

The Professionally-Oriented Foreign Language Teaching at Non-Linguistic Faculties of Universities

¹Raikhan Dabylytayeva, ²Nazym Dabylytayeva and ¹Olga Kuratova

¹University of Foreign Languages and Professional Career, Almaty, Kazakhstan

²Kazakh National University, Almaty, Kazakhstan

Abstract: The current state of higher education along with the tendencies of its development poses new challenges to the professional preparation of a graduate and his personal qualities. Among the significant ones are deep professional knowledge and skills, the ability to flexibly use them, communicative skills, creative activity readiness for continuous self-development. The analysis of psychological and pedagogical literature, studying the experience of teachers of foreign languages departments, questioning the students of non-linguistic faculties showed that the subject of the general cultural block “foreign language” is perceived by the majority of students as general educational having no connection with the future professional activity. The low level of language preparation at school of the most students, a limited number of hours lead to low motivation of studying this discipline. In order to determine the effectiveness of the educational process of professionally-oriented foreign language teaching at non-linguistic specialties the following criteria and indicators were developed: possession of linguistic professional knowledge; readiness for professional verbal interaction; readiness for creative professional activity. The results of experimental work have confirmed the effectiveness of the application of the developed methodology based on the technology of professionally-oriented foreign language teaching at non-linguistic faculties of universities. The experimental work on the above mentioned issue has helped to identify the pedagogical conditions that ensure the effectiveness of professionally-oriented foreign language teaching.

Key words: Foreign language, professionally-oriented teaching, non-linguistic specialties, higher education, development

INTRODUCTION

The professionally-oriented foreign language teaching is currently recognized as a priority trend in the renewal of educational process. The analysis of the pedagogical and scientific-methodological sources revealed that there are countless methodological directions and teaching technologies of FLT at non-linguistic specialties. At present, the task of not only mastering foreign language communication skill but also acquisition of specialized knowledge in the chosen specialty is put forward.

Unfortunately, the condition of the process of teaching a language, taking into account the professional orientation of students is still unsatisfactory. This is evidenced by an acute shortage of professionals who possess the register of foreign language knowledge required for professional communication. In order to teach students foreign language to the extent necessary for their future professional activity, we should abandon the traditional approach and rethink its aims and content.

Considering foreign language as a means of formation of a future specialist’s professional orientation, E.V. Roshchina notes that during the study of professionally-oriented language material, two-way communication between the student’s desire to acquire special knowledge and success of language learning is established. She interpreted foreign language as an effective means of professional and social orientation at non-linguistic university which has a great potential of formative effects. A huge contribution to the development of the theory of professionally oriented foreign language teaching has made. He explained the principle of a professional orientation of teaching material in foreign language teaching at non-linguistic universities. The author emphasizes that the study of a foreign language should not be an aim by itself but a means to achieve the increase of the level of education, knowledge in the specialty. The consideration of the specificity of profiling specialties, according to the author should be conducted in the following directions: work on specific texts; studying special topics for the development of spoken

language; learning vocabulary in the relevant specialty; creating manuals for teachers for the activation of grammatical and lexical material of the students.

A greater attention should be paid to the conditions of the organization of foreign language teaching process at non-linguistic universities. In particular, the issues of coordination of foreign language teaching along with teaching major educational disciplines were studied by Parikova (2002). She has developed a system of coordination which prevented learning foreign language by the students before they listen to lectures on the major disciplines. The system of teaching proposed by the author involves a rigorous coordination of work plans for foreign language teaching with the work plans of the departments of major disciplines.

Skroznikova and Bodankina (2008) considered the country studies material as one of the forms of realization of inter subject communications. They noted that the brief comments of regional or lingua-cultural nature clearly show the connection of the practice of foreign language teaching with the curriculum of other disciplines and have a positive effect on the deeper acquisition of professional knowledge by the students of non-linguistic universities. According to the researchers, there is a need for professionally-oriented manuals which would contain material of country studies.

