

Language Training with Professionally-Oriented Texts

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Abstract: The article considers the problems of professionally-oriented training of university students majoring in psychology and pedagogy in Kazakh language. Today, professionally-oriented training is one of the urgent tasks. Competitiveness of modern specialist is determined not only by his high professional qualification in the field, but also the readiness to solve professional tasks in the foreign language environment. Knowledge of the national and foreign languages is a necessary condition of professionalism. Professionally-oriented training of students of non-language specialization is an urgent problem. Professionally-oriented training of students majoring in "Pedagogy and Psychology" in Kazakh language is of great importance for mastering of professional Kazakh language by future specialists. One of effective method of professionally-oriented training is the use of professionally oriented text. Professionally oriented text is a complex cognitive unit, which consists of a minimum vocabulary for a particular profession and provides special expertise necessary in future career. Using a professionally oriented text allows future specialists to freely express themselves in a professional manner in his later work, to master special terminology and enrich the vocabulary. The article presents an effective methodical system of professionally-oriented training in Kazakh language for the students majoring in "pedagogy and psychology" and the results of the experiment.

Key words: Trilingualism • Official language • Professionally-oriented texts • Specialty • Professional-oriented • Lexical minimum • Psychology • Temperament • Questionnaire • Development • Minimum vocabulary • reading • Writing • Speaking • Listening • Pronunciation

INTRODUCTION

The trends in development of modern higher education put forward new requirements for the training of graduates. Competitiveness of modern specialist is determined not only by his high professional qualification in the field, but also the readiness to solve professional tasks in the foreign language environment. Knowledge of the national and foreign languages is a necessary condition of professionalism, allowing to work with the information available to the international community and to communicate with colleagues in other regions and in different countries [1, p. 41].

In the current international context, language plays a key role in the academic and professional development of all graduates. Students with knowledge of one, two or more languages have more options in terms of academic and professional mobility, as well as in relation to their employment, which they simply would not have in the absence of these language skills. In addition, the European higher education space will become a reality

only when students, researchers, scientists and administrative staff in higher educational institutions across Europe will be able to communicate effectively with each other and this is largely dependent on their language skills. To ensure that all graduates have an access to efficient language training is the key objective of all higher educational institutions across Europe [2, 1].

In accordance with the program for application and development of languages for 2011-2020, there is a need in further teaching, methodical and scientific support and development of Kazakh language training. Therefore, the education system should maximum approach the international standards, which justifies the need for teaching the state language and search for better ways for its implementation.

Content and language integrated learning (CLIL) is a term coined in 1994 by David Marsh and Ann Malgers as a methodology, though different from the language immersion and instruction-based content. This is an approach to learning content using an additional language (foreign or second), that is the teaching of the

language as a subject. The idea of its supporters was to create an "umbrella term", which includes various forms of language use as training means [3, 33-34].

Employers believe that a critical role in the career development, the growth of opportunities and development of values of the youth is language skills. At least 25% of UK firms organized or contributed to language training for their employees for the last three years ... The new system will motivate students, improve standards of teaching and learning and stimulate the study of languages [4, 33-34].

To enhance the communication function of the state language, it is necessary to develop the professional-oriented language training. In addition, according to modern social demands we should strengthen the practice of professionally-oriented language training for high school students and use it as a means of international communication. To date to address this problem in our country, the state language training of students is realized within the credit system of education and is closely related to the specialty of students and other practically relevant disciplines. This approach will ensure that future specialists will be able to freely communicate within their professional fields, know special terminology and enrich the vocabulary.

There is a prevalent misconception that the knowledge of English is "sufficient" and training of languages other than English is on the decline. This may become an expensive trend for future graduates in engineering. In a recent study of skills and knowledge required in the workplace, conducted by the Association of Engineers and Architects Academy of Finland (FEC), over 80% of respondents acknowledged that language skills play a major role in achieving their professional tasks, however, only 50% believe that they learned languages well enough to perform these tasks [5, 2].

White spot in the study of foreign languages within teachers education is the question of professionally oriented training of foreign language teachers... In Finland, universities of applied sciences are the higher interdisciplinary educational institutions, where language and communication have been included as a mandatory component in the curricula of all faculties due to far-sighted national policy on languages since 1990 [6, 1-2].

The study of professional language enhances motivation, as students and teachers feel their involvement. From the point of view of the teachers of engineers, the access and use of new information that may be available only in a foreign language will increase its value, because the students will learn something that

others do not have access to without knowing the language. This provides not only a richer learning experience, but also an advantage in the labor market. This suggests a contextual principle. As students more and more learn to interact with experts, such as professors and workers in the industry, they build a strong sense of community and identity, which is reflected in the principle of cooperation and interaction ... Finally, it provides valuable information about the content of teaching in other areas. This opens new perspectives for the language teacher, helping to create more targeted training materials for specific purposes [7, 2].

The analysis of pedagogical practices in foreign language and the Kazakh language teaching at other than language faculties of the universities in the groups, where the instructions are given in Russian, indicates that the education system should be added with specific instructional techniques that take into account not only intellectual and creative abilities of students, but their professional orientation as well [1, p. 43].

