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THE ATTITUDES AND THOUGHTS OF STUDENTS TOWARDS TEACHING PROFESSIONAL ORIENTED FOREIGN LANGUAGE

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Abstract: Profession is a type of work and ability that runs continuously and relies on certain knowledge and skills obtained throughout training, education and practical work experience. It is closely connected with education, interests, needs, and influences the personality, forms a mindset, worldview, and norms of behavior. Scientists believe that any person at a satisfactory level of any field can master any profession, but with different effort and time. The degree of conformity of qualities chosen profession has a significant impact on the productivity of its activities. That's why one person in one activity is disclosed more fully in the other - less. It is known that high professional competence involves not only knowledge, but also the continuous development of abilities and skills. Special themes and specific goals of the conversation encourage specialists to move to a professional language. Special literature in Economics has tens of thousands of terms. Most of these terms are known only to a narrow circle of specialists.

It is known that the discipline "Professionally-oriented foreign language" is included in the mandatory component of the cycle of basic disciplines. In this article, we have tried to find out the role of professionally oriented foreign language in the students' future professional fields. We conducted a survey using questionnaires at the faculty of Economics and Administrative Sciences in Suleyman Demirel University to find out and determine the attitudes and thoughts of students towards professionally oriented foreign language teaching. We have interviewed two groups, consisting of 53 students. The results show that the majority of the students believe that professionally oriented foreign language is very important and useful discipline for their future profession.

Key words: Profession, specific terms, content based language teaching, requirements, globalization, attitudes.

INTRODUCTION

As Nazarbayev mentions we must improve the knowledge of English, so we had access not only to discoveries and information in Russian and Kazakh languages, but also to international information systems [1]. It is clear from his expressions that with the effects of globalization it is inevitable to teach/learn English to be able to integrate the world.

Professionally-oriented foreign language teaching is now recognized as priority in the renewal of education. By profession-oriented learning it is referred to learning based on the needs of students in learning a foreign language, dictated by the characteristics of their future profession or specialty [2]. So while the educators and language teachers teach language they are to take the requirements the specialty that the students study in. Today, there is a need to take a fresh look at the learning process in general and language learning in special. As Pokushalova says we have to understand the fact that the foreign language becomes a kind of key to professional success of modern specialist [3].

There are numerous requirements of any professions to be at satisfactory level. Knowledge of a foreign language is one of the basic tasks of professional training in modern university education [4]. The aim of professionally oriented foreign language teaching should be to reach up to a level sufficient for practical use of it in future professional activity. Professionally oriented training provides professional focus not only the content of educational materials and activities but also forming professional skills. Students are already not enough to be able to read and translate professional texts, but also to be able to use a foreign language in various spheres of communication. Traditional foreign language teaching in non-linguistic educational institutions mostly focused on reading, understanding, translating special texts and studying problems of syntax structure and style. Currently the emphasis in language teaching shifts to the development of skills of verbal communication on professional issues and maintaining scientific discussions. Effective use of business games and case studies especially in business life as active-educational technologies is of crucial importance in training professional oriented foreign language communication. The criteria for selection of material for practice become affordable and accessible and visible. The combination of different exercises while working with special texts, active uptake and application of the studied material are unavoidable.

At the present time mandatory requirement for 70% of all vacancies available on the local labor market is knowledge of a foreign language for the implementation of foreign professional contacts. Language skills at traditional level – "reading with dictionary" are no longer relevant. Modern specialist must be able not only to communicate with foreign partners, but also to use its international professional and cultural experience. In our research we tried to define thoughts and attitudes of students of the faculty of Economics and administrative sciences of Suleyman Demirel University towards professional oriented foreign language with using a survey.

The students' ideas!

As we know, the discipline of "Professionally oriented foreign language" is included in a mandatory component in the cycle of basic disciplines. We conducted a survey using questionnaires in the faculty of Economics and Administrative Sciences of Suleyman Demirel University on the theme "The attitudes and thoughts of students towards professional oriented foreign language teaching".

The purpose of this work is to analyze the current state of the professional oriented foreign language in the educational space and the role and the specific features of professional foreign language and also its functions in higher education (in particular, determining the attitude of students towards professional oriented foreign language). In achieving this goal we set the following questionnaire to the students in the faculty of economics, having the lesson "Professional Oriented Foreign language", for research. We have tried to understand the student's ideas, thoughts and attitudes towards teaching their above mentioned discipline throughout the following questions.