The objective development of pedagogical science inevitably leads to the search for new, more effective methodological areas. The tendencies that are increasingly recognized as fruitful and promising have appeared in teaching speech activity. One of these is the tendency to strengthen the communicative orientation of the educational process. In the development of communicative direction in one way or another were engaged many scientific teams and researchers (A.A. Leontyev, V.G. Kostomarov, O.D. Mitrofanova, A.N. Shchukin, M.N. Vyatyutnev, E.Y. Sosenko, etc.), representatives of the method of activation of reserve abilities of an individual (G.A. Kitaygorodskaya), teachers and psychologists (I.L. Bim, P.B. Gurvich, I.A. Zimnyaya, E.I. Passov, G.V. Rogova, V.L. Skalkina, E.P. Shubin) and others. The purpose of the communicative method in this case is teaching speaking. This method is based on the fact that learning is a model of the communication process. Passov has formulated the principles of communicative teaching which in our view, provide the most complete picture of the communicative approach: the principle of speech mental activity involves primarily an organization of teaching when a learner is constantly involved in the process of communication. The principle of individualization of teaching; the principle of functionality dictates the selection and organization of

functional means of speech; the principle of situationality provides the recognition of situation as a unit of organization of the process of teaching foreign language communication. The principle of novelty covers the entire teaching process its implementation is crucial for the success of communicative teaching. According to the analysis of these principles of teaching communicative interaction, we can conclude that the communicative approach allows visualizing the system of foreign language communication.

DISCUSSION

The modern professionally-oriented approach to teaching foreign language suggests the formation of students' ability of foreign language communication in specific professional, business and scientific spheres and situations, taking into account the peculiarities of professional thinking with the organization of motivational-incentive and orienting-research activities. Thus, professional-focused teaching is based on the needs of students learning a foreign language and is dictated by the peculiarities of their future profession or specialty which in turn, requires mastering of a foreign language.

The teaching practice shows that currently there is a serious lack of professionally-oriented manuals for students of certain professions, there is no special training for foreign language teachers of non-linguistic faculties, there is an insufficient amount of hours devoted to classroom teaching of a foreign language there is no special methodology providing basic approaches to goal setting, selection and structuring of teaching content, choice of methods, forms and means of education, types of control.

In accordance with the program of the discipline "foreign language", approved by the Ministry of Education and Science of the Republic of Kazakhstan, the priority aim of teaching foreign language to the students of non-linguistic specialties is to develop communicative competence required for qualified information and creative activities in different areas and situations, business partnerships, joint productive and research work. The scientific and methodological publications of recent years highlight the need for the students of non-linguistic universities to master not only communicative competence but also linguistic, socio-cultural and professional competences which are interrelated and interdependent.

Motivation in teaching is defined by Y.N. Kulyutkin as "the ratio of the learning objectives with the needs, demands interests of an individual and awareness of the

opportunities to achieve them". Motivation is reflected in the general attitude of students to learn as well as in their activity in the course of educational process.

The state educational standard of higher education requires taking into account the professional specifics of learning a foreign language, its focus on achieving the objectives of the future professional activity of graduates. Meanwhile, the main problem of professional education is the transition from the actual learning activities undertaken by the student to the professional activities. Such a transition primarily depends on the transformation of the motives because it is a constitutive feature of the motive activity (Kuznetsova, 2001). It is known that cognitive motives are relevant to the teaching activity while to the practical activity are relevant professional ones. Therefore, the transition from the educational and cognitive activity of the student to the professional activities of the specialist creates the problem of transformation of cognitive motives into professional motives.

Summarizing the above mentioned, it should be stated that at non-linguistic specialties professionally-oriented foreign language teaching promotes the formation, development and transformation of cognitive motives into professional motives which in turn will make foreign language the integral part of professional and cognitive activity of the future specialist.

Mastering a foreign language cannot be limited only to the acquisition of foreign language knowledge, skills and abilities, even if it used creatively. Its use requires knowledge of socio-cultural features of the target language, a wide range of verbal and non-verbal communication. Informational search in the scientific and methodological sources revealed that in recent years, much attention is paid to issues related to using foreign language as a communication tool in the dialogue of cultures and civilizations of the modern world (Baranova and Guseva, 2001; Galskova, 2000; Elukhina, 2002; Orekhova, 2004). In non-linguistic specialties, it is primarily connected to the study of modern life and the history, art and literature, life, morals, customs and traditions of the county of the studied language.

