

Аннотация: Развитие туристской индустрии в Республике Казахстан является результатом повышения уровня благосостояния населения. Доступные туристические услуги, их качество и разнообразие является важным фактором в выборе культурного объекта отдыха.

Бухгалтерский учет в туристической компании исходит из особенностей организации структур внутренних и международных туристических услуг и от качества их выполнения.

Туристические услуги, связанные с организацией въездного туризма на территории Республики Казахстан являются экспортом туристических услуг страны, туристические услуги, связанные с выездом граждан в другие страны, считаются импортом.

Учетная политика – это бухгалтерский и финансовый учет любой туристической фирмы, отвечающие требованиям и принципам учета, основой которого является множество методов.

Ключевые слова: Мировая экономика, туризм, туристическая индустрия, туристический бизнес, туристические услуги, учетная политика, бухгалтерский учет, хозяйственные операции, документооборот, МСФО.

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K. Smakova¹

¹*Suleyman Demirel University, Kaskelen, Kazakhstan*

FOREIGN LANGUAGE EDUCATION AS A SCIENCE: PROBLEMS AND PERSPECTIVES

Abstract: The factors that influence foreign language education are various. However, they can be summarized as conceptions. How a teacher and educational community of stakeholders view the job of a foreign language teacher or teacher-training will definitely have a significant impact on the quality of the processes that foreign language education involves. One of the conceptions of foreign language education views it as a branch of a scientific discipline. This paper focuses on the science-research conceptions of 'Foreign Language Education' and attempts to describe connections between the science of foreign language education and the related social and humanitarian sciences of interdisciplinary character.

Key words: conceptions, scientific discipline, foreign language, education, applied linguistics.

As a general scientific discipline, 'Education' is primarily concerned with what the essential skills of teaching are, and different approaches to the preparation of teachers. Zahorik (1986) classifies conceptions of teaching into three main categories [1]:

- Science-Research conceptions,
- Theory-Philosophy conceptions,
- Art-Craft conceptions.

These conceptions determine the fundamental paradigm that guides a teacher's decision-making at different stages of educational process, which involves actions and activities that range from selecting the content and materials to classroom management and teaching techniques. In other words, they show the teacher's preferred methods of teaching to achieve educational goals via different aspects of the job of teaching.

Foreign Language Education (FLE) is the teaching and learning of a language, which is other than one's mother tongue. In this regard, being a subdivision of educational sciences, FLE can also be viewed as a science and research area, a system of mentality with a theory-based philosophy, or an object of art-craft works. This paper focuses on the science-research conceptions of 'Foreign Language Education'. There have been several other terms that refer to a very similar meaning in different geographical and cultural contexts such as 'Foreign Language Teaching', 'Language Teaching', 'Language Instruction', 'Language Education', 'Second Language Education' etc. In particular, the teaching of English as a foreign language reflects a variety of contexts via frequently used acronyms such as TESOL, ELT, EFL, ESL, TEFL, TESL, and turns out to be the most significant contributor to the development of FLE as a scientific discipline. Now that English has become an international language and the host language of conferences and scientific publications about the teaching of any language, most of the issues that concern FLE as a theoretical and applied science mainly refer to the problems of teaching English as a foreign or second language around the world. As commonly perceived by its researchers and practitioners, FLE has an interdisciplinary character. To understand theories, methods, paradigms, principles, techniques, and research methodologies of FLE as a science, it is essential to be familiar with the scientific disciplines that contribute to its foundations and development.

The most important of these disciplines, which have had a significant impact on the nature and methods of foreign language teaching and learning, is obviously "Linguistics". The linguistics training, which is broad enough to include knowledge about the formal, functional, pragmatic, and sociolinguistic aspects of language, is important for modern language teachers. The early contribution of Linguistics to FLE can be viewed in the theoretical foundations of structural school of linguistics, which, when combined with the behaviourist theory of learning, led to the development of the audio-lingual method (ALM). For instance, Chomsky's "linguistic revolution" in late 1960s and the introduction of '*universal grammar*' and the theory of '*transformational-generative grammar*' had an influential contribution of Modern Linguistics to

foreign language teaching. Chomsky's emphasis on *linguistic competence* greatly stimulated the development of the related disciplines of Psycholinguistics and Neurolinguistics.

