

PROFESSIONALLY ORIENTED COMPETENCE DEVELOPMENT THROUGH PROBLEM-BASED LEARNING IN NON-LINGUISTIC HIGHER EDUCATIONAL INSTITUTIONS

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Abstract. Currently, as part of the digitalization of various fields of activity, including education, the introduction of innovative Technology integration into the educational process is actively being done. The use of modern technologies, including the technology of problem-based learning in the classroom enhances student learning activities, aids in the teaching of foreign languages, and helps students reach their full potential as future specialists who speak multiple languages fluently. The use of problem-based learning technology in the process of teaching foreign languages is one of the most pertinent approaches to organize effective learning, according to domestic and international scientists. Even if there has already been a great deal of expertise gained in the field of teaching foreign languages, many students are hesitant to use problem-based learning technologies. The aim of the study was to determine the attitude of students of non-linguistic specialties, namely students who study in the specialty «Architecture» in M.Auezov South Kazakhstan University, to the importance and effectiveness of using problem-based learning technology in the process of foreign language education in a professional context. 100 students of non-linguistic specialties formed a contingent for the study. The survey method was adopted for the study. A questionnaire was used as a data collection tool. In the analysis of the collected data, frequency counts and simple percentages were used. As a result of the study, it was revealed that many of the students surveyed advocate the use of problem-based learning technologies in professional foreign language education, but in the process of solving problematic problems, they need the help of a teacher. In addition, it was considered necessary to consider the possibility of using problem-based learning as a component of innovative technology to improve the level of a foreign language in a professional context. The article provides information about the technology of problem-based learning as a means of teaching a foreign language to students of non-linguistic specialties.

Key words: competence, professionally oriented competence, problem-based learning, technology, foreign language, modern technology, future specialist, professional context

Basic provisions

S.S. Kunanbayeva in her work considers " research centers on the study of a foreign language within the framework of foreign language education, and it puts many contemporary topics on the table for discussion. " [1]. The development and use of methodological frameworks, legal and content foundations that protect the integrity of foreign language systems, and controls for tracking and assessing students' foreign language proficiency. The rise of new technology and creative teaching techniques has led to a renewal of educational material and the introduction of new approaches

everywhere in the globe. First and foremost, one of the teaching strategies that may be implemented using problem-based learning technology is to get students involved in their learning. Teachers may create engaging and intriguing resources that involve and showcase the creative ability of students with non-linguistic specializations using the problem-based learning. President of the Republic of Kazakhstan Kassym-Jomart Tokayev said: " The relevant ministry's job is to raise the standard of higher education. Universities must be accountable for ensuring that staff members are properly trained. "

The highest priority is the development of science. The law must be amended by year's end to meet the expanding problems in this area. This promotes the development of professional competence in the study of foreign languages and is crucial for the overall development of each student. It is founded on the philosophy and practice of the world's industrialized countries.

For students in non-linguistic specialties, the systematic development of professional-oriented proficiency in a foreign language has become necessary. Teachers in higher education are responsible for helping students learn communication skills, foreign languages, and how to become professionals. The development of an efficient and practical method and framework for teaching foreign languages will depend on the knowledge and imagination of each instructor [2]. Learn how to use cutting-edge technologies for teaching foreign languages.

The objectives of developing the foreign language proficiency of students with non-linguistic specialties cannot be realized without students acquiring a professionally oriented foreign language and engaging them in professionally directed communication in a foreign language. The learning of a foreign language with a professional emphasis facilitates the development of individual professional capabilities as well as professional competence in general. Additionally, it helps students develop their overall cultural competency.

The importance of acquiring a second language in enhancing one's professional and communication abilities is emphasized by researchers. It is also highlighted how critical it is to be able to communicate professionally in a foreign language. According to its definition, this level of competence is "... a person's integrative education, which has a complicated structure and functions as the interplay and interpenetration of social, sociocultural, and linguistic abilities, the level of development that enables efficient communication in a foreign language." [3].

Introduction

In today's society, learning a foreign language is valued not only as a tool for communication but also as a way to develop a graduate's multilingual and multicultural personality so they are prepared for intercultural professional and academic communication. It is necessary for graduates, who will be future experts in non-linguistic areas, to develop a professional foreign-language competency. [4].

Technology is a tool for communication and scientific advancement that influences how pupils think. The quality of education is impacted by technological advancements since modern education is reliant on new technology and instructional

strategies. One of the most crucial jobs for any instructor is to raise the standard of instruction and develop trained specialists. [5].