According to the aims and objectives of education the games used in the classroom of a foreign language, they can be divided into language (or aspect) and speech games. The language games help to assimilate the various aspects of language (phonetics, vocabulary, grammar, syntax, style) are divided into phonetic, lexical, grammatical, syntactic, stylistic. The speech games are aimed at the formation of skills in certain kinds of speech activity. It is the games aimed at teaching listening, dialogue and monologue speech, reading writing. For the formation and development of professionally significant

communicative skills of future specialists it is appropriate to use professionally-oriented role-playing games in the foreign language classroom at non-linguistic specialties of universities.

According to the definition given by O.A. Artemyev, professionally-oriented role-playing game is a detailed form of meaningful collective professionally-oriented cognitive activity (under the guidance of a teacher in accordance with didactic principles) aimed at the mastery of foreign language communication skills, based on a specially modeled subject (gaming) actions in the process of performing problem tasks and decision-making according to the conditions of the game.

One of the ways to strengthen communication skills is discussion. Usually, by the discussion is understood such types of creative tasks as "brainstorming", "imagined situations", etc. In this research, the discussion is seen as a separate type of teaching activity, involving the active participation of all members of the study group. As a kind of dialogic speech, the discussion is characterized by a large number of participants, expressing different opinions and judgments on the same issue. The main condition for discussion is the presence of any controversial issue or problem.

The main objectives of the discussion in teaching foreign language are practice of the unprepared speech development; mastery of relevant professional skills (reaching the goal in solving the problem, the study of opposing views, developing new concepts, etc.); learning through the content (obtaining new information, developing communication skills).

The practice of work at non-linguistic specialties showed that important condition of success of discussion is the organization and readiness of all participants for it: both students and teachers. It seems legitimate to allocate its stages: introductory part (announcement of the topic and work plan, giving examples illustrating the topic being discussed); discussion of the nominated problems (problem identification and analysis, research, conclusions, proposals, discussion of proposals); final part (summarizing).

In the context of professionally-oriented foreign language teaching a particular importance is given to the improvement of independent work of students. The independent work is not only the activity of students, it also has another important advantage, it is individualized. Each student uses a source of information according to his own needs and opportunities. As a result, the process of reading the information, in turn has a practical significance for the future professional activity. In the process of teaching foreign language to the students of non-linguistic specialties it is advisable to use the following independent extracurricular types of reading:

extracurricular reading with the guidance of the teacher which involves reading more professionally-oriented texts, corresponding to the texts studied in the classroom but providing additional information. By organizing this kind of work with texts for home reading, it is necessary to convince the students that home reading is a serious work that requires large and complex mental activity, imagination, memory and willpower.

Thus, we conclude that extracurricular reading as a kind of independent work of the students of non-linguistic specialties has an educational character; it is one of the ways of preservation and enrichment of the active vocabulary of students. Improving all kinds of extracurricular reading develops self-interest in a foreign language, develops students' skills for further independent work with foreign literature in their specialty which in turn is a prerequisite for effective professional activity.

An important place in professionally-oriented foreign language teaching of the students of non-linguistic specialties takes the choice of optimal methods and types of control over the results of educational activity. In pedagogical science under control methods are understood the ways by means of which the efficiency of learning and cognitive activity as well as other activities of students and pedagogical work of the teacher is determined. In the process of teaching methods of oral, written, practical (laboratory), machine control and self-control of the learners are used in various combinations.

Under the level of mastering a foreign language is understood the degree of the communicative ability development of an individual in terms of the efficiency of intercultural interaction process with the representatives of other lingua society.

An analysis of the scientific and methodological sources led to the conclusion that still there is no common, accepted by all scientists, scientific definition of criteria, indicators and levels of foreign language proficiency of the students of non-linguistic specialties. For example, M.V. Maso offers the following levels of students' communicative competence formation:

Basic (initial): Personal-important sense of obtaining knowledge with the purpose of applying it in personal practice is absent; motives have situational character; knowledge is not systematized.

Systemic: Knowledge is systematized; aspects of learning are highlighted.

