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**ОРТА ЖӘНЕ ОРТАДАН КЕЙІНГІ БІЛІМ БЕРУ  
ЖӘНЕ ТӘРБИЕЛЕУ МӘСЕЛЕЛЕРІ  
СРЕДНЕЕ И ПОСЛЕСРЕДНЕЕ ОБРАЗОВАНИЯ:  
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application of it in a given language environment. The nationalizing and internationalizing sphere of education requires a particularly balanced introduction of multilingualism and innovation, understanding the entire national and language context in Kazakhstan's education is a task that includes many and heterogeneous parameters complicated both by external language problems and by the actual educational transformations in the national higher school. Issues of innovation, educational technologies for teaching languages, Kazakh-English educational bilingualism - all this problem requires its special solution of academic and university science of Kazakhstan.

In conclusion, I would like to note that one of the most relevant and promising areas of research for modern education is the development of multilingual teaching methods and technologies, and in particular the methods and technologies for teaching disciplines in English.

I would also like to note that the use of new methods and technologies of instruction in trilingual learning will contribute to the development of such personal qualities that are in demand in a modern multicultural and multilingual society. Therefore, the problem of using an effective teaching methodology in a university is very important.

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## PEDAGOGICAL ISSUES OF STUDYING PROFESSIONAL ENGLISH FOR SPECIFIC PURPOSES

ESP teaching presumes teaching of English as a foreign language regarding specific profession, subject or purpose. Foreign Language Teachers for Specific Purposes have a lot in common with teachers of general foreign language. For both it is necessary to consider linguistic development and teaching theories, to have insights in contemporary ideas regarding their own position and role as well as the position and role of foreign language learners in education and to face new technologies offered as an aid to improve their methodology. The needs to understand the requirements of other professions and willingness to adapt to these requirements differentiate the foreign language teachers for specific purposes and their colleagues teaching general foreign language.

**Key words:** specific purpose, competence of foreign language, structural training, methodology.

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### АРНАЙЫ МАҚСАТТА КӘСІБИ АҒЫЛШЫН ТІЛІН МЕНГЕРУДІҢ ПЕДАГОГИКАЛЫҚ МӘСЕЛЕЛЕРІ

#### *Аңдатпа*

Ағылшын тілін арнайы мақсатта оқыту нақты мамандыққа, пәнге немесе мақсатқа қатысты тілді оқыту мәселесі болып табылады. Арнайы мақсат үшін оқытылатын ағылшын тілінің оқытушыларының оқытудағы бағыт-бағдарлары жалпы шет тілі мұғалімдерінің ұстанымдарымен көп жалпылама ұқсастықтарға ие. Екі жағдайда да лингвистикалық даму және оқытудың теориясын ескеру қажет, олардың оқытудағы алатын орны мен қолданысы туралы заманауи көзқарастарды, сонымен қатар, білім саласында шет тілін менгеріп жүрген оқушылардың орны мен ұстанымын, оқытудың әдіснамасын жақсарту мақсатында пайдаланылатын жаңа технологиялардың қолданысын біту маңызды саналады. Шет тілін арнайы мақсатта оқытатын оқытушылардың басқа мамандықтардың шет тілін менгеруде қойылатын талаптарын түсінуі және осы талаптарға бейімделуге қажеттілікке ие болулары оларды жалпы шет тілін оқытатын әріптестерінен ерекшелейді.

**Түйін сөздер:** арнайы мақсат, шет тілдік құзіреттілік, құрылымдық оқыту, әдіснама

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### ПЕДАГОГИЧЕСКИЕ ВОПРОСЫ ИЗУЧЕНИЯ ПРОФЕССИОНАЛЬНОГО АНГЛИЙСКОГО ЯЗЫКА ДЛЯ КОНКРЕТНЫХ ЦЕЛЕЙ

#### *Аннотация*

Обучение ESP предполагает преподавание английского языка как иностранного в отношении конкретной профессии, предмета или цели. Преподаватели иностранных языков для специальных целей имеют много общего с учителями общего иностранного языка. Для обоих необходимо учитывать лингвистическое развитие и теории преподавания, иметь представление о современных представлениях об их собственной позиции и роли, а также о позиции и роли учащихся, изучающих иностранные языки в образовании, и сталкиваться с новыми технологиями, предлагаемыми в качестве помощи для улучшения их методология. Потребности в понимании требований других профессий и готовности адаптироваться к этим требованиям различают преподавателей иностранных языков для конкретных целей и их коллег, преподающих общий иностранный язык.