Further, "educational systems and learning methods have changed," and higher education is considered as a crucial component of human growth as a result of recent technology advancements and the blending of information and digitalization. the reliability of the capital, its efficiency, quality, and training procedures. University-level foreign language instruction necessitates research into the effects of significant technological advancements in educational paradigms. [6].

The motivation of students, the originality and authenticity of educational materials, autonomous work, as well as techniques of search and creative nature, are the major directions for enhancing the process of establishing professionally focused lexical competence of students of non-linguistic specialties. A professionally oriented approach, which is carried out by a practical demonstration of the importance of a foreign language for attaining knowledge and skills in the student's future professional activity, is one of the primary responsibilities of teaching a foreign language in a non-linguistic institution. Authentic popular scientific publications, media stories about the issues of this speciality, and adapted works of fiction are all examples of new and authentic instructional material that may be used to enhance the process of teaching professional vocabulary. A series of consecutive exercises (differentiated substitution, transformational) might be used to symbolize autonomous work with lexical material because of the substantial burden of students taking classes in specialized fields. [7].

How can language proficiency become an essential component of a person's personal and professional life? How can one create a professionally focused multicultural foreign-language personality who is prepared to engage in professionally oriented activities in a multicultural environment? We think that this duty is most closely related in our nation to the higher educational institutions' preparation of professionals in non-linguistic disciplines.

According to the new generation's higher professional education criteria, graduates must possess fluency in a foreign language at a level that would enable them to engage in productive professional activity. The goal of foreign language training at a university is to integrate the goals of studying subjects in the specialty and the goals of teaching a foreign language. As a result, a foreign language serves as a means of education, upbringing, development, and formation of a graduate for professional activities in the world. [8].

Materials and methods

The article presents the results of a survey conducted on a specially designed questionnaire among students of non-linguistic specialties, namely "Architecture" in M.Auezov South Kazakhstan University. The study was conducted simultaneously, anonymously, by a continuous method. To achieve the goal of the study, an analysis of the literature was carried out, the pedagogical experience of using problem-based learning technologies was studied and generalized, diagnostic methods were applied, in particular, a survey.

The developed questionnaire was compiled for students of non-linguistic specialties of the second year. The questionnaire is designed to evaluate statements related to problem-based learning technology. A 5-point Likert scale was used for evaluation. Points were indicated according to the degree of coincidence: absolutely agree; agree; undecided; disagree; completely disagree. All statements carry equal weight. The data was analyzed using simple percentage and frequency calculations.

Results

Students of non-linguistic specialties who are studying the Architecture in M. Auezov South Kazakhstan University attended the survey. The number of respondents was 100 students. Out of 100 (100%) respondents, the age of students who completed the survey ranged from 18 to 20 years (2nd year students).

The survey was developed to determine the level of need and interest of non-linguistic students of technical science in problem-based learning in the process of foreign language acquisition for professional purposes.

So, with the statement "Problem-based learning is such an organization of activity that involves the effective development of new knowledge by solving problematic issues", 24% absolutely agree, 72% agree and 4% undecided on answers. This shows that in most cases students of non-linguistic specialties understand and have a superficial knowledge of the technology of problem-based learning, and would like to use problem-based learning in the process of foreign language professionally oriented education. Moreover, in the statement: "Problem-based learning is done by stating the problem at the beginning of the lesson" The following degrees of agreement with this statement were obtained: 40% of respondents absolutely agree, 54% answered that they agree, 6% found it difficult to answer. This shows that many respondents support problem-based learning and also know how problem-based learning occurs.

In the statement "The teacher formulates the problem situation, the rest of the stages of problem disclosure are performed by students", the students' opinions on this statement were distributed as follows: 24% absolutely agreed with this, 72% agreed, 4% indicated that they found it difficult to answer. According to the data, more than half of the respondents agreed that the students formulate problem situations by analogy and solve them together with the teacher, although only 31% absolutely agree with this statement and 1% could not decide on an answer.

Respondents were also offered the statement "All stages of solving a problem situation are passed by the students themselves, the independence and cognitive activity of students is the highest" half of the students did not decide on the answer, when the indicators of completely agreeing is only 15%, agreeing 32%, and not agreeing 3%.