Productive: The process of acquiring knowledge is perceived as personally significant demand; knowledge is deep, multidimensional; aspiration to self-realization is embodied in the author's system of work.

The generalized factual criteria and indicators have led to the conclusion that it is necessary to clearly define the boundaries of foreign language proficiency levels in the conditions of professionally-oriented foreign language teaching. Therefore, depending on the degree of mastering linguistic professional knowledge, communicative skills in all types of speech activities four levels were allocated: high, medium, low, critical.

Critical level is characterized by a lack of belief in the importance of a foreign language, an effort to improve it; insignificant amount of professional knowledge of language; total misunderstanding of heard or read text on the basis of the professional vocabulary; inability to create monologue and dialogue statements; inability to self-analysis and creative activity.

Low level is determined by expressed understanding of the importance of foreign language, forced application of knowledge (managing the strategy of avoiding trouble); limited linguistic professional knowledge; low level of readiness to the verbal professional interaction (partial understanding of the professionally-oriented texts; violation of logical sequence in the monologue and dialogue statements); low readiness for creative activity.

Medium level includes knowledge of lexical units and grammatical structures, allowing small inaccuracies; understanding of the heard or read professional-oriented text with little distortion; an adequate response to the statements of the interlocutor; clearly expressed belief in the importance of a foreign language, the desire to use knowledge in situations similar to educational; readiness for creative activity.

High level is characterized by the ability to apply linguistic professional knowledge in speech and writing at the level of prepared and unprepared statements; prominently demonstrated belief in the importance of a foreign language, the desire to improve it, to put into practice; ability to creatively use the acquired knowledge and skills; a high level of readiness for creative activity.

In order to establish the relationship between the ten-point scale of assessment and emphasized levels of a foreign language proficiency in the conditions of professionally-oriented foreign language teaching the assessment should be conducted in a differentiated manner based on four groups. The first group includes the results estimated from 1-2 points which corresponds to a critical level; the second group from 3-5 points, the lowest level; the third group, 6-8 points, the medium level; the fourth group from 9-10 points, the highest level of a mastering foreign language.

The average sum of all evaluations allows quantifying the level of foreign language knowledge by the learners, according to which the effectiveness of professionally-oriented foreign language teaching at non-linguistic specialties can be defined.

Implementation of professionally-oriented foreign language teaching at non-linguistic faculties of universities provides special technology of teaching.

The teaching technology represents a “sequence of teaching procedures, operations and techniques which together constitute the integrated didactic system whose implementation in teaching practice leads to the achievement of the guaranteed teaching objectives, i.e., achieves the predicted result of teaching in the changing educational process and contributes to the holistic development of the personality of the student”. In this case, a system of interrelated actions of the teacher is aimed at addressing didactic objectives and systematic, consistent implementation in practice of the pre-designed teaching process.

In this research, on the example of projecting the technology of teaching the educational discipline “foreign language” for students studying at the specialty “economics” of the university of foreign languages and business career, the methodology of professionally-oriented foreign language teaching at non-linguistic faculties of the university are scientifically justified and described.

The academic discipline “foreign language” refers to the module of the “general humanitarian disciplines” and is studied by the students of the specialty of “Economics” at 1-2 years of university studies.

Based on the requirements of state educational standard imposed to the content and level of training in this specialty, the future specialist of this qualification must:

- Be familiar with the basic teachings in the spheres of humanitarian and social-economic sciences, able to analyze scientifically socially significant problems and processes to be able to use the methods of these sciences in various kinds of professional and social activities
- Know the ethical and legal rules governing the relationship of a human to human, society and the environment, be able to take them into account in the development of ecological and social projects
- Conduct professional activities in a foreign language environment
- Own culture of thinking, to know his general laws, to know how to correctly and logically formulate and organize its findings in written and oral speech
- Be able to acquire new knowledge, using modern informational educational technologies; to understand the nature and social significance of their future profession, basic problems of disciplines that define a particular area of their activities

- Be able to project activities in the professional field, to know the principles of the systemic analysis, to be able to build and use models, to describe and predict various phenomena, to carry out their qualitative and quantitative analysis
- Be able to set goals and formulate the tasks associated with the implementation of professional functions and use for their solution scientific methods

Thus, based on the systemic level we have formulated the common goals of training specialists of the mentioned specialty. It should be noted that this task has a generalized nature and it requires further detalization. In this connection, it is necessary to formulate the objectives in the discipline “foreign language”.

