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- 16. Sh.B. Yermekbayeva, Zh.M. Nassimova, S.M. Ushurova, B.M. Adambekova, M.N. Nurgaliyeva** Teaching Professional English Through Case Study Is Effective..... 183
- 17. К.И. Трубецкая, Р.А. Вафеев, О.Е. Комаров** Повышение эффективности обучения школьников среднего звена английского языка на основе коммуникативной методики..... 189

SECTION I / СЕКЦИЯ I

ECONOMIC AND MANAGEMENT SCIENCES / ЭКОНОМИЧЕСКИЕ И УПРАВЛЕНЧЕСКИЕ НАУКИ 196

- 1.1. B.S. Dosmailov** Organizational Culture as a Significant Part of Strategic Management in Medical Organizations..... 196
- 1.2. A.K. Segizbayeva** Communication System in Human Resource Management of Medical Organizations..... 200
- 1.3. Е.В. Ярочкина, Л.И. Нурмагамбетова** Последствия пандемии коронавируса COVID-19..... 204
- 1.4. К.М. Казбекова, А.Қ. Бақыт** COVID-19 пандемиясының банк тәуекеліне әсерін талдау..... 210
- 1.5. С.М. Кахарманова** Мемлекеттің жаһандану жағдайындағы экономикалық қауіпсіздігі..... 219
- 1.6. Ж. Анафияева, Б.А. Айнаканова, Г.Ө. Қасымбаева** Қазақстанның ауыл шаруашылығындағы өндірісті әртараптандырудың ерекшеліктері мен басым бағыттары..... 223
- 1.7. Т.К. Букейханова, Н.Т. Сартанова** Инновационные методы формирования и развития эффективной системы управления персоналом ТОО «Magnum Cash & Carry»..... 231
- 1.8. Н.С. Нурпеисова, А.Е. Джумагулов** Основы финансового анализа..... 237
- 1.9. М.Д. Турусбекова, Г.О. Жангуттина, Е.Н. Несипбеков** Дебиторская задолженность по краткосрочной аренде организации: учет и аудит..... 240
- 1.10. А.Н. Аппакова, Г.А. Бекжанова, Е.Н. Несипбеков** Экономическая сущность банкротства предприятия..... 255
- 1.11. А.М. Атчабарова** Методика исчисления себестоимости продукции других отраслей животноводства..... 271
- 1.12. Л.С. Нурпеисова, Г.Дж. Айтбаева, А.Э. Айтжанова** Перспективы повышения качества услуг в гостиничном бизнесе..... 275

**Teaching Professional English Through Case Study Is Effective
Bursa, Turkey. Scientific Conference, May 5-7 2021**

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Having joined the Bologna Process in higher education, universities are now undergoing through an intricate process of aligning their language programs in accordance with competence-based approach in education. The primary objective of both Bachelors' and Masters' programs is building up professional communicative competences of various specialties' students, i.e. the ability to solve communicative tasks within their professional activity [2, p. 7].

On the authority of some experts, the quality of language training of students of non-linguistic specialties and directions has always been in attention of methodologists and organizers in linguistic education. "In recent years, the given problem has become more relevant in connection with the new challenges facing our society – this is "survival in the conditions of the merciless competition of the world market, the establishment of political, economic, and cultural authority of any state in the world community." New social tasks have put forward new requirements to train specialists, for whom a foreign language is a means of solving professional tasks" [7, p. 2].

As stated by the authors, English for Professional Purposes refers to "the actual needs of future professionals at work". The spread of science and technology all over the world, together with internationalization of higher educational institutions world and globalization has made the English language the current lingua franca of international communication. Specialized languages and professional jargons usually refer to the specific discourse used by professionals in order to communicate and transfer information and knowledge [5, p. 2].

Is learning Professional English similar to learning English at school? It is, and it isn't.

You still need the same set of skills (listening, speaking, writing and reading), but the methods to improve them may be different than the ones you'd use for general English" [6, p. 1]. Teaching English for professional purposes (EPP) at higher educational institutions has certain pluses; learners are engaged in studying stimulating content and learning easily as well as making connections between the language and their background knowledge, at the same time, they expand lexis within the target context.

