and operations forming professional skills. This requires integration of the "Foreign Language" discipline with major disciplines; teaching students to use a foreign language through interdisciplinary links as a means of systematically expanding professional knowledge and developing professional skills; and applying teaching methods that ensure the formation of necessary professional competencies [1, p. 39].

Professionally - oriented foreign language training of future biologists requires a new approach to content selection, focused on current achievements in relevant scientific fields, reflecting recent research developments, and providing opportunities for professional growth.

Thus, the content of foreign language teaching at biological faculties of non-linguistic universities can be considered as a set of knowledge and skills students must acquire so that the quality and level of foreign language proficiency meet their needs and learning objectives. Content selection should contribute to comprehensive personal development and professional preparation of future biologists.

According to N.D. Galskova, foreign language teaching content should include:

- communicative spheres, topics and situations reflecting professional orientation; language material (phonetic, lexical, grammatical, orthographic);
- a complex of speech skills characterizing practical foreign language proficiency, including intercultural communication; and knowledge of national and cultural features of the target-language country [5, p. 17].

This approach can be used in developing a model of professionally - oriented foreign language instruction for future biologists, specifically when considering its content component.

Based on the above, the following structural elements of the content component of the model of professionally oriented foreign language instruction can be identified:

1. Communicative skills by types of speech activity (speaking, listening, reading, and writing) based on general and professional vocabulary. The aim of dialogic speech is to develop the ability to conduct a conversation and exchange professionally relevant information on a given topic. Monologic speech develops the ability to produce various genres of monologic texts; listening instruction results in the development of the ability to perceive and understand an interlocutor's utterance in a foreign language; the outcome of reading instruction is the formation of skills in all types of reading of publications of different styles and specialized literature. The aim of writing instruction is to develop communicative competence necessary for professional written communication.

2. Language knowledge and skills, which include a group of elements such as phonetic phenomena, grammatical forms, word-formation rules, lexical units, and terminology characteristic of a particular profession. The knowledge and skills under consideration constitute an integral part of complex skills—speaking, listening, reading, and writing.

3. Sociocultural knowledge, aimed at introducing learners not only to a new mode of verbal communication but also to the culture of the people who speak the target language [5].

4. Learning skills, rational techniques of intellectual work that ensure the culture of language acquisition in educational settings and the culture of communication with its native speakers.

The result of profile-oriented teaching of a foreign language is represented by professionally-oriented foreign language competence, which includes the following types: information-thematic (subject plan); conceptual; conceptual; speech (the ability to construct a coherent statement in oral and written forms to express one's thoughts in the process of communication); sociolinguistic (proficiency in speech registers in accordance with communication situations); regional studies – cultural studies (knowledge of traditions, customs, way of life). The specified types of professionally-oriented foreign language competence are successfully implemented in the system of interdisciplinary teaching of a foreign language, based on socio-pedagogical, psychological, didactic-methodical and general methodological principles [6. P. 42].

The level of formation of professional competencies of students – future biologists is determined by the following indicators: proficiency in lexical units of professional orientation; A readiness for verbal activity, demonstrated by the realization of potential in professional communication in a foreign language; the ability to use ICT in language learning; and a willingness to creatively express oneself within the professional context, which demonstrates a strong motivation to learn English. It should be noted that the profession of a biologist is a very interesting and, first and foremost, dynamically developing activity, the primary goal of which is the maximum benefit to humans and nature in their close collaboration. In this dynamic environment, a biologist must explore not only the flora and fauna of the Earth but also the structure, growth, dynamics, development, origin, evolution, and geography of all living things on Earth. A biologist classifies, defines, describes, and groups living organisms, examining the interactions between species. All this suggests that biology students face a significant amount of work with foreign material. In order to stay abreast of the latest developments in science and technology, they must be able to read and analyze articles and textbooks in the original language, where the importance of a foreign language for the development of a biologist's professionally - oriented competence is revealed [7].

Conclusion

Under modern conditions, foreign language communication is becoming a significant component of the professional activity of future biologists; therefore, the role of the discipline "Foreign Language" at non-linguistic faculties of higher education institutions is increasing considerably. The State Educational Standard of Higher Professional Education requires that professional specificity be taken into account in foreign language instruction, with a focus on fulfilling the tasks of the future professional activity of biology students.