To the course of foreign language teaching at the specialty “Economics” is given 340 h; 170 h of practical (classroom) lessons and 170 h of independent work. Each semester usually, ends according to the credit system of education by passing the examinations. A full course of learning a foreign language is completed by an examination.

The entire course is divided into two successive interconnected steps; each of them has its own challenges and features.

In the first stage (it coincides with the first and second semester) further improvement of knowledge and skills of students in accordance with the requirements of the curriculum is implemented in order to fully prepare students for further reading of original literature in a foreign language. This task is promoted by early specialization of teaching which means that the topics for speech and texts for reading directed on the mastery of the lexical and grammatical material, necessary to read authentic (unadapted) texts. The main means and one of the main objectives of education in the first stage is oral speech activity of students within the topics of the first stage of teaching a foreign language:

- Biography: family
- Kazakhstan (geographic and economic situation): the state system
- England (geographic and economic situation): the state system, London, the capital of England, the traditions and customs of England
- Education in Kazakhstan: higher professional education, the largest institutions of higher education in Kazakhstan
- Education in England: the education system in England, the largest higher education institutions in England

During the second stage (from the third to fourth semesters), teaching a foreign language is aimed at mastering the skills and abilities of students to read topical newspaper and magazine articles with and without a dictionary, professionally-oriented texts. Reading foreign literature at this stage is submitted to the same problem, the extraction of new information that students can use in their educational and scientific work, for example, for writing term papers, research reports, abstracts. In addition, students must learn how to make an adequate translation, annotate and abstract texts of professional orientation. In the area of teaching oral speech the main task is the formation of the student's ability to formulate messages and conduct the conversation within the subjects directly related to the specialty of the students.

The above steps of teaching differ from each other in themes and lexical structure of educational texts, the priority of a particular type of speech activity, the formation of the skills necessary for the development of the appropriate register of speech. Both stages are linked by common grammar topics and the need to master similar syntactical phenomena and basic language skills.

In order to address problems identified in the present research, the focus will be made on the concretization of the goals on the second stage of teaching, since at this stage the teaching FL has a professionally-oriented character. As a result of studying the discipline "foreign language" at the non-linguistic faculties, students should:

Know: The rules of word formation of lexical items; rules of their compatibility and rules of application; basic terminology of the specialty; formation of grammatical constructions; sociocultural characteristics, basic information of the history of the country of the studied language.

Be able to: Use the linguistic and contextual supposition to disclose the meaning of unfamiliar words; conduct on a conversation, share information of a professional nature on a particular topic; express different communicative intentions (request/message data); get a general idea of the read; identify and highlight key information of the text; summarize the facts set out in the text, to draw conclusions on the read; to determine the importance (value) of information; annotate and translate professionally important texts from foreign languages into native and from native into a foreign language.

Possess: Normative pronunciation and rhythm of speech; skills formation (i.e., the formation of case endings of nouns and adjectives, verb endings); structure

forming skills (skills of forming sentences); basics of public speaking (message, report, discussion); writing skills necessary for the preparation of theses, abstracts and presentation of a written synopsis of the text.

Have an idea of: The basic methods of annotating, abstracting and translation of professionally-oriented literature; signs of the formal logical-semantic links between elements of the text; about the different genres of texts.

The generator of oral and written communication on a specific topic is the text: it creates a meaningful basis for learning all kinds of communicative activities, serves as the material for activity-related tasks is source and means of new linguistic units which contains samples of language use. Texts are coherent sequence of oral and written statements, generated or understood in the process of speech activity in a specific area of communication.

The selected educational elements have revealed the interdisciplinary links of the specific module with the other academic disciplines studied at the university. It is well known that the content of teaching foreign language at non-linguistic faculties of universities is continuously connected with the content of professional preparation of students of different specialties. This is reflected in the deepening of inter-subject relationship of a foreign language with other disciplines of professional preparation, general professional and special cycles in defining the themes for teaching speaking and reading in a foreign language.