At present, due to the growth of stress situations, people increasingly turn to psychologists, so the importance of these specialists increases more and more. In this regard the professionally-oriented training of students majoring in "pedagogy and psychology" in Kazakh language is seen as an urgent and pressing problem.

Professionally-oriented training of students majoring in "Pedagogy and Psychology" in Kazakh language is of great importance for future mastering of professional Kazakh language. One of the effective methods of professionally-oriented training is usage of professionally oriented texts that enable students to communicate and exchange views in official language.

Defining the problem and relevance of the theme allows precisely formulating the purpose of research: to create an effective methodical system for the development of professional language in "Pedagogy and Psychology" students using the professionally oriented texts.

The main direction of the professional vocabulary development is work with text, as it is the text where all components of language are presented: sound, word, phrase, sentence [8, p.514].

Professionally oriented text is a complex communicative unit consisting of lexical minima in certain vocation that provides practical knowledge required in future careers. Professionally-directed texts are used in all types of speech activity (reading, writing, speaking, listening and pronunciation). Professionally-directed texts are the tool for teaching the spoken

monologue speech, because, together with other aspects of language they determine the correctness of speech and literacy in writing. Working with such a text students form reading skills, retelling it they develop oral speech, making the questions and answers - expand vocabulary, writing summaries and essays – develop the writing skills, reading of the text forms the speech hearing and expressing an opinion on the text they develop oral communication skills.

Teaching Kazakh language with special text provides the opportunity to form the skills of perception and memorizing texts, search for key words, phrases and sentences defining the meaning of the text, the ability to distinguish between logical and grammatical relations between the constituent elements of the text and forming the similar text. It is necessary to teach students to divide the text into logical parts, to entitle each of them and to draft a plan of the text. The work with texts plays a special role in learning spoken language and communication. The student, working with the text uses all kinds of conversational activities. By studying the text, the students receive full information associated with their profession, thus increasing his professional vocabulary and interest in their future profession. For text of this type it is necessary to carefully select lexical and grammatical material. As an example, we would like to provide examples of tasks to professionally oriented text "Emotion" and "Temperament" within the specialty "Pedagogy and Psychology."

Text 1: Emotions: The literal translation of the term "emotion" is worry, agitation. Emotions are the class of psychological phenomena of the human condition. Emotions kind of "reflect" and "color" intelligence needs, motives of man. Depending on influence on the human power and activity emotions are divided into sthenic ("Stenos" in Greek - strong) and asthenic (weak) ones. The emotions that stimulate the activity of a person (joy, anger) are called sthenic and the emotions that brake it are called asthenic (fear, sadness). Affects are strong short-term emotions that have a strong expression. These are the emotions that are largely beyond control.

Mood is a weakly expressed but a long-term emotion that expresses the general condition or mood of a person at a given point in time. Psychophysiology is the science that studies the relationship of mental phenomena to physiological processes in the brain [9, 247].

The purpose of work with the text is to define the lexical minimum on the specialty and to master professional terms.

Task 1. Read the text expressively, translate the text using a dictionary and make its content clear. Find new words and phrases in the text. Find the meaning of the words in the dictionary.

The result - In the course of work, students master the practical application of linguistic material, form the speaking skills, become familiar with the specific terminology and develop skills of working with the dictionary. They also analyze semantic and linguistic meanings of certain concepts: *emotion, sthenic, asthenic, affect*. Thus the professional lexical fund is expanding.

Task 2. Discuss the meaning of the text in pairs and give another name. How would you add the text? Find keywords. Write a summary of the text.

The result - Doing exercises, students completely understand the text and the meaning of terms, master their semantic characteristics and places of their use. Students collect additional information and learn to consider the opinion of others [10, 70].

Text 2: Temperament: Temperament is a set of stable individual psycho-physiological properties of the person that determine the dynamic features of his mental processes, states and behavior. The idea and the doctrine of temperaments is one of the oldest in psychology. In their origin they go back to the works of the ancient Greek physician Hippocrates, who lived in the V century BC.

Hippocrates gave the definition of temperament and linked it to the ratio of the different body fluids: blood, lymph (mucus) and bile. The ratio of these liquids in Greek was called "krosis" and later in Latin it was called "temperamentum." From the ancient Greek names of these liquids ("Sangwa" - blood, "phlegm" - the lymph or mucus, "ole" - yellow bile, "melan Hole" - black bile) the types of temperaments proposed by Hippocrates received their names: sanguine, phlegmatic, choleric and melancholic. The first detailed classification and description of the different types of temperament was proposed by another Greek physician Galen, the follower and disciple of Hippocrates. Choleric is irascible, short-tempered, impulsive type of people. Phlegmatic is cool, calm and patient type. Sanguine is cheerful, kind and movable. Melancholic is slow, weak and pessimistic, but always ready to help [9, 214].

The purpose of the work with text is using the text to provide information about temperament, master professional terms, learn to formulate and express proper opinion.