**Ключевые слова:** специальная цель, иноязычная компетенция, структурное обучение, методология.



From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. Its development is reflected in the increasing number of universities offering an MA in ESP (e.g. The University of Birmingham, and Aston University in the UK) and in the number of ESP courses offered to overseas students in English speaking countries. There is now a well-established international journal dedicated to ESP discussion, "English for Specific Purposes: An international journal", and the ESP SIG groups of the IATEFL and TESOL are always active at their national conferences [1]. By results of these examinations students have opportunity to participate in many foreign training programs where teaching is conducted in English. Some scientific and professional certified programs also demand from candidates to deliver international examination in English.

The analysis of many scientific works [2,3] show that only a few institutions of the country pay attention on preparation of foreign-language where level of students is rather high. Thus, problems and possibilities of formation special purposes is an actual problem. In this regard, the main problem arising before teachers of professional English is combination of knowledge of a foreign language with knowledge of technical subjects.

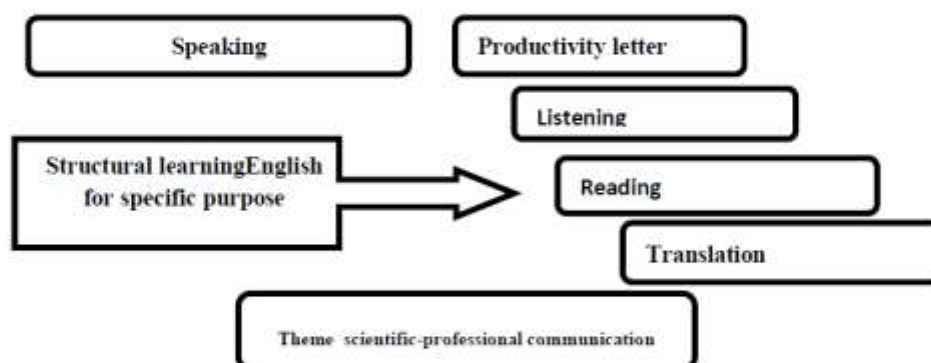
For studying the following provisions are adopted:

- in order to satisfy professional needs of future specialists by mastering basic level of English;
- giving out specific functions, which characterized future profession.

Integration of the basic language, professionally language and lingo-regional geography brings informative activity of students to new qualitative level.

Addressing lingo - professional training technology should be noted that design of the main directions of the contents language professionally focused education, promoting development of professional competence of future specialists, – necessary, but an insufficient condition for the solution of this problem [4]. A lot of things depend on technologies of training (methods, means and organizational forms).

Structural learning English for specific purpose for the special purposes (drawing-1) promotes development of professional competence of future specialists, forms the valuable relation to a profession.



1 drawing. Structural training of English for specific purpose

**Speaking.** For achievement scientifically - a professional orientation of oral speech skills of speaking and audition develop in interaction with reading skills. The main attention is paid to communicativeness of oral speech, natural motivated to the statement in forms of the prepared and unprepared monologue and dialogue speech.

Oral monologue communication.

In the field of monologue speech the trainee has to show:

- ability is logical and complete both in semantic, and in structural the relations to express the point of view on a research problem;
- ability to make the plan and to choose strategy of the message, the report, project presentation on a problem of scientific research;
- ability to establish and support speech contact with audience by means of adequate stylistic means (the explanation, definitions, the argument, conclusions, an assessment of the phenomena).

*Situations:*

Performance at a scientific seminar; presentation of scientific conference.

Showing and representation of the equipment, materials and their properties, experiment and its results, schedules and schemes, formulas, symbols.

- Oral dialogical communication. In the field of dialogical speech the trainee has to show ability:
- to observe rules of speech etiquette in situations of the scientific dialogical communication;
  - to carry on dialogue of problem character with use of adequate speech forms (questions, a consent, disagreement, objections, comparisons, oppositions, requests, etc.);
  - is reasoned to express the point of view.
  - to own strategy and communication tactics in the polyamine (discussion, debate, debate)

*Situations:*

- character, and representation of scientific and professional interests;
- daily communication which has been directly connected with implementation scientific professional activity;
- communication with colleagues (discussions, debates, debate);
- communication on scientific and professional subjects (conferences, round tables).