Information search in the scientific and methodological sources has revealed that there are different approaches to the quantitative and qualitative determination of levels of mastering the content of educational material. The most promising, in our view is the approach to the determination of levels of mastering the content of educational material and the system of management of students' cognitive activity proposed by V.P. Bepalko. The researchers offers four levels of knowledge as the four stages of intellectual development of students in the teaching process. The proposed classification is recognized by most scholars as classic:

- Recognition (with their repeated perception) the objects and properties of the processes of reality phenomena (knowledge-acquaintance)
- Reproductive action (knowledge-copies) by means of independent reproduction and use of the information on the previously learned indicative basis for the performance of the known action

- Productive action is the activity based on a sample of a set of objects (knowledge-skills). Students obtain subjectively new information in the course of independent building or transformation of known indicative framework for the implementation of new action
- Creative action, performed on any set of objects by means of independent construction of the new indicative basis for the activity (knowledge-transformation) in the process of which objectively new information is obtained

The central part of problem-based teaching is a problem situation. It should be born in mind that not all of the situations offered by the teacher is accepted by all students who give different emotional assessment to their own possibilities of resolving it and the extent of its fascination. Adequate, in our view are such problematic situations that trigger an emotional interest, i.e., they must have novelty to be professionally relevant but at the same time correspond to the level of formation of the communicative competence.

At the final stage of mastering lexical and grammatical material in frames of studying a definite module the priority, in our view, should be given to active teaching methods. The experience of active teaching at all levels of professional education shows that it can be used to form not only cognitive but also professional motives and interests; develops future specialist's systemic thinking; gives a holistic view of professional activity; teaches conducting collective mental and practical work; forms social skills of interaction and communication. The work practice has proved that deeper mastering of a foreign language by the students of non-linguistic faculties is achieved by the use of active teaching methods such as educational role-play, project method, discussion.

In frames of the projected technology of professionally-oriented foreign language teaching at the final stage of module teaching and role-playing game "outstanding people of medieval England" has been used. This game is aimed at training dialogue and monologue speech. In this case, the game provides the activity character of learning, an opportunity for active interpersonal interaction, enhances the exercise of educational material of the module being studied.

Independent work in the process of pofft is used as the main way to include students in independent cognitive activity. It can develop student's motivation, goal orientation self-organization. The content of independent work in each module was determined on the basis of the level of mastering knowledge and teaching objectives.

According to the results of monitoring and evaluation of students' knowledge in frames of technology of professionally-oriented foreign language teaching the possibility of correcting the aims and content of teaching material, organizational forms and teaching methods is provided.

During our experimental research in order to obtain objective information variation of separate methods and their synthetic application in accordance with the observed process, professionally oriented foreign language teaching at non-linguistic faculties of universities was used. In order to obtain representative data in the course of the experiment, we have attracted to our research experts who were the teachers of the foreign languages Department of the University of Foreign Languages and Business Career, teaching students of various specialties.

The empirical base of ascertaining experiment comprised the 2nd year students of the university of foreign languages and business career, studying at the specialty "history", "international law", "religious studies", "accounting" (total 224 pers.). The research conducted during in this experiment, included the following methods: questionnaires, group survey methods, teacher observation, interviews, overt observation when visiting classes, analysis of the products of students' educational activity (control papers, tests, essays, creative projects). The aim of ascertaining stage of the experiment is a preliminary diagnosis of the level of knowledge and readiness for learning activities in the framework of a professionally-oriented foreign language teaching. In order to determine the level of motivation and willingness to study foreign language with professional orientation questioning was conducted. Further, details of the conducted testing are presented in Table 1.

The test results aimed of determination of the achieved level of mastering listening, reading, written and oral speech (writing and speaking) were consolidated into a single table of indicators of the second criterion, readiness to professional verbal interaction. It made possible to carry out a comparative analysis of the groups under study.

