

MINOR PROGRAM IN FOREIGN LANGUAGE EDUCATION - THE POSSIBILITY OF BROADENING ONE'S HORIZONS OR ACQUIRING ADDITIONAL SPECIALIZATION

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Abstract. This article talks about the introduction of the Minor program into the educational program of the specialty "Foreign Language Teacher Training". The advantage of this program is the possibility of acquiring additional specialization, as well as expanding own horizons. The introduction of the Minor program "Professional-specific intercultural communication (natural science, economics, humanitarian profiles) into the educational process for students of the Pedagogical Faculty of Foreign Languages contributed to the development of a profile-oriented sectoral foreign language in these three areas. For each of these areas, labor functions were defined, in accordance with which the content was developed and the course program was oriented. For each selected area, relevant topics and subtopics were identified, a communicative-speech register was created, communicative situations, textual and audio-video material were selected. At present, specialists who speak a foreign language in a certain field of activity at a professional level are in great demand, that is, the problem of training professional personnel in a foreign language sectoral education becomes relevant, and the profiles noted in this article are most in demand in the modern domestic labor market. Modern trends in the development of the education sector involve international interaction and joint projects at all levels, starting from school. Therefore, at present, specialists of a wide range are required, on the one hand, teachers who are competent in the field of modeling the subject-procedural content of foreign language education within the framework of the socio-economic, natural science and humanitarian areas and analytics in the field of external interaction, on the other hand. Thus, to meet the future school teachers of foreign languages with the modern requirements of the school and society, there is the need to provide such a Minor course at a university in order to obtain additional specialization and competitiveness in the domestic labor market.

Key words: minor, foreign language sectoral education, professional-specific intercultural communication, additional specialization, foreign language communication, labor functions, cognitive-linguocultural complexes, communicative situation.

Introduction

At the present stage of development of our society, the expansion of political and economic borders, international communications in various branches of science and culture, the role of a foreign language in various areas of communication is increasing. Knowledge of a foreign language becomes a necessary condition for competitiveness not only in the domestic, but also in the global labor market. Now, in accordance with the requirements of modern society, it is not enough to know only a foreign language, but to be fluent in a professional foreign language in a certain area of life.

Along with the main block of general education disciplines according to the profile (major), additional profiles arise from interrelated disciplines (minor) outside the main direction of training specialists. Modern additional profiles and educational programs should be developed taking into account personality-oriented and competence-based approaches, should be focused on the student's independent choice, his interests and inclinations, future significance for his profession, the opportunity to gain additional knowledge in another field.

Main provisions

The profile program is the main educational program, the cycle of disciplines included in it forms the professional competencies of the future specialist. An additional educational program, a cycle of disciplines included in it, contributes to the formation of additional competencies, having mastered which, the student will be able to receive additional specialization, additional disciplines are non-core for the direction of training, but they can be interconnected and not related to each other [1].

The minor program is studied simultaneously with the main educational program major, and the student independently chooses from the general list of disciplines that are sequentially studied in the second, third and fourth years of the bachelor's degree.

The advantages of the minor program are the formation and development of additional competencies, the formation of a special worldview, obtaining an additional specialization - a certificate, in addition to a diploma.

Modern society understands the increased need for foreign language communication, a foreign language, namely, English, is a tool for professional communication not only in general, but also for professional communication in a particular professional field of activity.

In accordance with the document "On approval of state compulsory standards of education at all levels of education", Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 604. Paragraph 49 provides "49. The university independently develop educational programs of postgraduate education in accordance with the requirements of the State Educational Standard, reflecting the learning outcomes, on the basis of which curricula are developed (working curricula, individual student curricula) and working curricula in disciplines (syllabuses)" [2]. Thus, universities have the right, along with the main educational program major, to also offer additional disciplines in minor.

The formation of intercultural communicative competence of a graduate of a language university is an urgent task of higher education. One of the important aspects of the concept of foreign language education in the Republic of Kazakhstan is the competence-based approach and the formation of the personality of the "subject of intercultural communication".