Another recent Linguistic discipline that contributed to the development of FLE is 'Applied Linguistics'. In fact, when a group of researchers at the University of Michigan first developed Audio-lingual Method, two of these professors (Charles Fries and Robert Lado) used the term '*Applied Linguistics*' for the first time in late 1940s, and published the first *Journal of Applied Linguistics* to provide a scientific ground for foreign language education [2]. As one of the many recent sub-divisions of Linguistics, Applied Linguistics has developed to be an interdisciplinary science which combined the bridge between theories and their applications in practice. Its scope has widened to include such topics as 'teaching a language to the deaf', 'developing software to teach a foreign language', 'automated translation' during its contact with other educational and linguistics sciences (ie *Computational Linguistics*, *Corpus Linguistics*, etc) in addition to many emerging issues of teaching a foreign language.

'Pedagogics' is a science concerned with the teaching and education of the younger generation. Since FLE also deals with the problems of teaching and education, it is closely related to Pedagogics as well. As a branch of Pedagogics, Didactics studies general ways of teaching at schools. FLE, as compared to didactics, studies the specific ways of teaching a definite language and culture. Thus, it may be considered *didactics of language teaching*. Just like in any other school subject (ie Math, Biology, History etc), general principles of didactics are used in FLE, and in their turn, influence and enrich Didactics. For example, the so-called —*principle of visualization* was first introduced in teaching foreign languages. Then it became one of the fundamental principles of Didactics and has been used in teaching all school subjects without exception. Programmed instruction was first applied in teaching mathematics. Now it is used in teaching many subjects through Didactics, including foreign languages.

'Psychology' has always been influencing the theories of learning in foreign language teaching. Skinner's Behaviourist model, which is also known as '*the conditioning theory*', shaped Audio-lingual Method so deeply that the language was viewed as the speech behavior and learned best by repeating the model. Later, as *Cognitive and Constructivist Schools of Psychology* (Piaget, Vigotsky, Bruner, etc) rejected the habit formation models and highlighted more humanistic environment for language learning (ie. Lozanov's Suggestology and *De-suggestopedia*, Krashen's low-anxiety context of learning in *the Natural Approach*, Gardner's theory of multiple intelligences that led to a *Strategy-based Language Learning*, etc), Psychology played a very significant role in describing learners and teacher-learner interactions in

foreign language classes. If a learner-centered language class is a dominant value in FLE nowadays, it is due to the research in *Educational Psychology* and *Psycholinguistics*.

One of the interdisciplinary social sciences that increasingly contribute to the development of FLE is 'Sociolinguistics', which mainly deal with varieties of a language in communication. *Communicative competence* was first coined by a Social Anthropologist and Sociolinguist Dell Hymes as an important concept of FLE that describe the aim of foreign language learning. Interdisciplinary approaches continue to influence foreign language teaching. In a recent study (Bayyurt, 2013) for instance, the position and significance of sociolinguistics in foreign language education is examined along three dimensions [3]:

- Attitudes towards learning a foreign language,
- Inclusion of culture in foreign language lessons, and
- The contribution of language planning to foreign language education.

The scientific disciplines that keep contact with FLE and that mutually influence each other are not limited to the ones mentioned above. However support the other sciences may offer in a research in language education, most scientific studies in FLE is initiated by and centered around the departments of foreign language education at higher educational institutes and universities. Until recently, some of the most frequently researched areas in foreign language teaching have been as follows [4]:

- The nature of teaching – new methods, teaching skills
- Classroom interaction and management - lesson planning, grouping, classroom dynamics
- Teaching the skills - reading, writing, listening, speaking
- Understanding learner variables - learning strategies, motivation, age
- Addressing linguistic competence - grammar, vocabulary, and pronunciation
- Curriculum factors - syllabus design, materials development
- Assessment of learning - alternative assessment, proficiency tests
- The role of technology - video, computers, the Internet
- Teacher development - evaluating teaching, classroom research, action research

Currently, these research areas on methods of foreign language teaching are also added to the list:

- Teaching EFL to develop Intercultural Communication Competence (ICC),
- Mobile assisted language learning (MALL), or ubiquitous learning,
- Project-based Language Learning (PBLL)
- Content and Language Integrated language Learning (CLIL)

In conclusion, regardless of whatever name is given to it, *Foreign Language Education* has been increasingly developing its scope of research interests to produce innovations and meet the challenging demands for intercultural communication competence as the ultimate goal of learning.