Based on the definition in Oxford Learner's Dictionary, "professional" stands for connected with a job that needs special training or skill, especially one that needs a high level of education professional qualifications/skills professional standards/practice an opportunity for professional development [3]. Thus, teaching the mentioned above discipline contributes at some extent to becoming professionals, we should say.

Alongside, according to educationalists, the knowledge of English is one of the most significant employability skills as this language is the most commonly applied one in corporate world, therefore, the ability to express fluently in both written and oral form of language is essential for the career growth. In the nutshell, studying English for professional purposes allows our future specialists to open the doors to new career prospect and to be hired for. Therefore, teaching the subject for professional purposes is crucial.

"English for Professional Purposes" discipline is designed to fasten the students' professional English language. The course requires regular media reviews on the current issues of certain industries depending on the specialties chosen by the students [4].

The given course aims are: to raise the students' language competence to the required international standards; to tailor the English language program to the students' current academic and future professional needs and help students communicate successfully in English in a professional environment as well as to foster patriotism, active social position, life-long learning and creativity; to widen the students' horizon; to develop effective leadership, critical thinking, decision-making, and team work skills [4].

In other words, our learners focus on the most practical skills for workplace and public communication.

As claimed by other scientists, students increase skills in spoken and written English and instill confidence to express their full personality and potential for advancement in professional settings as well as participate in online learning and learn to present themselves in professional situations [7].

By the end of the course the students will further improve their professional language skills in:

- comprehension and note-taking of professional audio texts;
- discussion of professional issues;
- skimming and scanning of professional texts;
- summarizing professional texts [4].

The foreign language teachers who have to deliver EPP courses, albeit being highly intrinsically motivated, regularly point out numerous problems which they encounter and which impede the successful implementation of the courses [2, p. 8]. So, teachers who are involved in teaching EPP always look for the effective and optimal ways of conducting the given subject; first of all, they try to define what the most challenging and spread problems are in teaching; accordingly, they select the most productive, flexible and powerful methods.

Task-based language learning, also known as task-based language teaching or task-based instruction focuses on the use of authentic language and on asking students to do meaningful tasks using the target language [2, p. 10].

In our professional context we have considered Case studies as well. The given tasks contain troubleshooting, that is solving problems of other enterprises; to make decisions related to the mentioned challenges, the learners may visit the appropriate plant etc. to see with their own eyes and make sure that they can cope with the task.

While dealing with the set case, the future specialists apply the target language with a communicative objective to achieve the good conclusion and positive effect. Task-based language learning is beneficial for strengthening foreign language eloquence as well as

learner belief and reliance. Surely, it will result in smashing psychological obstacles and mitigating or expelling their panic and anxiety to be mistaken. We all are aware of the fact that task-based language learning offers diversification of reviving, invigorating, energizing tasks (troubleshooting tasks, role-plays, case studies, reading of sophisticated articles with pre-reading, whilereading and after-reading questions and further discussion item on the major idea based on the article content; all these activity types increase learners' critical thinking etc., at the same time reports, presentations, talks, transactions, debating etc.) It goes without saying, due to simulating activities our learners become more independent, much more certain in themselves as they are in "real life situations".

"From one of the major scholars, Jon Larsson's perspective, the main virtues of task-based language learning in displaying significant improvement in students' communicative skills and general ability of social interaction are two central factors in language learning. A language course built around assignments that require students to act, interact and communicate "on site" is much more beneficial than learning a foreign language exclusively for its own sake in pseudo-communication classroom activities with no direct connection to real-life situations" [2, p. 9].

Thus, English for professional purposes refers to teaching English to university students or individuals already in employment, with reference to the particular vocabulary and skills they need [8].

As it has been stated above, there are various techniques and approaches in teaching EPP; one is teaching through case studies.

According to M.B. Kuyimova, one option for teaching English as a foreign language at technical university is applying case study method. The given author considers that in traditional lecture-based teaching student participation is minimal; the case study method is an active learning one that requires participation and involvement from learners in the classroom. For students who used to study due to traditional teaching methods, this calls for a major change in their approach to learning [9].

Let us highlight the definition as well as method of case study.

Case study is a methodology used to explore a particular instance in detail [10]. Generally, a case study can highlight nearly any individual, group, organization, event, belief system, or action [11].

The case study method is a learning technique in which the student is faced a particular problem, the case. The case study facilitates the exploration of a real issue within a defined context, using a variety of data sources [12].