Task 1. Answer the following questions.

- What scientist first introduced the concept of temperament?
- What was the word for the proportional ratio of four fluids?
- What are the types of temperament?

Result Working with text, students develop writing, form spelling skills and become familiar with the content of the text.

Task 2. How do you understand the meaning of these phrases: *types of temperament, impulsive type and cold-blooded type*? Make up sentences using these phrases.

The result - students learn to make up sentences and phrases, using a professional vocabulary and learn their values.

Task 3. Prepare a brief report on the "temperament".

The result - Preparing a report on a given topic, form proper opinions and independently find additional information.

Task 4. Discuss in pairs trends of teaching science development in Kazakhstan.

Task 5. In pairs discuss effective ways of psychology development in Kazakhstan.

The result - Students learn to communicate, master the skills of debate, try to predict the future and form proper opinion [10, 37].

Information presented in texts for future psychologists and teachers increases motivation for studying professionally oriented language. The aspiration to learn not only the Kazakh language, but majors in the specialty as well appears. Since the lack of knowledge in the specialty can put him in an awkward situation, the student will try to replenish his theoretical knowledge. The tasks assigned for the students in "Pedagogy and Psychology" aim to develop the ability to distinguish the stylistic features of the text and understand its content, independently determine the topic of the text, develop skills of dictionary work, disclose the idea of the text and to distinguish the genre (direction) of the text: narrative, report, description, discussion, understanding the content and correctly expressing opinion.

To justify the efficiency of students training in Kazakh language using professionally-oriented texts in the years 2005-2012, among the students of Aktobe State Pedagogical Institute in "Pedagogy and psychology" the following work was carried out:

I. To determine the effectiveness of students training using special texts the survey and testing were conducted.

The purpose of survey: obtaining objective and subjective information from the respondents.

- Why did you choose to major in education and psychology?
- Do you think that the selected specialty is in demand?
- Will you need Kazakh language in further professional activity?
- Do you memorize the professional terms learned in the class?
- In your opinion, is professionally-oriented training in Kazakh language necessary?
- Do you like the content of professionally-oriented texts that are offered in the classroom?
- Which famous scientists-psychologists do you know? [11, 35]

To determine the level of knowledge and skills learned in the classroom of the Kazakh language the following tasks were offered.

Task 1. Make up a text, using the following terms: *teacher, student, thinking, consciousness, intelligence, character, psychologist, psychology, mood, relationships and depression*.

Translate the composed text into Russian. Find the predicate in the text and determine its part of speech.

Task 2. Make up a sentence using the following words and phrases. Determine the meaning of the terms: *education, educational, education system, mental processes, quick, short-tempered, movable type*.

The professionally-directed texts of varying complexity and appropriate tasks were offered.

- In the text find the keywords and phrases that convey the meaning of the text.
- Make a plan for the text.
- Divide the text into meaningful parts and entitle them.
- Come up with another name for text.
- Explain the meaning of the terms: *the scientific community, pedagogic theory, social, pedagogics, anthropology, correctional*.

At the next stage, the efficiency of Kazakh language learning through texts in their field was determined. In the

control group classes were taught with the traditional method and in the experimental group training was conducted using professionally-oriented texts. To find the difference between the groups we offered the control tasks to test the knowledge, skills and abilities.

Task 1:

- Make up the sentences using the following words: *psychology, teacher, depression, mood, patient, consciousness, thinking, ability, interest in the lesson, humanity, creativity, tutorial, behavior, sensitivity, interactive whiteboard, teach and information technology.*
- Translate the words into Russian.
- Determine the meanings of the professional words.
- Explain the meaning of each word.
- Make a dialogue in pairs on their application.
- Make sentence analysis of the obtained sentence.

Task 2. Make a short story entitled "My profession."

Task 3. Your team needs an interactive whiteboard. Which service center will you contact? Make a written request.

Task 4. Pupil in your class does not take part in the work. How will you sort out the problem?

Task 5. Your team needs an intern. Prepare documents necessary for the request to higher educational institution [12, 26-30].

At the final phase of the experiment the efficiency of special texts for the development of professional vocabulary was proved. Due to the independent search the interest in the study of the Kazakh language increased. The results of vocationally-oriented training have shown that the level of knowledge in the experimental group is much higher than in the control group. Besides, progress in education was noticeable: increase in students' vocabulary, improved communication skills (speech) in professionally-oriented Kazakh language and developed creativity.

According to the results of the above experiment, the following conclusions can be made:

- Kazakh language training using professionally-oriented texts improves cognitive activity of students and increases motivation to self-study of the Kazakh language.
- Exercises performed with special text broaden the mind and knowledge of students and develop speaking skills in the professional language.

- Exercises to professionally-oriented texts encourage the active use of special vocabulary in professional relationships and form skills of free expression of thoughts in Kazakh language.

Based on the experience of teaching the state language in foreign language groups in 1993 in Aktobe State Pedagogical Institute, the author defended the thesis on the subject and published four teaching aids, two electronic textbook and about forty publications.

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