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Professionally-oriented teaching of foreign language to students of non-linguistic specialties

Annotation: The article deals with professionally-oriented teaching of foreign language to students of non-linguistic specialties. The author distinguishes structural elements of the content component of the model of professionally-oriented learning a foreign language. The term "professionally oriented learning" is used to describe the process of teaching a foreign language in a non-linguistic university, focused on reading literature on the specialty, studying vocabulary and terminology, and more recently on communication in the field of professional activity.

Key words: success; multifariousness; professional activity; communication, professionally-oriented foreign language.

In modern conditions the impact of communication becomes an essential component of future professional activity of a specialist, in connection with this greatly increased the role of discipline «foreign language» in the non-language universities. State educational standard of higher professional education should take into account professional specificity when learning a foreign language, its focus on the implementation of the objectives of the future professional activity of graduates.

Particularly urgent professionally-oriented approach to learning a foreign language in law universities, which provides for the formation of students' ability of foreign language communication in specific professional, business, and scientific areas and situations, taking into account the particularities of the professional mindset. Under the professionally-oriented education is understood the education based on the needs of students in learning a foreign language dictated by features future professions or specialty [i, 5]. It involves a combination of mastery of professionally-oriented foreign language with the development of personal qualities, knowledge of the language of the culture of the country and the acquisition of specialized skills, based on professional and linguistic knowledge.

Considering a foreign language as a means of creating professional orientation of future specialist, N.D. Galskova notes that, when examining the professionally-oriented language material establishes two-way communication between a student's desire to acquire expertise and successful language acquisition [ii, 4]. She believes foreign language effective means to occupational and social orientation in a non-linguistic institution. According to the author, in order to realize this potential the following conditions must be met:

- the clear formulation of the objectives of foreign language speech activity;
- social and professional orientation;
- trainee satisfaction when solving particular tasks;
- develop learners skills creatively approaching particular tasks;
- a favourable psychological climate in teaching staff.

The subject «foreign language» has a number of features. The specificity of the subject is determined by the direction of the way of mastering a foreign language. L. S. Vygotsky stated that mastering a foreign language comes through, opposite to which is a development of the mother tongue. A child learns to speak mother tongue unconsciously and unintentionally, and foreign-starting with awareness and intent. Therefore, we can say that the development of native language goes upwards, while the development of foreign language-from top to bottom.

The second feature of a foreign language as a school subject is that language is a tool, and the purpose of the study. The trainee learns the easiest language possessed by different kinds of speech activity, which up to a certain point serve the purpose of the study, and then used them to master more complex linguistic action, i.e. they are already learning tool. Following a specific feature of this discipline is its «vagueness» unlike other disciplines; it doesn't give a person the

knowledge of reality, because language is the means of forming, existence and expression of thoughts about the world.

Professionally-oriented foreign language education in non-linguistic universities requires a new approach to the selection of content. It should be focused on the latest developments in a particular area of human activity, timely reflect the scientific achievements in areas directly affecting the professional interests of students, provide them with the opportunity for professional growth.

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

- spheres of communicative activity, themes and situations, speech actions and speech material, taking into account the professional orientation of students;
- language material (phonetic, lexical, grammatical, spelling), rules of its design and skills of operating it;
- a set of special (speech) skills that characterize the level of practical mastery of a foreign language as a means of communication, including in intercultural situations;
- a system of knowledge of the national and cultural characteristics and realities of the country of the language being studied [iii, 17].

Given the merits of this approach, it seems appropriate to use it when developing a model for professionally-oriented teaching of a foreign language for students of non-linguistic universities, namely, when considering its content component.

Taking into account the above, it is possible to distinguish the following structural elements of the content component of the model of professionally oriented learning a foreign language:

1. Communicative skills on the types of speech activity (speaking, listening, reading, writing) on the basis of general and professional vocabulary. The ultimate goal of professionally-oriented teaching of dialogical speech is the development of the ability to conduct a conversation, to exchange purposefully information of a professional nature on a particular topic.

The training of monologic speech consists in the formation of the skills to create various genres of monologic texts: communication of professional information, presentation of the report, expanded statements during the discussion, discussions with both preliminary preparation and without it. The goal of professionally-oriented teaching of listening is the formation of the skills of perception and understanding of the interlocutor's statement in a foreign language, generated in a monologue form or in the process of dialogue in accordance with a certain real professional sphere, situation.

The result of learning to read is the formation of the skills of owning all kinds of reading publications of different functional styles and genres, including special literature.

The final goal of teaching the letter is to develop the communicative competence necessary for professional written communication, manifested in the skills of abstracting, annotating, and translating a professionally meaningful text from a foreign language into Russian and from Russian into a foreign one.

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

3. Socio-cultural knowledge, as N. D. Galskova, aim to familiarize learners not only with a new method of verbal communication, but also with the culture of the people speaking the language they are studying.

4. Educational skills, rational methods of mental work, providing a culture of learning the language in the learning environment and a culture of communication with its bearers.

