Regional Academy of Management
European Scientific Foundation Institute of Innovation
Regional Center for European Integration
National Institute of Economic Research
Batumi Navigation Teaching University
Sokhumi State University
Ukrainian Assembly of Doctors of Sciences in Public Administration
East European Institute
International Toktomamatov University in Jalal-Abad
International Taraz Innovative Institute

"Membership in the WTO:
Prospects of Scientific Researches and
International Technology Market":

Materials of the VI International
Scientific-Practical Conference

October 20-22, 2021
Montreal (Canada)

Volume II

Montreal, 2021

SECTION V / СЕКЦИЯ V

HUMANITIES / ГУМАНИТАРНЫЕ НАУКИ   269

Integrating the Professional Vocabulary into SIS to Reinforce the Target Lexis

Maira N. Nurgaliyeva
Senior lecturer of "English Language Department"
Al-Farabi National University (Almaty, Kazakhstan)
Zhibek T. Bimagambetova
Docent of "English Language Department"
Al-Farabi National University (Almaty, Kazakhstan)

Summary *This article focuses on the approach of teaching the professional vocabulary at universities owing to students' independent study (SIS) that leads to intensification of the introduced lexicon up to a point.*

Резюме *В данной статье основное внимание уделяется подходу к обучению профессиональной лексики в университетах на основе самостоятельной работы студентов (СРС), что приводит к определенной интенсификации вводимой лексики.*

At present, teaching "English for Professional Purposes (EPP)" subject is being paid much attention by educationalists for many reasons; in consequence, the level of requirements to teaching the given discipline comparatively has become higher.

Firstly, let us highlight what the mentioned subject stands for and what its aims are. "English for Professional Purposes (EPP) refers to "the actual needs of (future) professionals at work." Specialized languages and professional jargons usually refer to the specific discourse used by professionals in order to communicate and transfer information and knowledge." [1] "Mastering English for professional purposes opens many doors to new career possibilities. You can make a great impression during a job interview with a global brand in your country or you can get a better-paid job abroad, if you speak English as an advanced learner." [2]

Based on the author it aims to increase learners' confidence when communicating in English in a professional environment as well as to apply the language effectively at their workplace. [3] "The primary goal of 'English for Professional Purposes' (EPP) program is to provide students with effective skills and strategies for the accurate and confident use of English in the professional context in which one works or intends to work." [4]

What is Student's Independent Study (SIS)? "Independent study is a form of educational activity undertaken by an individual student with little to no supervision. A student and their professor will generally agree upon a topic for the student to research with minimal instruction and guidance from the professor for an agreed upon number of academic credits. They are a way for students to learn specialized material or gain research experience." [5] "This form of study can benefit students in a lot of ways. The topic is explored and researched deeply with undivided attention. This results in actual learning which may be absent in traditional ways of learning. Studying independently is an amazing chance to learn about the various education modes other than the traditional form of education, where students and teachers are in direct contact." [6]

University students' active knowledge not just in everyday but also in the professional foreign language is becoming more and more pertinent. Let us focus on several definitions of the word 'professional' as an adjective related to a part of speech: professional - of or relating to a profession; characteristic of or befitting a profession or one engaged in a profession; engaged in by members of a profession; engaged in a profession or engaging in as a profession or means of livelihood. [7] In accordance with the above requirements of the contemporary time, the task of grasping the professional communication is a wide range of skills and abilities required by a student, namely: capacity and potential of taking part in situations of professional verbal and written communication, also, dexterity to enrich

specialty-oriented glossary, ability to analyze texts on students' majors' themes, ability to reduce the content with the purpose of summarizing etc.

Hence, by the end of "English for Professional Purposes" course, our learners are to master a number of skills and competencies.

At some non-linguistic educational institutions, the number of hours allotted to a foreign language does not empower to conduct language practice in the classroom in full, accordingly, teaching staff clearly understand the need to develop students' competence in self-education and the ability to apply the mastered knowledge and skills in practice, constantly replenish professional vocabulary as well. When the students are given independent tasks that are performed on their own based on the syllabus, they have a good chance to productively do some research owing to the knowledge in profiling subjects. Very often students are in charge of SIS project works within of which teams are divided into several subgroups to cope with an independent study; at the same time, to get more skills of collaborating, supporting each other in case of need, exchanging information, disputing, persuading, troubleshooting, organizing, planning etc.

As professional orientation acts as a fundamental principle of teaching a foreign language at non-linguistic higher educational institutions, so teachers look for the most optimal, fruitful ways of introducing, activating and expanding their learners' professional lexis that results in applying it effectively in production.

In our practice, one approach of realizing the above-mentioned task is to organize through student's independent study in order to enhance young people's searching and collecting information, prioritizing the gathered info, critical thinking, self-control, setting own goals, time management, timesaving etc. as well as the four language domains such as listening, speaking, reading, and writing. Thus, our students benefit a lot in the result of independent work.

While dealing with SIS, students are involved in reading first of all if they are asked to work with articles on professional topics. "Reading is something that you can do on your own and that greatly broadens your vocabulary, thus helping you cope with three other skills." [8] "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. We continue to develop vocabulary throughout our lives. Words are powerful. Words open up possibilities, and of course, that's what we want for all of our students." [9] "Understanding the nature of vocabulary is important to the process of selecting appropriate instructional strategies that enable students to master the vocabulary they need." [10]

Alongside, the steady reiteration of words and patterns in reading assists individuals remember vocabulary and grasp grammar structures. Thus, linguists underline that the reading skill is a necessary one for a language acquisition because it has positive effects on vocabulary knowledge, spelling as well as the learners' writings. When being busy with texts, young people fulfil lexical activities such as finding key words; matching the terms to their definitions; looking for synonyms/antonyms; giving derivatives; making collocations; putting/answering questions to the content; completing the clauses with the key words; using the context clues to help the class understand unfamiliar words; filling in the blanks with appropriate words/phrases etc. In all these tasks our students again and again return to the introduced glossary; all together remember them, and are aware of their usage, especially when prior knowledge comes to help since background knowledge is significant in comprehending the situation etc.

