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MODERN METHODS OF TEACHING PROFESSIONAL COMMUNICATION IN ENGLISH FOR TECHNICAL SPECIALISTS OF HIGHER EDUCATION

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In accordance with the Concept of Education Development in the Republic of Kazakhstan until 2025, it is planned to identify strategic priorities in the development of the national model of multilevel continuing education. A modern Kazakhstani technical specialists should receive legal knowledge and opportunities to develop tactical, communicative and psychological skills in the context of expanding international cooperation and cultural globalization (State Program of Education and Science Development of the Republic of Kazakhstan for 2020 - 2025, 2019). The developed concept of lifelong learning involves regular updating and expansion of the knowledge base throughout life. This concept was adopted by the Commission of the Council of Europe for Higher Education and Research in the framework of the program "The University of Tomorrow: Higher Education Policy in Europe". It is related to continuous professional development (Arthur, Brennan & de Weert, 2007). An analysis of several Council of Europe documents on education and training of professionals shows that the Pan-European community has a focused policy aimed at developing the ability of professionals to communicate fluently and professionally in a foreign language in their field (DeBoer, 2000) [1].

Despite the seeming difference in theoretical approaches, most authors agree on one essential claim: one essential aspect of professionals' competence is their communicative skills, particularly foreign language competence. The study of such problems has already set a certain trend. At the same time, this problem in the professional training of technical specialists in the system of postgraduate education needs to find effective and scientifically sound solutions in the development of appropriate didactic support [2].

In the context of our study, this is projected on the problems of professional communication of technical specialists, which plays a paramount role in their career and inevitably involves human interaction: the process of interpersonal

communication, work with foreign specialists and equipment. Therefore, a technical specialist's training must focus primarily on developing his or her professional communication skills in both his or her native and foreign languages. Formation of speech types is determined by the subject area manufacturing and industry enforcement and requires a transition from informative methods of foreign language teaching to problem-based, creative and pragmoprofessional technologies. Despite the seeming difference in theoretical approaches, most authors agree on one essential assertion: one of the essential aspects of professional competence of specialists is their communicative skills, in particular foreign language competence.

There are objective limitations on the scope of methodological goals and ambitions in teaching communication in the language under study. Inadequate linguistic training of undergraduates, uncertainty, limitations in self-expression, and process control force teachers to constantly interfere with linguistic and communicative plans. This can lead to emasculating communication, reducing it to simple and primitive dialogic language with little lexical and grammatical correctness.

The hypothesis of the study is as follows: if we theoretically substantiate, develop and implement the methodology of forming foreign language communicative competence of lawyers through activation of professional reading, the quality of their foreign language proficiency, in general, will increase, as the content and technological components of the manual will be aimed at the implementation of continuous education in a foreign language [3].

The study was conducted at the Faculty of Foreign Languages at Buketov Karaganda University. LSP is a part of the university curriculum, so the programs require master's students to develop reading comprehension abilities in their subject; given this requirement, they must practice reading on professional topics in their field of study [4].

The practice session was aimed at comparing the level of professional communication skills and abilities of master's students in the experimental groups with the level of master's students in all other graduate students, i.e., the control group. It seems possible to consider the hypothesis proved if the level of professional communicative skills and abilities of master students in the experimental groups complies with the requirements of the State educational standards and the experimental teaching program as well as if the level of foreign communicative competence is not lower than that of master students in the control group. The groups evaluated according to identical parameters.

A. General characteristics of the subjects

The test subjects were graduate students and adjuncts of the Departments of the Faculty of Innovative Technologies of Karaganda Technical University. To select the experimental groups, we used the results of the standard entry control (lexical and grammatical tests), which are taken by graduate students who wish to study "Language for Specific Purposes". We identified three groups with a solid, intermediate, and weak (passing the entry test with a minimum score) language level

for practical study. The control was on the level of linguistic and communicative-speech competence.

B. Conditions for learning

On experiential learning a. Non-permanent conditions:

Topics and language material were selected according to the technical textbooks (authentic material).

b. Variable conditions:

Training graduate students in professional communication skills and abilities based on an experiential program - professionally oriented reading.

c. Instructional Material.

The experiential learning was based on a program we created for extracurricular self-study under the supervision of some teachers. Other activities included role plays, business games, and quasi-professional activities or problem situations, including their analysis.

The main learning steps are:

1. Preparation and statement section.

a. monitoring of educational activities of undergraduates, adjuncts and technical speciality students;

b. study of the experience of colleagues;

c. analysis of literature data on research problems.

2. learning from experience.

3. Post-experimental section.

For the purpose of forming communicative competence the study guide was chosen based on the work of John Grisham "King of Torts". The developed manual consists of 42 chapters. Students are encouraged to read the electronic version of the novel in English chapter by chapter. Audio materials are referenced to improve phonetic skills and pronunciation. The textbook contains professional vocabulary, colloquial models, phraseology, and explanations of legal terms. Each chapter contains exercises and tasks for the four types of oral activity (reading, vocabulary, comprehension, writing) and the development of digital competence, working with Internet resources. The textbook covers three languages of instruction: English, Kazakh, and Russian. Kazakh was included in view of the training of scholars in the state language. Chapter 1 of the manual is attached as an example (Appendix 1). All tasks were justified by the criteria of formation of language competence of lawyers, which are defined;

1. level of proficiency in grammatical and linguistic units;

2. ability to evaluate and fix the position of the interlocutor (or opponent) in communication;

3. ability to evaluate and support own position in communication;

4. skills and abilities to confront different opinions.

The second criterion characterizes the formation of ability to evaluate and fix the position of interlocutor (or opponent) in communication and is manifested in such

indicators as ability to distinguish semantic parts and logic of text construction of interlocutor; ability to relate speech of interlocutor to the subject and purpose of conversation; ability to assess the sufficiency and reliability of the presented argumentation, ability to understand the intention of interlocutor.

The third criterion characterizes the formation of the ability to evaluate and defend one's position and is manifested in the following indicators: the ability to clearly, concisely and logically formulate one's position; the ability to argue one's speech (adequacy of text to the topic of discussion and the position taken in communication; variety and obviousness of arguments).

The fourth criterion, characterizing the formation of contraposition skills, is manifested in such indicators as the ability to ask questions (clarifying and leading); the ability to use the arguments of the interlocutor in an argument, not allowing an argument; the ability to come to a common conclusion.

Summarizing the results of the study, we came to the following conclusions:

1. The state of technical specialist masters training is determined by the fact that it involves a revision of traditional methods and techniques of teaching, shifting the emphasis in training on practical exercises, on the ability to navigate in the changing conditions of scientific and professional activities.

2. This revision of methods and techniques of teaching technical specialists should be based on the recognition of the evidence of the inseparable link between language and manufacture.

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