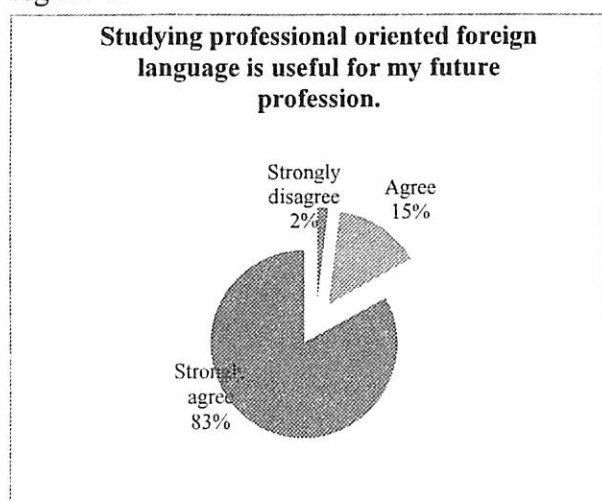
1. Studying professional oriented foreign language is useful for my future profession.
2. I learn very useful terms and knowledge in professional oriented foreign language lessons
3. There is no advantage of learning professional oriented foreign language for my future profession.
4. Covered topics and various cases are rather up-to-date.
5. Vocabulary, put into a practice during project works, presentations and home assignments helped me enhance my skills for future our profession.

We interviewed two groups, consisting of 53 students. The results showed that the majority of students believe that the professionally oriented foreign language is very important and useful discipline for their future professional lives.

Table 1. The table to show students' answers to the question.

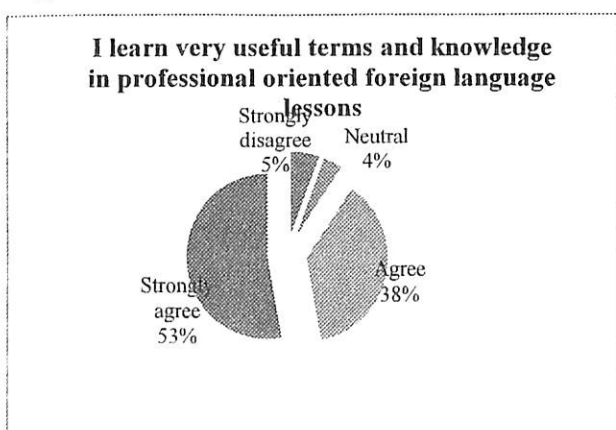
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Studying professional oriented foreign language is useful for my future profession.	1			8	44
I learn very useful terms and knowledge in professional oriented foreign language lessons	3		2	20	28
There is no advantage of learning professional oriented foreign language for my future profession.	23	19	7	3	1
Covered topics and various cases are rather up-to-date.	1	1	14	29	8
Vocabulary, put into a practice during project works, presentations and home assignments helped me enhance my skills for future our profession.		1	6	26	20

Figure 1.



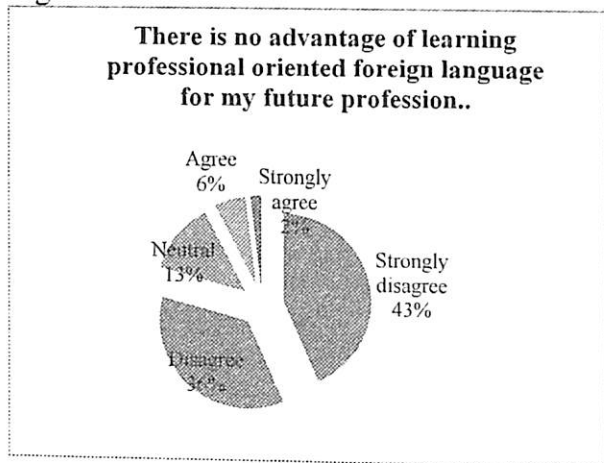
Here we see, that majority of surveyed students (83%) believe that studying professional oriented foreign language is useful for their future profession. We can explain it with the fact, we noticed earlier that nowadays mandatory requirement for 70% of all vacancies available on the local labor market, is knowledge of a foreign language for the implementation of foreign professional contacts.

Figure 2.



As a result of the second question we can see that students learn useful terms at the professional oriented foreign language lessons. Logical explanation for this could be using case studies at the lessons. Case studies: these are tasks, the content of which reflects a situation often encountered in real life.

Figure 3.



The result of the third question shows that 43% of surveyed students are strongly disagree and 36% are disagree with the fact that there is no advantage for their future profession in learning professional oriented foreign language. Because students know, that the foreign language becomes a kind of key to professional success of modern specialist.