Practical mastery of foreign languages is only one aspect of professionally oriented teaching of the subject. According to A.A. Rybkina, a foreign language can become not only an object of assimilation, but also a means of developing professional skills. This implies an expansion of the concept of professional orientation in foreign language teaching, which includes another component - the professionally oriented focus of the content of the educational material.

Professionally-oriented teaching provides for the professional focus of not only educational materials, but also activities, including methods and techniques that develop professional abilities [4]. The essence of professionally - oriented foreign language training lies in its integration with specialized disciplines to acquire additional professional knowledge and develop professionally significant personal qualities. The training of future biologists at non-linguistic universities focuses on developing communication skills that enable them to conduct professional contacts in a foreign language in various fields and situations.

In this case, a foreign language serves as a means of enhancing professional competence and personal and professional development for future biologists and is a prerequisite for the successful professional work of a graduate of a modern higher education institution, capable of establishing business contacts with foreign-language partners. The primary and ultimate goal of training is to ensure active proficiency in a foreign language in future biologists specializing in non-linguistic fields as a means of forming and formulating ideas in everyday communication and in their respective specialties.

Thus, professionally-oriented education is defined as education that addresses the needs of future biologists in foreign language acquisition, which are dictated by the specifics of their specialty. The term “professionally-oriented education” is used to describe the process of teaching a foreign language in a non-native language university, focusing on reading relevant literature, learning professional vocabulary and terminology, and, more recently, communication within the professional field.

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БОЛАШАҚ БИОЛОГТАРДЫ ШЕТ ТІЛІНЕ КӘСІБИ-БАҒЫТТА ОҚЫТУ

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Анната. Бұл мақалада Тараз инновациялық-гуманитарлық университеті (ТарИГУ) базасында жоғары білім берудің мемлекеттік жалпыға міндетті стандарты (ҚР ЖББМБС) талаптарын іске асыру жағдайында лингвистикалық емес мамандықтар бойынша білім алатын болашақ биологтарды шет тіліне кәсіби-бағытты оқытудың өзекті мәселелері қарастырылады. Қазіргі заманғы мамандардың кәсіби қызметінде шет тілінде қарым-қатынастың рөлі артып отырғандықтан, бұл мәселе ерекше маңызға ие болып отыр. Авторлар әзірлеген педагогикалық негіздер тілдік емес бағытта оқытын биология студенттерінің шет тіліндегі коммуникативтік құзыреттілігін (білу, менгеру, қолдана алу) жан-жақты дамытуға бағытталған және ҚР ЖББМБС-да көрсетілген оқу нәтижелерімен (құзыреттермен) сәйкес келеді.

Лингвистикалық емес жоғары оқу орындарының студенттерін шет тіліне кәсіби-бағытты оқыту ұғымы мен құрылымы талданып, шет тілін кәсіби-бағытты оқыту теориясын дамытуға үлес қосқан ғалымдардың еңбектері сипатталады. Сонымен қатар, жоғары оқу орындарының тілдік емес факультеттерінде шет тілін оқытуға арналған көптеген әдістемелік бағыттар мен технологиялар қамтылған педагогикалық ғылыми-әдістемелік дереккөздерге талдау жасалады. Диагностикалық әдістер (оқыту процесіндегі диагностикалық тәжірибелі талдау, тіл менгеру деңгейін анықтауға арналған сауалнама, педагогикалық тәжірибелі талдау, бақылау, әңгімелесу және т.б.) қарастырылады.

Авторлар қазіргі отандық және шетелдік еңбек нарығы жағдайында студенттердің бәсекеге қабілеттілігін арттыру қажеттілігіне байланысты тілдік емес жоғары оқу орындары студенттерінің шет тілін менгеруінің маңыздылығын негіздейді. Бұл жағдай шет тілін жоғары оқу орнында оқу барысында және болашақ кәсіби қызметінде өзін-өзі білім жетілдіру құралы ретінде қолдану қажеттілігін айқындауды.

Кәсіби-бағытты оқытудың кәсіби бағыттылығы сипатталады. Кәсіби бағыттылық, біріншіден, «шет тілі» пәнін бейіндік пәндермен кіріктіруді талап етеді; екіншіден, шет тілі оқытушысының алдында болашақ маманды пәнаралық байланыстар негізінде шет тілін кәсіби білімдерін жүйелі түрде толықтыру құралы ретінде, сондай-ақ кәсіби білік пен дағдыларды қалыптастыру құралы ретінде қолдануға үйрету міндеттің қояды; үшіншіден, болашақ маманың қажетті кәсіби білік пен дағдыларын қалыптастыруды қамтамасыз ететін оқыту формалары мен әдістерін пайдалануды көздейді.