Most of the students surveyed would like to use problem-based learning technology in the process of professional foreign language education, but only with the help of a teacher. It is worth noting that marking the degree of agreement, exactly half of the respondents could not decide on an answer, only 32% agreed and fully agreed, and 15% disagreed significantly fewer respondents. This means that the students surveyed find it difficult to work independently.

Since students are also active subjects of the educational process, when using problem-based learning technology, it is necessary to take into account the foreign language communicative competence of students. The data obtained confirm the importance of using problem-based learning technology in professional foreign language education. The obtained results of respondents' agreement with the proposed statements are shown in Figure 1.

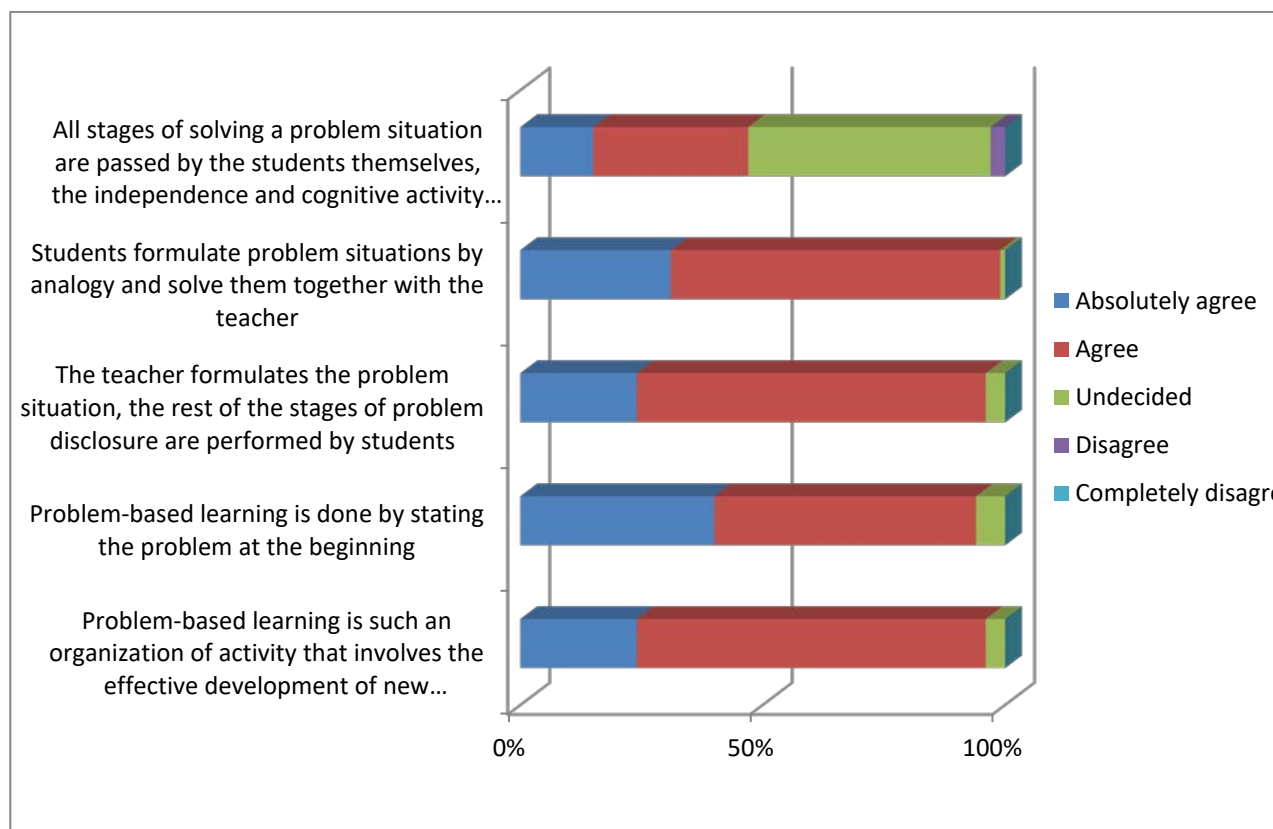


Figure 1 - The results of the agreement of respondents with the proposed statements

The results of the survey made it possible to draw a conclusion about the opinion of students of non-linguistic specialties to use problem-based learning technology in learning a foreign language in a professional context.