It is obvious that teachers have a passion for their discipline, therefore they do their best to effectively, as demanded and professionally teach their discipline; suitably, they try to

choose the most optimal, the easiest for grasping by learners, the most accessible ways to introduce new words and phrases related to various specialties. Actually, there are lots of approaches elaborated by linguists regarding the launching and expanding lexicon. Surely, as it was noted above, teachers make a choice to satisfy the needs of their public in the classroom depending on the certain group's level of English, working efficiency, potential, ability to perceive the highlighted material etc.

In general, teachers select the appropriate practical activities that help learners with vocabulary learning. The instructor may include such tasks as: guess what the article is about according to the title; who the readers are; what the key words are; what collocations can be made with the key words; when/where/why they are used in production; find the terms from the article that suit the definitions; what synonyms/antonyms of these words are etc.

Surely, students of higher level of English fulfil much more complicated tasks on glossary strengthening as they can normally communicate properly because these students are good at basic structures of the language. Nevertheless, they are to enrich their vocabulary with the purpose to apply it in a wide range of situations. In our practice the high-level students are involved in summary writing, mind-mapping, word maps that shows grouping or relationship between the words as well as our learners are in charge of project works and presentations on their major; in the result they revise, apply and remember the introduced glossary in class.

As an example, we'd like to show the ways of working with vocabulary in the text for SIS that is lower-level students perform. Our learners consolidate and augment in their mind's new phrases from the text through some activities. In parallel, young individuals have a good opportunity to fully master the previously taken grammar.

SIS Text

I. Take a minute to skim the text and quickly answer the questions.
    a) What is the purpose of the text?
    b) Who would read it?
    c) What are the key words?

II. Take three minutes to scan the text to guess
    a) what refers to nonrenewable resources;
    b) relating the explanation of nonrenewable by own words;
    c) what the synonym or antonym for nonrenewable are.

III. Find three passive sentences from the text and write them.
1. _____ 2. _____ 3. _____

IV. Write these sentences using passives due to the sample.
Example: They extract valuable minerals from the earth.
    Valuable minerals are extracted from the earth (by them).
    Valuable minerals were extracted from the earth.
    Valuable minerals will be extracted from the earth.
    1. The world will improve energy efficiency to meet the increasing energy demand. a) _____ b) _____ c) _____
    2. We are using electricity in our home every minute. a) _____ b) _____ c) _____

V. What are the suitable terms for these definitions?
    1. An energy source that can be easily made again - ___
    2. Coal, petroleum, natural gas and propane are ___
    3. An energy source we are using up and cannot recreate - ___

Mining is the extraction of valuable minerals or other geological materials from the earth, usually from an ore body, lode, vein, seam, reef or placer deposit. These deposits form a mineralized package that is of economic interest to the miner. Ores recovered by mining include metals, coal, oil shale, gemstones, limestone, chalk, dimension stone, rock salt, potash, gravel, and clay. Mining is required to obtain any material that cannot be grown through agricultural processes or created artificially in a laboratory or factory. Mining in a wider sense includes extraction of any non-renewable resource such as petroleum, natural gas, or even;

Mining operations usually create a negative environmental impact, both during the mining activity and after the mine has closed. Hence, most of the world's nations have passed regulations to decrease the impact. Work safety has long been a concern as well, and modern practices have significantly improved safety in mines.

The process of mining from discovery of an ore body through extraction of minerals and finally to returning the land to its natural state consists of several distinct steps. The first is discovery of the ore body, which is carried out through prospecting or exploration to find and then define the extent, location and value of the ore body. This leads to a mathematical resource estimation to estimate the size and grade of the deposit.

To gain access to the mineral deposit within an area it is often necessary to mine through or remove waste material, which is not of immediate interest to the miner. The total movement of ore and waste constitutes the mining process. Often more waste than ore is mined during the life of a mine, depending on the nature and location of the ore body. Waste removal and placement is a major cost to the mining operator, so a detailed characterization of the waste material forms an essential part of the geological exploration program for a mining operation. [11]

To conclude, we, teachers, should always make the method work for learners but not vice versa; a student-centered approach must be focused on to make our classes alive, effectual, productive and resultative as well.

References:
1. https://cel.sfsu.edu/esl.
2. https://www.fluentu.com/blog/english/english-for-professionalpurposes/.
3. https://www.anglolang.com/professional-english/.
4.https://umanitoba.ca/english-language-centre/part-time-academicenglish/english-professionalpurposes#:~:text=The%20primary%20goal%20of%20the,works%20or%20intends%20to%20work.
5. https://tophat.com/glossary/i/independent-study/.
6. https://www.teachmint.com/glossary/i/independent-study/.
7. https://www.vocabulary.com/dictionary/professional.
8.https://pdfcoffee.com/developing-reading-skills-a-practical-guideto-reading-comprehension-exercises-cambridge-language-teaching-libraryby-francoise-grellet-1981-paperback-from-cambridge-university-pressb0118269iapdf-pdf-free.html.
9. https://www.readnaturally.com/research/5-components-ofreading/vocabulary.
10. https://education.wm.edu/centers/ttac/documents/packets/wordab outvocabulary.pdf
11. https://www.britannica.com/technology/mining.