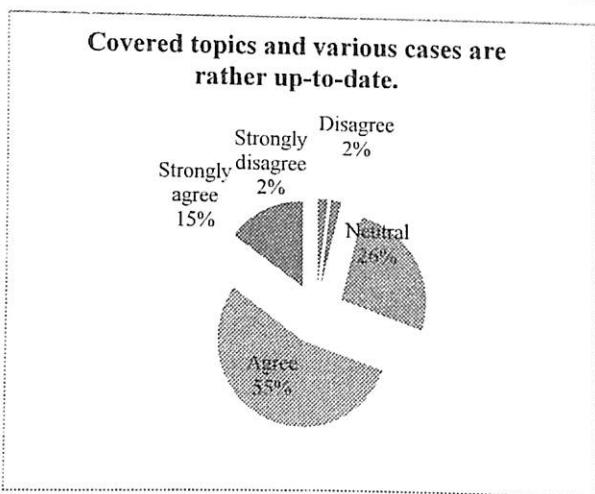
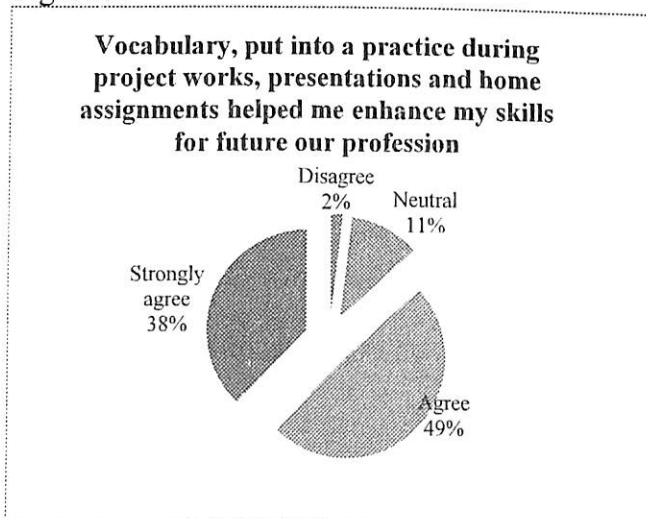


Figure 4.

Here we can see that the opinions of the students got a bit excited. 55% of the students agreed and 26% of them are neutral. This fact shows that we have to use more case studies according to the topic of the lesson. If possible we should connect the lesson with real professional life cases.

Figure 5.



At the fifth and last question we can see that majority of students believe that use of vocabulary what is put into a practice during project works, presentations and home assignments helped them enhance their future professional skills. So, we can say that preparing presentations and project works help students to improve their vocabulary.

CONCLUSION

Under the title “professionally oriented foreign language teaching” teaching based on the needs of the students in learning a foreign language is defined, dictated by the peculiarities of future profession or specialty. Summarizing the above mentioned statements and given information, it is necessary to remind that the professional-oriented foreign language teaching

in non-linguistic specialties requires a new approach to the selection of content, the type of exercises, and tasks used in the classroom instructions and methods, techniques to be applied. It needs to be focused on recent advances in a particular sphere of human activity, in a timely manner to reflect scientific advances in the areas directly touching the professional interests of students, to provide them with the opportunity for professional growth.

References

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СТУДЕНТТЕРДІҢ КӘСІБИ БАҒЫТТАЛҒАН ШЕТ ТІЛІН ОҚЫТУҒА ДЕГЕН КӨЗҚАРАСТАРЫ МЕН ОЙЛАРЫ

Аңдатпа: Мақалада Экономика және әкімшілік басқару ғылымдары факультеті студенттерінің кәсіби бағытталған шет тілін оқытуға деген көзқарастары мен ойлары талқыланған. Бұл пәннің маңыздылығы қандай? Кәсіби бағытталған шет тілін оқытуда кемшіліктер бар ма? деген сияқты сұрақтар қарастырылды. Мақала, Сулейман Демирел атындағы университеті, Экономика және әкімшілік басқару ғылымдары факультетінің студенттері толтырған арнайы дайындалған сауалнаманың нәтижесіне негізделген. Сауалнама кәсіби бағытталған шет тілін оқытудағы артықшылықтар мен кемшіліктерге қатысты студенттердің ойлары мен көзқарастарын анықтау мақсатында жүргізіліген. Сауалнамаға 53 студенттен құралған екі топ қатысқан. Аталмыш іс-шараның нәтижесінде белгілі болғандай, сауалнамаға қатысқан студенттердің басым көпшілігі, кәсіби бағытталған шет тілі пәнінің маңыздылығы жоғары және болашақ кәсіптеріне тигізер пайдасы мол деп есептейді.

Түйін сөздер: Кәсіп, арнайы терминдер, мазмұнға негізделген тіл үйрету, талаптар, жаһандану, көзқарас

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ВЗГЛЯДЫ И ОТНОШЕНИЕ СТУДЕНТОВ К ПРЕПОДАВАНИЮ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОГО ИНОСТРАННОГО ЯЗЫКА

Аннотация: В статье обсуждаются позиции и взгляды студентов факультета Экономики и административных наук по отношению к преподаванию профессионально-ориентированного иностранного языка. Рассматриваются такие вопросы как: является ли данная дисциплина необходимой? Имеются ли недостатки в методах преподавания профессионально-ориентированного иностранного языка? Статья основывается на результатах анкетирования, проведенного на факультете Экономики и административных наук университета имени Сулеймана Демиреля с целью выяснения и определения взглядов и отношения студентов факультета к методам преподавания профессионально-ориентированного иностранного языка. Были опрошены две группы, состоящие из 53 студентов. Результаты проведенного опроса показывают, что большинство студентов считают профессионально-ориентированный иностранный язык очень важной и полезной дисциплиной для своей будущей профессиональной деятельности.

Ключевые слова: профессия, специфические термины, преподавание языка на основе содержания, требования, глобализация, отношение.