Тілдік емес жоғары оқу орындарында болашақ биологтарды шет тіліне кәсіби-бағытты оқыту мазмұнын іріктеуге жаңа көзқарасты талап етеді. Кәсіби-бағытты шет тілін оқыту моделінің мазмұндық компонентінің құрылымдық элементтеріне сөйлеу әрекетінің түрлері бойынша (сөйлеу, тыңдау, оқу, жазу) коммуникативтік біліктер; фонетикалық құбылыстарды, грамматикалық формаларды, сөзжасам ережелерін, лексикалық бірліктерді, белгілі бір мамандықта тән терминологияны қамтитын тілдік білімдер мен дағдылар; социомәдени білімдер және оқу біліктері жатады. Кәсіби-бағытты шет тілін оқытудың нәтижесі кәсіби-бағытталған шет тілдік құзыреттілік ретінде көрініс табады.

Тірек сөздер: кәсіби-бағытты оқыту, кәсіби қызмет, коммуникация, шет тілдік құзыреттілік, кәсіби-бағытталған құзыреттілік, шет тілі, іскерлік, құралдар

ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЕ ОБУЧЕНИЕ БУДУЩИХ БИОЛОГОВ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация. Рассмотрены вопросы профессионально-ориентированного обучения иностранному языку будущих биологов нелингвистических специальностей, в условиях реализации государственного образовательного стандарта высшего образования на базе Таразского инновационного гуманитарного университета (ТарИГУ), которая приобретает особую актуальность в связи с возрастающей ролью иноязычного общения в профессиональной деятельности современных специалистов. Разработанные авторами педагогические основы ориентированы на всестороннее развитие иноязычной коммуникативной компетенции (знать, уметь, владеть) студентов-биологов неязыковых направлений подготовки в соответствии с результатами обучения (компетенциями), заявленными ГОСВО РК.

Анализируются понятие, структура профессионально-ориентированного обучения иностранному языку студентов неязыковых вузов, описывается вклад ученых в разработку теории профессионально-ориентированного обучения иностранного языка, анализируются педагогические научно-методические источники, в которых существуют бесчисленное множество методических направлений и технологий обучения иностранному языку на неязыковых факультетах вузов. Анализируются диагностические методы (анализ диагностических практики в процессе обучения, анкетирование на выявление уровня владения языком, анализ педагогического опыта, налюдения, собеседования

и др). Авторы актуализируют необходимость владения иностранным языком студентами неязыковых вузов, в связи с необходимостью повышения уровня их конкурентоспособности в условиях современного отечественного и зарубежного рынка труда. Данное обстоятельство обуславливает необходимость обучающихся использования иностранный язык в самообразовательных целях в процессе обучения в вузе и ожидаемой трудовой деятельности.

Описывается профессиональная направленность профессионально-ориентированного обучения. Профессиональная направленность деятельности, во-первых, требует интеграции дисциплины «Иностранный язык» с профилирующими дисциплинами; во-вторых, ставит перед преподавателем иностранного языка задачу научить будущего специалиста на основе межпредметных связей использовать иностранный язык как средство систематического пополнения своих профессиональных знаний, а также как средство формирования профессиональных умений и навыков; в-третьих, предполагает использование форм и методов обучения, способных обеспечить формирование необходимых профессиональных умений и навыков будущего специалиста [1. С.39].

Профессионально-ориентированное обучение будущих биологов иностранному языку в неязыковых вузах требует нового подхода к отбору содержания. Структурные элементы содержательного компонента модели профессионально-ориентированного обучения иностранному языку включая коммуникативные умения по видам речевой деятельности (говорения, аудирования, чтения, письма); языковые знания и навыки, которые объединяет группу элементов фонетических явлений, грамматических форм, правил словаобразования, лексических единиц, терминологии, характерной для определенной профессии; социокультурные знания, учебные умения. Результаты профессионально-ориентированного обучения иностранному языку представляется профессионально-ориентированной иноязычной компетенцией.

Ключевые слова: профессионально-ориентированное обучение, профессиональная деятельность, коммуникация, иноязычная компетенция, профессионально-ориентированная компетенция, иностранный язык, навыки, средство

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