In official documents, the order of the Ministry of Education and Science of the Republic of Kazakhstan dated 10/12/2018 describes the additional educational program minor, and it is defined as "a set of disciplines and (or) modules and other types of educational work, determined by students for study in order to form

additional competencies" [3]. The volume of disciplines chosen for the additional educational program is established by the university independently. At the same time, the disciplines of the additional educational program are studied by students as part of the university component and the elective component, and their volume is included in the total amount of credits required to assign the appropriate degree or qualification in the main educational program [3].

Students are offered a great opportunity to expand their horizons when studying minors, to acquire an additional new specialization, which will only increase their competitiveness not only in the domestic, but also in the international labor market. Of course, a minor contributes to obtaining a minimum amount of knowledge, basic knowledge, but these skills will be enough to prove yourself in a certain field of activity.

Description of materials and methods

Minor programs were developed and implemented in the educational process in all areas of the faculties in Kazakh Ablai Khan University of International Relations and World Languages. For the Pedagogical Faculty of Foreign Languages in order to ensure the preparation of undergraduate students in the Module "Cognitive-conceptual foundations of foreign language linguodidactics", a minor "Professional specific intercultural communication (natural science, economics, humanitarian profiles)" has been developed, that is, students studied three areas simultaneously in the classroom. The course "Professional- specific intercultural communication (natural science, economics, humanitarian profiles)" is intended for students of pedagogical specialties and is aimed at mastering additional specializations - a STEAM specialist teacher and a developer of international projects, a specialist teacher of an economic profile, a compiler-analyst of contracts, an expert analyst in the field of international economic cooperation, a literary analyst, a specialist teacher for international and humanitarian-oriented schools and educational centers [4].

Modern trends in the development of the education sector involve international interaction and joint projects at all levels, starting from school. Therefore, at present, specialists of a wide range are required, on the one hand, teachers who are competent in the field of modeling the subject-procedural content of foreign language education within the framework of the socio-economic, natural science and humanitarian areas and analytics in the field of external interaction, on the other hand.

For the modernization of domestic higher professional education, a set of tasks is needed for the development of sectoral vocational education, one of which is, according to Academician S.S. Kunanbayeva, "to develop a conceptual and innovative platform for an updated model of a certain sectoral education based on the systemic innovative directions of the country's strategy" [5, p. 10]. To fulfill this task, the minor "Professional- specific intercultural communication (natural science, economics, humanitarian profiles)" was developed and implemented in KazUIR&WL.

This course is focused on the development of integrative and applied foundations of intercultural communication in the natural sciences, economics and humanitarian fields and the training of in-demand specialists in the field of education who are able to successfully compete with their foreign colleagues and conduct successful activities both in Kazakhstan and abroad. For this purpose, the following labor functions were defined: development of a communicative-speech register of a natural science profile; scientifically based selection of didactic material within STEAM; annotating and reviewing literary works, articles and texts; didactic analysis of the style features of literary works; modeling of polyvariant speech-communicative situations of economic profile; compiling written samples of internationally accepted models of professional communication [4, p.7].

The course "Professional- specific intercultural communication (natural science, economics, humanitarian profiles)" contributes to the development of intercultural communicative competence, professional identifying competence with the composition of subcompetences: contextual communicative, professionally integrated, designing and constructing metacommunicative, reflective and developing and analytical predictive, and also contributes to mastering the metalanguage, demonstrating a deep understanding of the basic concepts of classical and modern science, effective foreign language communication in scientific content both in writing and orally, the use of scientific experience to analyze new scientific concepts in a foreign natural science direction.

When organizing this course, it is necessary to take into account the conformity of the model of foreign language education. The result of the adaptation of the international model of foreign language education in relation to the national conditions of the Republic of Kazakhstan, thus determining the following strategy and tactics of education is:

- competence-based education and its assessment of the quality of the final result;
- communicative and functional orientation;
- level ranking of the subject content and final indicators according to the selected standardized standard levels of learning and language proficiency;
- representation of the subject content in the form of cognitive-linguocultural complexes, consisting of spheres, themes, sub-themes and typical situations of communication;
- the development of a criterion-parameter scale for measuring language competence and the introduction on its basis of a single control and evaluation mechanism for language proficiency, which manifests itself in a new final result - the formation of intercultural competence as the ability for intercultural communication in a person, defined as a subject of intercultural communication [6].