The result of professionally-oriented teaching of a foreign language is represented by professionally-oriented foreign language competence, includes the following types: information-thematic (subject-matter); Conceptual; Speech (the ability to build a coherent statement in oral and written forms to express their thoughts in the process of communication); Sociolinguistic (possession of speech registers in accordance with the situations of communication); Regional

geography - cultural studies (knowledge of traditions, customs, way of life). These types of professionally-oriented foreign-language competence are successfully implemented in the system of interdisciplinary foreign language teaching, based on socio-pedagogical, psychological, didactic-methodological and general principles [iv, 42].

Mastering a foreign language and using it require knowledge of the socio-cultural characteristics of the speakers of the language being studied, a wide range of verbal and non-verbal communication. In technical universities this is primarily due to the study of modern life and the history of the country of the language, art and literature studied, customs and traditions of the people.

The socio-cultural component in the content of teaching a foreign language plays an essential role in the development of the personality of the learner, as it gives an opportunity not only to get acquainted with the heritage of the culture of the country of the studied language, but also to compare it with the cultural values of his country, which favors the formation of the student's general culture. This component is designed to broaden the general, social, cultural outlook of students, stimulate their cognitive and intellectual processes.

Sociocultural knowledge includes regional and linguistic-cultural knowledge. To the regional studies, in the opinion of N. D. Galskova [v], include encyclopedic and background knowledge, as well as knowledge of the realities of the country of the studied language. The second group includes knowledge of the vocabulary of the students, expressing the culture of the country of the studied language in the semantics of linguistic units.

Sociocultural knowledge helps to adapt to a foreign environment, following the canons of courtesy in a foreign culture environment. It should be noted at the same time that the main thing is not the education from the standpoint of the norms and values of the country of the studied language and not the memorizing of facts, but the ability to compare the socio-cultural experience of the people speaking the studied language with their own experience. Summarizing what has been said above, one can recognize socio-cultural knowledge as an obligatory component of the content of the model for vocationally-oriented teaching of non-linguistic specialties to a foreign language.

Modern socio-economic processes actualize the problem of effective language training of students and the formation of professional and language competence. So, F. M. Zinnurova understands under the professional-language competence the integrative quality of the individual, adequately regulating her professional and social development. It allows the specialist to mobilize, in the course of general cultural, communicative and professional activities, the acquired linguistic knowledge and skills, and also to use generalized methods of communicative activity in the conditions of the realization of professional functions [vi].

At the same time, professional and linguistic competence can be considered as the level of language training of a specialist, ensuring the success of communications, allowing to operate with special terminology and forming a culture of speech behavior in forthcoming situations of professional activity [vii, 14]. This type of competence is formed in the process of professionally-oriented language training, based on the system, personality-oriented and functional-activity approaches.

Professional language training is understood as the process of mastering languages and developing skills and skills for their application in a variety of situations.

A modern professional-oriented approach to teaching a foreign language presupposes the formation of students' ability to communicate in specific professional, business, scientific spheres and situations, taking into account the peculiarities of professional thinking, with the organization of motivational-motivational and orienting-research activities. The training of specialists in non-linguistic specialties consists in the formation of such communicative skills that would make it possible to carry out professional contacts in a foreign language in various spheres and situations. Under the sphere of communication is understood a set of homogeneous communicative situations characterized by the same type of speech stimulus, relations between communicants and the environment of communication [viii,13]. Foreign language

communication can take place both in official and informal forms, during individual and group contacts, in the form of speeches at conferences, when discussing contracts, projects, drafting business letters.

This is seen as its main difference from teaching the language for general educational purposes and socialization (conversational communication). Nevertheless, professionally-oriented teaching of a foreign language in non-linguistic faculties of higher education is not limited only to the study of «language for special purposes». The essence of professionally-oriented teaching of a foreign language is its integration with special disciplines in order to obtain additional professional knowledge and the formation of professionally significant personal qualities. Training of specialists in non-linguistic universities is in the formation of communicative skills that would allow for professional contacts in a foreign language in various spheres and situations.

Foreign language in this case is a means of increasing professional competence and personal and professional development of students and is a prerequisite for the successful professional activity of a specialist graduate of a modern higher school who is able to conduct business contacts with foreign partners.

The main and final goal of the training is to ensure that students of non-linguistic specialties are actively proficient in a foreign language as a means of forming and formulating thoughts in the field of everyday communication and in the field of the relevant specialty.

Thus, under the professional-oriented understand the training, based on the needs of students in the study of a foreign language, dictated by the characteristics of the future profession, which, in turn, require its study. The term «professionally oriented learning» is used to describe the process of teaching a foreign language in a non-linguistic university, focused on reading literature on the specialty, studying vocabulary and terminology, and more recently on communication in the field of professional activity.

ТҮЙІН

Мақалада тілдік емес мамандықта оқытын студенттерді кәсіби-бағдарлы шет тілін оқыту мәселелері қарастырылған. Шет тілі қазіргі мамандардың кәсіби қызметінде, яғни шет тілінде тілдік қарым-қатынас рөлінің жоғарлауына байланысты аса өзекті мәселе болып отыр.

РЕЗЮМЕ

В работе рассматривается проблема профессионально-ориентированного обучения студентов нелингвистических специальностей иностранному языку. Она приобретает особую актуальность в связи с возрастающей ролью иноязычного общения в профессиональной деятельности современных специалистов.

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