**Productive letter.** Development writing skills of the letter in a foreign language to activate skills and abilities of written scientific language is logical and reasoned to state the thoughts, to observe stylistic features.

In the field of written language the trainee has to show ability:

- to state the contents of reading in the form of the summary, the summary and the paper;
- to make report theses, the message on a research subject;
- to make the application for participation in scientific conference, foreign training, receiving a grant;
- to conduct scientific correspondence (including on the Internet);
- to write scientific articles, observing spelling and moral and ethical standards of scientific style.

The skills providing the solution of communicative tasks:

- Planning the contents and the organization of the scientific text according to the communication purpose, communicative tasks, communicative situation, knowledge of the addressee and to reflect it in the form of the plan, draft records, schemes;

- writing short or detailed scientific text according to the plan;
- observe requirements of norms of spelling and a punctuation of studied language;
- correct to use the lexical material which is including special terms;
- using dictionaries, correctly choosing words for use in the text according to the retold matter;
- using the grammatical material adequate stated in the message to the contents, using grammatical forms in compliance with norms of studied language;
- using stylistic registration of the text and the register, the answering purpose of communication, to message and addressee characteristics.

*Situations:*

- Registration documents in connection with participation in conference, competition (receiving a grant, etc.), with providing information and representation of scientific and professional interests;
- writing working and technical documentation at carrying out scientific and professional activity: description of the equipment, materials and their properties, description of experiment and its results, description of schedules and schemes;
- writing the scientific article, theses, reviews.

**Listening.**

o to understand sounding authentic monologue and dialogue speech on scientific and professional perspective;

o to understand speech at direct contact in situations scientific, business professional communication (the report, interview, lecture, discussion, debate).

- In the field of perception of speech aurally (audition) trainee should demonstrate ability:
- Distinguish speech value of multiple-valued language units according context.
- Distinguish information transferred by rhythm-intonation of sounding speech.
- Extract sounding speech information actual (narrative and descriptive) character.
- Extract from sounding speech information reflecting estimated opinion the speaking.
- Extract from sounding speech information reflecting the argument.

**Reading.** The skills providing the solution of communicative tasks:

- Distinguish value of multiple-valued language units on a context.
- Guessing the value of unfamiliar language units on a context.
- looking for necessary information on keywords.
- Understanding common the maintenance of fragments of the text.



- to components: to headings and subtitles, first offers, etc.;
- taking information of the actual (narrative and descriptive) character;
- Distinguish from the read text information reflecting the estimated opinion of the author;

*Situations:*

Reading business correspondence with in the subject connected by a scientific activity;

Reading scientific articles, summaries, theses, bibliographic descriptions within studied scientific and professional subject.

**Translation.** Interpretation and translation from a foreign language on native using one of means of mastering by a foreign language, as most efficiency method of control of understanding of the contents. The being trained has to:

- to own the necessary volume of knowledge in the field of the transfer theory: equivalent analog, translational transformations;

- to have skills of compensation of losses when translating, contextual replacements,

- to distinguish different meaning of words, dictionary and contextual meaning of words, values of international words in a native and foreign language, etc.;

- to be able to convey adequately meaning of the scientific and technical text with observe standard the native language; to own skills of transformation of an initial material of the scientific text;

- to use bilingual dictionaries, correctly defining the meaning of using lexicon in the text or choosing words for use in the text according to the retold matter.

The scope of scientific and professional communication consists of the following:

1. Describing instruments, specific materials, experiments. Reading Mathematical Terminology.

2. Devices and the materials used in scientific activity. Experiment description. Reading math and physical formulas.

3. Topic of research: methods, relevance, significance

4. Research subject: methods, practical importance.

5. Recent Developments in Science & Engineering. International Conferences.

6. Achievements of modern science and techniques. International conferences.

7. Mental & Ethical Standards in Modern Society. Scientific. Etiquette: referring to sources, reporting information etc.

8. Science & Education: Career Opportunities for Masters of Science & Philosophy Degree.

9. Science and education: opportunities career move young scientist.

Such creation of a training material maintains interest of students to professional and foreign-language preparation and understanding of its importance for future career. Students can understand professionally significant values of professional significant knowledge, and promotes development of professional competence of future specialists.

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