Most active were the respondents in the experimental groups during the work on projects. Thus, after studying each module it was necessary to develop and demonstrate a project on the studied theme. This kind of work presupposes a high level of autonomy required to find the necessary information. Therefore, a particular importance at the stage of professionally-oriented foreign language teaching is given to the independent work under the guidance of teachers which enhances independent

Table 1: Indicators of formation of language professional knowledge before and after the pedagogical experiment

		Level of proficiency in language professional knowledge															
		Critical				Low				Medium				High			
		Before		After		Before		After		Before		After		Before		After	
Groups	No. of people	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1EG	34	7	20.6	0	0.0	11	32.4	11	32.4	14	41.2	18	52.9	2	5.8	5	14.7
2EG	26	0	0.0	0	0.0	10	38.5	7	26.9	12	46.2	14	53.8	4	15.3	5	19.2
1CG	36	8	22.2	7	19.4	12	33.3	12	33.3	14	38.8	15	41.7	2	5.6	2	5.6
2CG	27	0	0.0	0	0.0	11	40.7	10	37.0	13	48.1	14	51.9	3	11.1	3	11.1

Table 2: Indicators of formation of readiness for the creative professional activity before and after the pedagogical experiment

		Readiness for creative professional activity															
		Critical				Low				Medium				High			
		Before		After		Before		After		Before		After		Before		After	
Groups	No. of people	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1EG	34	18	54.0	0	0.0	10	29.4	5	14.7	4	11.7	20	58.8	2	5.9	9	26.5
2EG	26	13	50.0	0	0.0	8	30.8	4	15.4	4	15.4	15	57.7	1	3.8	7	26.9
1CG	36	20	52.7	12	33.3	11	30.6	8	22.2	4	11.1	15	41.7	1	2.8	6	16.7
2CG	27	14	51.9	3	11.1	9	33.3	5	18.5	3	11.1	14	51.9	0	0.0	5	18.5

acquisition of knowledge and skills, formation of readiness for self-education in the process of learning and future professional activity. Over 80% of respondents of the experimental group showed medium and high levels of readiness for creative activity. Students initiative of a high-level have showed the initiative in building statement on a foreign language, independence of judgments and their relative independence from the studied sample, informativity completeness of the messages. The results of the survey and testing in terms of the indicators of the third criterion are shown in Table 2.

Thus, the results of the output testing conducted to determine the achieved level of student’s proficiency, showed that the critical level of the respondents of the experimental groups was not identified. The number of students in the experimental groups, who are at the medium level (54.6-58%) and high level has increased (20.4-23.7%).

The questionnaire analysis showed a positive attitude of the students to the professionally-oriented foreign language teaching technology, a high level of motivation to learning a foreign language with a professional orientation. The 93% of respondents got for themselves new professionally meaningful information on the lessons of the discipline. The 65% of respondents indicated that they have already used the information obtained as the result of professionally-oriented foreign language teaching in the preparation of reports and presentations for seminars on special subjects.

Summing up the results of experimental work carried out in the framework of this research work, it can be

argued that the use of professionally-oriented foreign language teaching technology at non-linguistic faculties at the universities can improve students’ readiness to professional verbal interaction and creative professional activity. The guaranteed achievement of didactic aims formed at the stage of projecting the POFLT technology should be considered as an important indicator of the experimental research.

We express our gratitude to all of the participants of the research: English language teachers of the department of foreign languages and 2nd year students of specialties “economics”, “history”, “international law”, “religious studies”, “Accounting” of the University of Foreign Languages and Business Career, Almaty City.

CONCLUSION

The modern professionally-oriented approach to teaching foreign language to non-linguistic specialties involves the formation of the students’ ability of foreign language communication in specific professional, business and scientific spheres and situations, taking into account the peculiarities of professional thinking, the organization of motivational-incentive and orienting-research activities.

The professionally-oriented foreign language teaching at non-linguistic specialties is a process aimed at the formation of active and creative personality of the future specialist able to successfully apply the linguistic knowledge in his future professional activity, covering the acquisition of specialized knowledge and skills, contributing to his professional development in various

fields of science and industry. This process involves not only learning a foreign language as a means of communication and giving the students socially and professionally relevant information but also the formation of a multilingual person, who has absorbed the values of native and foreign-language cultures and ready to implement intercultural communication.

The active methods of work with the material in the study group (method of projects, training and role-playing games, exercises discussions) are offered to be considered as a leading in professionally-oriented foreign language teaching.