The universal scientific and theoretical basis for the formation of the subject of intercultural communication is the first developed in the domestic methodological science "Cognitive-linguoculturological methodology and theory of foreign language education" (S.S. Kunanbayeva).

At present, profile-oriented models are of particular importance, when a foreign language becomes a means of studying blocks of single-profile disciplines

(chemistry, biology, marketing, management, etc.), students begin to study these profiles at the senior stage of secondary schools, and in order to meet future school teachers of foreign languages to the modern requirements of the school and society, there is a need to provide such a minor course at the university to obtain additional specialization and competitiveness in the domestic labor market.

The research method was the analysis and approbation of the developed Minor course by 4th year students of the Pedagogical Faculty of Foreign Languages.

This Minor course was held for one semester among 4th year undergraduate students of the Pedagogical Faculty of Foreign Languages of KazUIR&WL. Students were offered topics in three profiles - natural sciences, economics, humanitarian, which were organized in accordance with CLC, that is, sphere, topic, subtopic, communicative situation. Since all these three profiles are completely different, and the number of allocated hours was not enough to master all three areas in depth, therefore, the most relevant and interesting topics for the development of a general outlook were highlighted.

For example, in the natural sciences there were the following topics: "Microbes: Understanding and Defense Against Bacteria and Viruses"; "The birth of the Universe and the mechanisms of the Universe"; "The future of robots"; "Pros and cons of GMO products"; "Ecological problems"; "Production of mineral fertilizers in Kazakhstan" and others. In the economic direction – "Business reports"; "Company, products and customer relations"; "Market economy and social institutions"; "Start your own business". In humanities – "The main concepts in Literary Interpretation"; "Historical background: the main periods in the development of English Literature"; "Linguacultural analysis of traditional English Fairy-Tales and their role in English Literature"; "Discourse characteristics of the genre-poetry (characteristic features, literary analyzes, etc.)"; "Detectives"; "Science fiction. Fantasy" and others.

When implementing this minor, teachers provided materials for the development of receptive Input and productive Output skills of students, various activities were offered for this purpose.

To develop receptive speech skills, students performed reading and listening tasks, students were offered authentic materials on topics: texts, articles, videos and audio materials from original sources.

In addition to conducting classes in classrooms, students had the opportunity to repeat the material on the electronic portal of our university Moodle (Figure 1). The figure shows that students can listen to a video lecture recorded by our teachers.

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Участники

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Theme

Theme 1

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(2021-2022) Профессионально-отраслевая межкуммуникация (естеств-научн-гуманит проф) 4к/7сем

Личный кабинет / Мои курсы / ПУИЯ / Кафедра методики инновационного образования / 2021-2022 / POMKENP 4306 / Theme 1 / Microbes. Videolecture

Microbes. Videolecture

Bacteria

Bacteria are prokaryotic organisms that can be only seen with a microscope.

Lactobacillus acidophilus is a common bacteria that makes up your members — these are prokaryotic organisms and prokaryotes!

Figure 1 – video lecture on the Moodle electronic portal

In addition to the video lecture, students performed some tasks (Lecture), having mastered some topics (Figure 2).

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Участники

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Theme

Theme 1

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Midterm 1

Theme 6

Theme 7

Theme 8

Theme 9

Theme 12

Theme 13

Theme 14

Саванкова М.Б. - Online

(2021-2022) Профессионально-отраслевая межкуммуникация (естеств-научн / экомом / гуманит проф) 4к/7сем

Личный кабинет / Мои курсы / ПУИЯ / Кафедра методики инновационного образования / 2021-2022 / POMKENP 4306 / Theme 3 / Lecture. Biochemistry / Просмотр

Редигировать страницу

Lecture. Biochemistry

Просмотр Редигировать Отчеты Оценить все

Biochemistry is the study of how a collection of inanimate molecules interact to form, maintain, and perpetuate animated life solely by obeying the physical and chemical laws that govern the universe. Biological organisms possess amazing characteristics that distinguish them from other collections of matter.