Discussion

Currently, there is a trend towards the fact that innovative learning technologies are increasingly used in the foreign language educational process. Problem-based learning technology is designed to become an integral part of a holistic educational process, significantly increasing its effectiveness in teaching a foreign language, namely a professionally oriented foreign language.[9]

Today, the ability to use foreign languages is one of the key requirements of modern society, including for specialists in various spheres of activity. In this regard, the knowledge and skills of future specialists in a particular field will help to determine the future development of society. Therefore, the field of foreign language teaching

should truly transform future specialists, introducing new requirements for their professional qualifications at the level. And when implementing such requirements, there is a need to determine the appropriate technology and professional competence of the foreign language. In our case, this is a problem method of training that helps to form professional skills, including language skills.

There are several stages of the implementation of an independent project based on problem-based learning.

Planning stage: This stage involves a collective discussion of the problem, the exchange of views between students in order to determine the way to solve them. This stage has 2 goals: to stimulate the flow of ideas, using generation methods such as brainstorming and brain writing, and to determine the general direction of problem solving. Analytical stage: implementation of independent activities, namely, the stage of finding and analyzing information, during which each project participant: clarifies his own task, based on the goal of the project as a whole and the task of his group in particular. They search for information by working with specialized literature and using the Internet, taking into account personal experience, the results of a group discussion of the problem. They analyze and interpret the received data. At this stage, each student must keep a "personal journal" that reflects the progress of the project. Stage of generalization of information characterized by the systematization of the data obtained and the generalization of the acquired knowledge and skills. The last stage is presenting a project.

Educational conditions for the formation of a professional foreign-language competence of students of non-linguistic specialties are: the speed of self-management and control of the process of formation of the student's readiness for professional activity; creating conditions for the formation of foreign-language professional competence among students of non-linguistic specialties. In our opinion, the development of solutions for a future specialist increases the value of his experience of using a foreign language in professional life and shows the relevance of his subjective position in the learning process. Stimulating students' personal achievements in the use of foreign languages in professional activities. Creating problematic situations in the process of preparing students to use a foreign language in their professional activities (problem-based learning).

Conclusion

The study showed that the use of problem-based learning technology in the process of professional foreign language education is becoming one of the most important components of the foreign language educational process. At the same time, opportunities in professional activities are expanding, the availability of modern methods of foreign language education, didactic materials is ensured, and the quality of education is improved.

The data obtained from the survey led to the following conclusions: to improve the efficiency and quality of teaching a foreign language to students of non-linguistic specialties in the conditions of the education system of the Republic of Kazakhstan, it is necessary to use innovative teaching methods.

A necessary condition for the use of problem-based learning technologies in the process of foreign language education is a well-designed learning plan, since problem-based learning requires careful preparation of the teacher and certain basic knowledge of students, not only professional knowledge, but also language ones;

In order for the use of problem-based learning technology in the process of foreign language education to have the proper effect, educational organizations need to ensure a sufficient level of readiness to independently work on the problem and an appropriate level of formation of professional and information and communication competence of students.

In short, it is important to prepare teachers before implementing a new educational policy. This can be problematic, time-consuming and burdensome for teachers. From the analysis of this, it is obvious that the leaders of education support and provide teachers with various educational activities (organization of foreign language courses, participation in seminars, conferences and seminars, cooperation, knowledge exchange, etc.) for the promotion of education. trying to do it. Professional development of teachers in the measures necessary to achieve the effectiveness of multilingual education. It seems controversial that, on the one hand, they conduct free and paid foreign language courses, and on the other hand, they provide financial support in the form of tuition fees for foreign languages, and other bonuses.

Thus, with the help of problem-based learning and consistent problem solving, the teacher provides students with the opportunity to independently use previously acquired knowledge in new and unfamiliar conditions. As a rule, several types of situations are used in practice.

Problem-based learning requires significant resources from both students and the teacher. Students need more time to discuss new information, and the teacher needs to work out the lesson process in more detail and often prepare individual events for each group. However, despite the difficulties that arise in the process of preparing and conducting classes of this format, the technique of problem-based learning is still in demand, high-quality and relevant.