Let's move to our experience in which we apply the above-mentioned method. As for the *objectives* of spending the case study in the group, they are:

- a) to continue enlarging the students' vocabulary on the professional language;
- b) to raise the students' awareness of hazardous substances that cause accidents, the ways of tackling with them, the skills the future engineers should obtain at worksites to respond operatively and instantly, define disaster causes, select the most optimal measures to prevent harm on public health and environment, taking post-incident initial steps to eliminate consequences etc.;
- c) to enhance the future specialists' abilities, skills and professionalism that are needed in emergency situations in the process of future career;
- d) to continue developing teamwork, troubleshooting, critical thinking, collaboration, managerial, organizational, decision making and leadership skills.

Outcomes:

- a) The students will master the professional lexis on the given topic.

b) As the future engineers, the learners will be knowledgeable on the types of emergency; hazardous chemical substances or materials that cause disasters; identifying the reasons of incidents; instant response when accidents occur; the first steps to organize the required post disaster measures, and accordingly, being aware of the ways of expelling the sequels that have a bad effect on individuals' health and surrounding etc.

c) The team members will strengthen their skills on cooperation in the staff, problem solving, decision making, at the same time, they will feel the significance of being responsible, loyal and dedicated to the chosen profession, demanded specialists who are able to come up their compatriots' and country's expectations etc.

The case study was spent in "Chemical and Biochemical Engineering" specialty EPP group on "Troubleshooting in emergencies due to hazardous substances that result in objectionable consequences. The post-disaster response and initial instant measures to be taken. The ways of mitigating and eliminating the damage on public health and environment" theme. By the end of the given module, the group that had been divided into three teams were given three different cases to help the plant/enterprise in solving the appeared challenges due to chemical incidents. While tackling with the task, the learners first of all as 'experts' in a real situation considered quick response actions which are the most crucial ones related to expelling undesirable repercussions and harmful effects because-of accidents. Before simulating the role play, the team representatives delegated authorities among themselves, after that they defined possible causes and contributing factors, which include man, mission, medium, machine and management. Alongside, they were busy with causal analysis, recommendations and learning points.

Team 'A'

Case # 1: "Explosion and fire at a chemical industrial plant (72)"

There was an explosion involving a highly reactive and flammable substance at the discharging area of a chemical plant. A heavy tote bin overturned and fell on a worker due to explosion. The worker was pressed to the ground. The worker eventually succumbed to his injuries. Another worker who managed to evacuate from the place suffered from burn injuries as a result aroused fire [1, p. 203].

Team 'B'

Case # 2: "Explosion of condenser during chemical process (72)"

An explosion occurred during the production of acetylated lanolin in a batch process plant. The explosion was a result of a runaway reaction and subsequent over-pressurization of the condenser (during condensation of acetic acid vapors which passed through it from a reactor.) The front cover and related components of the condenser were blown away causing minor damages to the building and other equipment. There was no injury to the plant personnel in this incident [1, p. 205].

Team 'C'

Case # 3: "Chlorine poisoning during plant shutdown operation (72)"

Two workers were exposed to chlorine gas which leaked from a relief valve when they were attempting to remove it. One of the workers fell to the ground from a five-story scaffold but survived, while the other worker on the scaffold lost consciousness due to inhalation of the leaked gas and later died of chlorine poisoning [1, p. 38-39].

In one of the educationalist's opinion, to prepare students for jobs that haven't been created yet, teaching staff need to teach them how to be great problem solvers so that they'll be ready for anything; one way to do this is by teaching content and skills using real-world case studies, a learning model that's focused on reflection during the problem-solving process [13]. Thus, our learners have a good opportunity to gain a range of skills owing to a

case study; skills, which are needful as well as essential for future career to be successful at work. Moreover, case study method is exciting, challenging, and beneficial for them to feel 'a real-life situation.' This approach teaches the students to analyze, make decisions, look for the ways of selection solutions and troubleshoot. Case studies can supply with the required platform for young people to collaborate about a situation that a certain group is involved in.

We are on the same wavelength with many linguists that the case study method is one of the most productive, effectual and powerful ways of teaching 'Professional English' discipline not just at a technical university but at other higher educational institutions as well.

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To be short, in teaching English we must always remember the eclectic method that stands for “not students should fit the method but vice versa.”

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