Biochemistry asks: How do living organisms arise from the thousands of different lifeless biomolecules? They conform to all the physical and chemical laws that describe the behavior of inanimate matter—as do all the processes occurring in living organisms. Life requires a high degree of chemical complexity and microscopic organization. Life requires systems for extracting, transforming, and using energy from the environment. Life requires a capacity for precise self-replication and self-assembly. Life requires mechanisms for sensing and responding to alterations in their environment. Life requires defined functions for each of their components and regulated interactions among them. Life requires a history of evolutionary change.

There are three distinct domains of life:

- Archbacteria (Prokaryotes)
- Eubacteria (Prokaryotes)
- Eukaryotes

Question:

Biological organisms possess amazing characteristics that distinguish them from other collections of matter.

False True

Отправить

→ Videolecture. Biochemistry

Перейти на...

Test for lecture "Biochemistry"

Figure 2- lecture on the Moodle electronic portal

Moreover, students can test their knowledge by taking a test on the Moodle electronic portal (Figure 3).

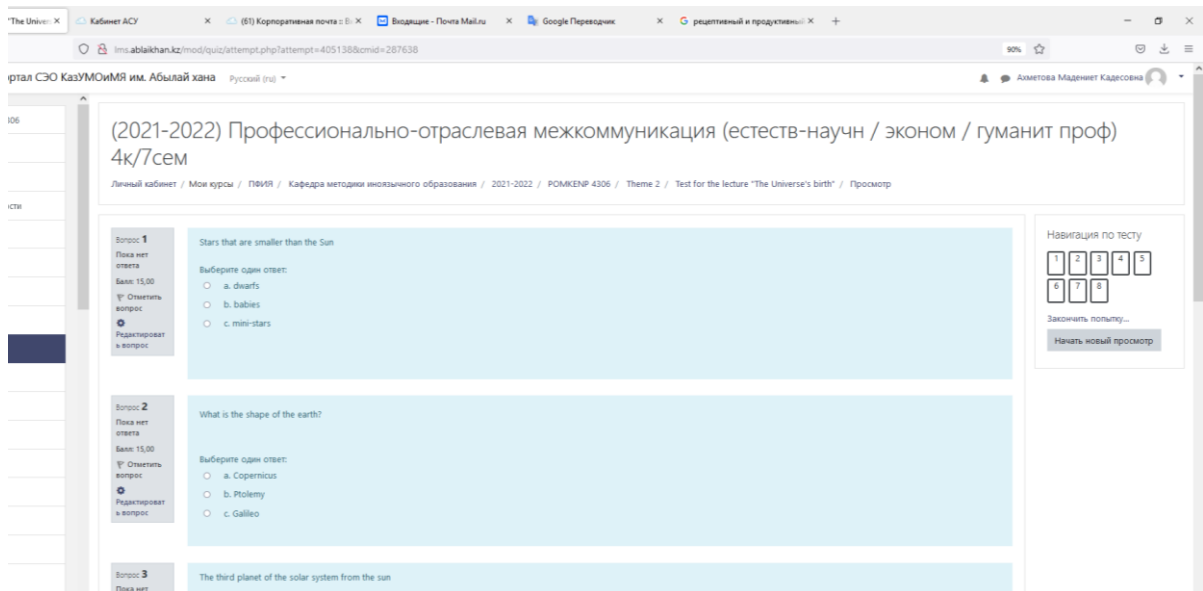


Figure 3- test on the Moodle electronic portal

For the development of productive Output skills and communicative abilities of students in the organization of educational activities in the educational process, the following communicative situations were used, for example,

- Scientists are still arguing about where viruses are classified - to animate or inanimate nature? What are the reasons for academic debate?
- It is well known that all bacteria are microscopic in size. Do you think the small size of bacterial cells is an advantage or a disadvantage?
- Academician V. Vernadsky calculated that under favorable conditions, the offspring of just one bacterium can fill the Pacific Ocean depression in 5 days. Why isn't this happening? What happens to bacteria in adverse conditions?
- Role-playing game. Dialogue between doctor, patient and laboratory worker. Discuss the benefits and harms of bacteria for human life and nature, give examples. Explain the main difference between food poisoning and foodborne infections.
- Do you want to visit Mars? Are the conditions on Mars suitable for human habitation? Find another planet in the universe that could be habitable for humans. Prove your answer.
- Have a roundtable discussion and determine if it is possible for something else to exist beyond existence.
- Use your blog, Instagram, Twitter, Vkontakte account or any other social media tool to get an opinion on the meaning of the periodic law. Share your findings in a group (at least 50 people must participate in the survey). Make a conclusion and present it in a report.
- Give all the pros and cons of cloning human embryos. Analyze in which countries cloning is prohibited, and also demonstrate the UN declaration, which indicates the inadmissibility of experiments on human reproduction, that is, cloning.
- Role-playing game. Group A - You are genetic biological engineers who claim that GMOs are not dangerous products. Group B - You are representatives of