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Қ. Смакова¹

¹*Сулейман Демирел атындағы университет, Қаскелен, Қазақстан*

**ШЕЛЕТ ТІЛІ БІЛІМІ ҒЫЛЫМ РЕТІНДЕ: ПРОБЛЕМАЛАРЫ
МЕН ПЕРСПЕКТИВАЛАРЫ**

Аңдатпа: Шет тілді білім беруге түрлі факторлар әсер етеді. Дегенмен, концепт түрінде олар жалпылық сипатқа ие. Оқытушының көзқарасы мен білімге қызығушылық танытушы тараптардың бірлігі шетел тілін оқыту процесінің сапасына әсер ететіні сөзсіз. Шет тілді білім беру концепцияларының бірі пәнді ғылыми бағыт ретінде қарастыру. «Шет тілді білім беру» концепциясына бағытталған бұл мақала ғылыми шет тілді білім беру мен әлеуметтік және гуманитарлық ғылымдардың пәнаралық байланысын сипаттайды.

Кілт сөздер: ұғымдар, ғылыми пән, шет тілі, білім беру, қолданбалы лингвистика.

К. Смакова¹

¹*Университет имени Сулеймана Демиреля, Каскелен, Казахстан*

**ИНОЯЗЫЧНОЕ ОБРАЗОВАНИЕ КАК НАУКА: ПРОБЛЕМЫ И
ПЕРСПЕКТИВЫ**

Аннотация: Факторы, влияющие на образование иностранного

языка различны. Тем не менее, они могут быть обобщены в виде концепций. Взгляд преподавателя и образовательного сообщества заинтересованных сторон, безусловно, оказывают существенное влияние на качество процесса обучения иностранному языку. Одна из концепций образования иностранного языка рассматривает его как отрасль научной дисциплины. Данная статья посвящена научно-исследовательской концепции «Иноязычное образование» и описывает связь междисциплинарного характера между наукой иноязычного образования и социальных и гуманитарных наук

Ключевые слова: концепции, научная дисциплина, иностранный язык, образование, прикладная лингвистика.

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Қ. Тұрсын¹

¹*Сулейман Демирел атындағы университет, Қаскелен, Қазақстан*

ЖАҒАНДАНУ КЕЗЕҢІНДЕГІ - ЖАҢА АҚПАРАТТЫҚ КЕҢІСТІК

Андатпа: Зерттеуде жағандану кезеңіндегі Қазақстандық телеарналардың бүгінгі және болашақтағы даму жолдары көрсетіліп, оның сапалық және сандық тұстары сараланады. Теледидардың халық пен қоғам арасындағы қатынасы, ішкі және сыртқы саясаттағы, елдің әлеуметтік-экономикалық бағыттағы санқырлы мәселелері зерленіп, нақтыланады. Автор әлемдегі медиа кеңістігінің күн санап жаңару, құбылу үстіндегі реформалық өзгерістерін де тілге тиек етеді.

Кілт сөздер: жағандану, медиа, көпшілік коммуникация, дүниежүзілік қауымдастық, жаңа ақпараттық кеңістік, кабельдік телевидение, социум заңы.

Өркениетті әлемдегі техникалық әрі шығармашылық жетістіктің ертелі-кеш отандық телеарналарға да жетері даусыз. Сол кезеңде қай телекомпанияның, не телеарнаның хабарларының сапасы жоғары, не төмен деген пікір де айтылмайды, баға да берілмейді. Нәтижені теледидарға орнатылған есептегіш шешеді. Қай арнаны қанша уақыт көрсе, соған тиесілі ақысын көрермен ай сайын төлейді. Хабары көңілден шығып жатқан телекомпания соған лайық байып, қалтасы қалындаса, ал ешкімнің назарын аудармағаны күнкөрістен қағылып, амалсыздан жабылады, не болмаса жаңа ізденіспен жұмыс сапасын жақсартуға кіріседі.

Теледидар - бүгінгі өміріміздің, қоғамымыздың айнасы. Алайда, Қазақстандық телеарналардың көшбасшысы болып отырған “Қазақстан” Ұлттық арнасы (ҰТА) бүгінгі құбылысымызды өз бояуымен көрсетіп отыр ма? Амал не, тек бетінен қалқып ғана өте шығады. Күн сайын сан