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ТІЛДІК ЕМЕС ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ПРОБЛЕМАЛЫҚ ОҚЫТУ АРҚЫЛЫ КӘСІБИ БАҒЫТТАЛҒАН ҚҰЗЫРЕТТІЛІКТІ ДАМУ

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Аңдатпа. Қазіргі уақытта қызметтің әртүрлі салаларын, соның ішінде білім беруді цифрландыру аясында білім беру үдерісіне инновациялық технологияларды енгізу белсенді жүргізілуде. Қазіргі заманғы технологияларды, оның ішінде проблемалық оқыту технологиясын білім беру жүйесінде пайдалану шет тілін оқытуда оқу-тәрбие процесінің

тиімділігіне ықпал етеді, оқушылардың оқу іс-әрекетін жақсартады, болашақтың әлеуетін дамытуға ықпал етеді. шет тілін жетік меңгерген мамандар. Отандық және шетелдік ғалымдар өз еңбектерінде шет тілін оқыту үдерісінде проблемалық оқыту технологиясын пайдалануды тиімді оқытуды ұйымдастырудың өзекті жолдарының бірі ретінде қарастырады. Дегенмен, шет тілін оқыту саласында бай тәжірибе жинақталғанына қарамастан, көптеген студенттер проблемалық оқыту технологиясын қолдану мүмкіндігіне қауіптенеді. Бұл зерттеудің мақсаты тілдік емес мамандықтар студенттерінің, атап айтқанда М. Әуезов атындағы ОҚУ, Сәулет мамандығында оқитын студенттердің көзқарасын анықтау болды. Проблемалық оқыту технологиясын кәсіби жағдайда шет тілін оқыту үдерісінде қолданудың маңыздылығы мен тиімділігін зерттеуге лингвистикалық емес мамандықтардың 100 студенті контингент құрады. Зерттеу үшін сауалнама әдісі қабылданды. Деректерді жинау құралы ретінде сауалнама пайдаланылды. Жиналған мәліметтерді талдауда жиілік сандары және қарапайым пайыздар пайдаланылды. Зерттеу нәтижесінде сауалнамаға қатысқан студенттердің көпшілігі кәсіби шет тілін оқытуда проблемалық оқыту технологияларын қолдануды жақтайтыны, бірақ проблемалық мәселелерді шешу барысында мұғалімнің көмегіне мұқтаж екені анықталды. Сонымен қатар, кәсіби жағдайда шет тілін меңгеру деңгейін арттыру үшін инновациялық технологияның құрамдас бөлігі ретінде проблемалық оқытуды пайдалану мүмкіндігін қарастыру қажет деп санады.

Тірек сөздер: құзіреттілік, кәсіби-бағытталған құзіреттілік, проблемалық оқыту, технология, шетел тілі, заманауи технология, болашақ маман, кәсіби контекст

РАЗВИТИЕ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННЫХ КОМПЕТЕНЦИЙ ЧЕРЕЗ ПРОБЛЕМНОЕ ОБУЧЕНИЕ В НЕЯЗЫКОВЫХ ВУЗАХ

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Аннотация. В настоящее время в рамках цифровизации различных сфер деятельности, в том числе образования, активно осуществляется внедрение инновационных технологий в образовательный процесс. Использование современных технологий, в том числе технология проблемного обучения в системе образования способствует эффективности учебного процесса в обучении иностранного языка, совершенствует учебную деятельность студентов, способствует развитию потенциала будущих специалистов, которые свободно владеют иностранным языком. Отечественные и зарубежные ученые в своих работах рассматривают использование технологии проблемного обучения в процессе иноязычного образования как один из наиболее актуальных способов организации эффективного обучения. Однако, несмотря на то, что уже накоплен богатый опыт в области иноязычного образования, многие студенты настороженно относятся к возможности использования технологии проблемного обучения. Целью данного исследования явилось определить отношение студентов неязыковых специальностей, а именно студенты которые обучаются по специальности Архитектура в ЮКУ им. М.Ауезова, к важности и эффективности использования технологии проблемного обучения в процессе иноязычного образования в профессиональном контексте. 100 студентов неязыковых специальностей сформировали контингент для исследования. Для исследования был принят метод опроса. В качестве инструмента сбора данных использовалась анкета. При анализе собранных данных использовались частотные подсчеты и простые

проценты. В результате исследования было выявлено, что многие опрошенные студенты выступают за использование технологий проблемного обучения в профессиональном иноязычном образовании, но в процессе решения проблемных задач нуждаются в помощи преподавателя. Кроме того, было признано необходимым рассмотреть возможность использования проблемного обучения как компонента инновационной технологии для повышения уровня иностранного языка в профессиональном контексте.

Ключевые слова: компетентность, профессионально-ориентированная компетентность, проблемное обучение, технология, иностранный язык, современные технологии, будущий специалист, профессиональный контекст

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