Greenpeace who advocate unforeseen consequences that can affect people and nature.

At the present stage, employers' interest is determined not just by a graduate's qualification, which includes knowledge, skills and abilities, but by his competence, which combines qualifications and personality qualities. According to A.V. Khutorskoy, "knowledge, skills, abilities and methods of activity correlated with a certain type of activity and conditioned by real practice" can be attributed to the aggregate qualities of a person [7, p. 141]. Consequently, in the modern system of higher education, the requirements for the professional training of graduates are changing, since this is due to the transition to the concept of "competence". For the successful formation and development of students' competencies at the undergraduate level and their demand in the domestic labor market with the presentation of modern requirements, it is necessary to equip them with additional specifications that they will be able to implement in the future.

Thus, by offering students of the Pedagogical Faculty of Foreign Languages such communicative problem tasks and situations, it becomes possible to bring them to foreign language communication in a certain area.

Results

Considering the need to introduce a minor program for students of the Pedagogical Faculty of Foreign Languages, it can be noted that students have acquired the opportunity to receive additional specialization, which they will be able to test after graduation. When applying for a job, students may have advantages, as they will have the opportunity to organize and conduct elective courses or a facultative in English in the above three areas. And this means that graduates of our university will be in demand and employed.

After completing the course "Professional-specific intercultural communication (natural science, economics, humanitarian profiles)", students have mastered the basic level in three areas, are able to conduct foreign language communication in these areas, mastered the specialty metalanguage and mastered the profile-oriented specific language in these areas.

At the exam at the end of this course, students used the terminological vocabulary in the natural sciences, economics and humanities in full; express and defend their point of view; entered into controversy.

During the exam, students were asked questions such as:

1. Justify the answer why bacteria are considered the most ancient inhabitants of the Earth.
2. The benefits and harms of bacteria in human life and nature.
3. Explain how hygiene products can help reduce harmful bacteria.
4. Explain how do bacteria enter the human body and what harm do they do.
5. Identify the measures are taken to combat diseases caused by bacteria.
6. Define the advantages and disadvantages of rapidly developing robotics industry.

7. Describe the main types of work carried out by industrial robots in different manufacture.
8. Define the differences between artificial intelligence and robotics.
9. Classify the robots' and humans' functions in different spheres of life.
10. Analyze Pros and Cons of AI robots.
11. Can robots replace a teacher? Why/why not?

These types of questions are considered problem questions, and this is very important because problem-oriented tasks allow students to think critically, solve problems and find the right solution.

After the exam, the average score for the group was calculated. For this purpose, two strong groups were selected – 405 and 324, and two weak groups 407 and 420. During the oral exam on this minor, it was noted that students mastered the metalanguage in the studied three areas, which is confirmed by the fact that the average grade for the exam of 4th year students in this discipline showed high results (Figure 4). The average score for the four groups is 88%.