The organizational forms of professionally-oriented foreign language teaching at non-linguistic specialties are classroom lessons under the guidance of the teacher; compulsory independent work on the tasks of the teacher, performed during extracurricular time; individual independent work. The means of teaching used in professionally-oriented foreign language teaching are: linguistic (language) means; methodological; technical.

The controlling and evaluation component is associated with the periodic review of the educational process and the evaluation of its results. During professionally-oriented foreign language teaching it is advisable to use the following types of control: preliminary, current, intermediate (thematic) and the final. For the implementation of the considered above control types the following forms can be used: interviewing, various exercises, tests and test tasks, control papers. The most relevant is the test form of control.

In order to determine the effectiveness of the educational process with the use of model of professionally-oriented foreign language teaching at non-linguistic specialties the following criteria and indicators were developed:

- Mastering professional linguistic knowledge (grammar code of a foreign language, range of vocabulary)
- Readiness for professional verbal interaction (ability to listen, understand and respond quickly to the perceived information)
- Readiness for the creative professional activity (the level of motivation, cognitive and creative activity of the students)

The generalized factual material on the criteria and indicators allowed us to determine the boundaries of the levels of foreign language acquisition in the conditions of professionally-oriented education. Thus, depending on the level of mastering professional linguistic knowledge,

readiness for professional verbal interaction and creative professional activity four levels were allocated: high, medium, low, critical. The use of reasonable criteria, indicators and levels of foreign language proficiency allow estimating the effectiveness of the teaching process using the model of professionally-oriented foreign language teaching at non-linguistic specialties of the university developed in frames of this research.

The development and practical application of the model of professionally-oriented foreign language teaching involves: setting common objectives and their maximum specification in accordance with the required content; the formulation of private teaching aims with a focus on achieving the anticipated results; choice of optimal methods, forms and means of teaching; organization of the educational process; assessment of current results and, if necessary, amendment, correction of the educational process aimed at guaranteeing the achievement of aims. In the basis of the proposed teaching model is projecting and construction of special technology of professionally-oriented foreign language teaching.

The results of experimental work have confirmed the effectiveness of the application of the developed teaching model based on the professionally-oriented foreign language teaching technology at non-linguistic faculties of universities.

The experimental work helped to identify the pedagogical conditions that ensure the effectiveness of teaching students using the models of professionally-oriented foreign language teaching:

- Diagnostic aim setting, selection and structuring of the content of the material in accordance with the state educational standard of higher professional education and qualification requirements for preparation of specialists in higher educational institutions
- Selection of special forms, methods and teaching means
- Organization of monitoring and evaluation of teaching outcomes with the use of specially designed pedagogical tests
- Formation of readiness of teachers and students to the practical application of the model of professionally-oriented foreign language teaching
- Implementation of student-centered interaction between teachers and students in the educational process
- Establishment of interdisciplinary relationships of the studied language with special disciplines

REFERENCES

- Baranova, N.V. and S.B. Guseva, 2001. Socio-cultural component in the content of learning German language. *Foreign Lang. School*, 4: 42-42.
- Elukhina, N.V., 2002. The role of discourse in intercultural communication and methods of forming the discursive competence. *Foreign Lang. School*, 3: 9-11.
- Galskova, N.D., 2000. *Modern Methods of Teaching a Foreign Language: Manual for a Teacher*. ARKTI Ltd., Russia, Pages: 165.
- Kuznetsova, R.A., 2001. *Learning a Foreign Language at Non-Linguistic University*. Publishing House of Kazan University, Kazan, Russia, Pages: 112.
- Orekhova, I.A., 2004. Formation of Linguaculturological competence in the process of teaching foreign languages. *Foreign Lang. School*, 5: 28-32.
- Parikova, G.V., 2002. *The Possibility of Increasing the Efficiency of the Process of Teaching a Foreign Language in Non-Linguistic Higher Educational Institution*. Publishing House of Leningrad University, Russia, Pages: 44.
- Skroznikova, V.A. and R.N. Bodankina, 2008. Country studies comment as a form of realization of intersubject communications. *Foreign Lang. Higher Educ. Instit.*, 13: 113-116.