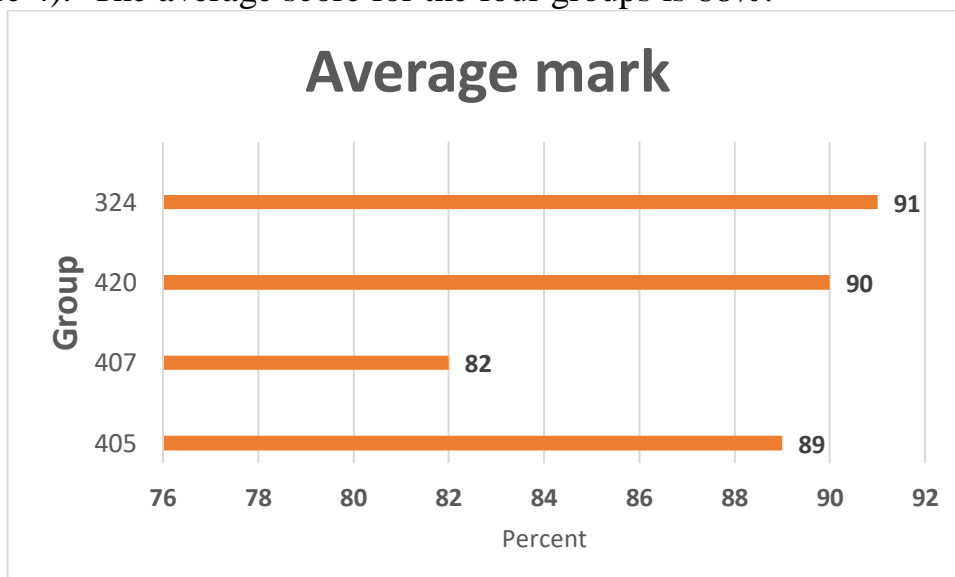


Figure 4- average score for the exam

Thus, based on the data of the testing of the minor " Professional- specific intercultural communication (natural science, economics, humanitarian profiles)" with 4th-year students of the Pedagogical Faculty of Foreign Languages, it can be concluded that the developed course contributes to the development of students' horizons and the acquisition of additional specialization, and in this case has a positive dynamic for the development of foreign language skills communication in sectoral foreign language vocational education.

Discussion

The course "Professional-specific intercultural communication (natural science, economics, humanitarian profiles)" was first introduced this academic year, and, of course, it was difficult not only for students, but also for teachers who teach

this discipline. The difficulty, first of all, was in the selection of content, the selection of terminology, relevant texts and video materials, the development of tasks and exercises. But despite all these difficulties, the course turned out to be interesting, promising and exciting. I would like to believe that in subsequent years this course will be only improved and there will be more interactive tasks that allow students to move to the highest level of foreign language branch communication.

Conclusion

Summarizing the above, it should be noted that with the development of international relations of the Republic of Kazakhstan with other countries of the world in all sectors of life, and the need for international cooperation, the entry of our country into the international educational space, more and more requirements are placed on university graduates. At the present stage, knowledge of a foreign language is not enough only for communication on well-known topics, there is a need for foreign language communication in a professional foreign language in a certain area, and to achieve this goal, language universities need to train such specialists who are capable and ready for foreign language branch communication at a professional level. The teaching staff of Kazakh Ablai Khan University of International Relations and World Languages under the leadership of our rector academician S.S. Kunanbayeva has begun to introduce such educational programs as minors for students to receive additional specializations.

We hope that in the future, the staff of our university will be able to continue and improve the work begun, and our graduates will be competitive not only in the domestic, but also in the international labor market.

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ШЕТТІЛДІК БІЛІМ БЕРУ БОЙЫНША МАЙНОР БАҒДАРЛАМАСЫ – АДАМНЫҢ ОЙ-ӨРІСІН КЕҢЕЙТУ НЕМЕСЕ ҚОСЫМША МАМАНДЫҚ АЛУ МҮМКІНДІГІ

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Аңдатпа. Бұл мақалада «Шетел тілі мұғалімдерін даярлау» мамандығының білім беру бағдарламасында Майнор бағдарламасының жүзеге асырылуы сипатталған. Бұл бағдарламаның артықшылығы – қосымша мамандық алу мүмкіндігі, сонымен қатар адамның ой-өрісін кеңейту. Шетел тілдері факультеті студенттерінің оқу процесіне «Кәсіби және салалық мәдениетаралық коммуникация (жаратылыстану, экономикалық, гуманитарлық)» майнорлық бағдарламасын енгізу осы үш бағыт бойынша бейіндік салалық шетел тілін дамытуға ықпал етті. Осы үш бағыттың әрқайсысында еңбек функциялары айқындалып, соған сәйкес мазмұны жасалып, курс бағдарламасы бағдарланды. Әрбір таңдалған салада өзекті тақырыптар мен тақырыпшалар анықталды, коммуникативті сөйлеу регистрі жасалды, коммуникативті жағдаяттар, мәтіндік және аудиовизуалды материал таңдалды. Қазіргі уақытта белгілі бір қызмет саласында шетел тілін кәсіби білімі бар мамандарға үлкен қажеттілік бар, яғни, шетел тілінде салалық білім беру мамандарын даярлау мәселесі өзекті болып табылады және осы мақалада келтірілген профильдер қазіргі заманғы отандық еңбек нарығында ең танымал болып табылады. Білім беру саласын дамытудың заманауи тенденциялары мектептен бастап барлық деңгейдегі халықаралық өзара іс-қимыл мен бірлескен жобаларды қамтиды. Сондықтан қазіргі уақытта кең профильді мамандар, бір жағынан, элеуметтік-экономикалық, жаратылыстану-гуманитарлық салалар шеңберінде шеттілдік білімінің пәндік-процессуалдық мазмұнын модельдеу саласында құзыретті мұғалімдер қажет, кінші жағынан, сыртқы өзара әрекеттесу саласындағы аналитиктер қажет. Осылайша, болашақ мектептің шетел тілі мұғалімдерін мектеп пен қоғамның заманауи талаптарына сай ету үшін қосымша мамандық алу және ішкі еңбек нарығында бәсекеге қабілетті болу үшін жоғары оқу орнында осындай қосалқы курсты ұйымдастыру қажет.

Түйінді сөздер: майнор, шетел тілі салалық білім, кәсіби және салалық мәдениетаралық қарым-қатынас, қосымша мамандық, шеттілдік қарым-қатынас, еңбек функциялары, когнитивтік-лингвомәдени кешендер, коммуникативті жағдаят.

ПРОГРАММА МАЙНОР В ИНОЯЗЫЧНОМ ОБРАЗОВАНИИ - ВОЗМОЖНОСТЬ РАСШИРЕНИЯ КРУГОЗОРА ИЛИ ПРИБРЕТЕНИЯ ДОПОЛНИТЕЛЬНОЙ СПЕЦИАЛИЗАЦИИ

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Аннотация. В данной статье рассказывается о введении программы майнор в образовательную программу специальности «Подготовка учителей иностранных языков». Преимуществом данной программы является возможность приобретения дополнительной специализации, а также расширения собственного кругозора. Внедрение в учебный процесс студентов педагогического факультета иностранных языков программы майнор «Профессионально-отраслевая межкультурная коммуникация (естественнонаучный, экономический, гуманитарный профили) способствовало развитию профильно-ориентированного отраслевого иностранного языка по этим трем направлениям. Для каждого из этих трех направлений были определены трудовые функции, в соответствии с которыми был разработан контент и ориентирована программа курса. Для каждой выбранной области были определены актуальные темы и подтемы, создан коммуникативно-речевой регистр, отобраны коммуникативные ситуации, текстовый и аудио-видео материал. В настоящее время большим спросом пользуются специалисты, владеющие иностранным языком в определенной сфере деятельности на профессиональном уровне, то есть проблема подготовки профессиональных кадров в иноязычном отраслевом образовании становится актуальной, и отмеченные в данной статье профили наиболее востребованы на современном отечественном рынке труда. Современные тенденции развития сферы образования предполагают международное взаимодействие и совместные проекты на всех уровнях, начиная со школы. Поэтому в настоящее время требуются специалисты широкого профиля, с одной стороны, преподаватели, компетентные в области моделирования предметно-процессуального содержания иноязычного образования в рамках социально-экономического, естественнонаучного и гуманитарного направлений и аналитики в области внешнего взаимодействия, с другой стороны. Таким образом, для соответствия будущих школьных учителей иностранных языков современным требованиям школы и общества возникает необходимость в предоставлении такого курса майнора в вузе для получения дополнительной специализации и конкурентоспособности на отечественном рынке труда.

Ключевые слова: майнор, иноязычное отраслевое образование, профессионально-отраслевая межкультурная коммуникация, дополнительная специализация, иноязычная коммуникация, трудовые функции, когнитивно-лингвокультурологические комплексы, коммуникативная ситуация.

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