

MODERN TENDENCIES IN PROFESSIONALLY ORIENTED TEACHING OF FOREIGN LANGUAGES

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Annotation: Today, when computer technology has covered all areas of human activity, there is a need to improve the process of teaching a foreign language, because proficiency in a foreign language is one of the factors affecting competitiveness of a young specialist in the world labor market. Changing the structure, the content and organization of the educational process, professional training allows to create conditions for teaching students of the higher educational institutions in accordance with their professional interests and intentions to continue their education. Thus, language study refers to learning based on the needs of students and is dictated by the characteristics of the future profession or educational specialty. It is considered to be its main difference from teaching a language for general educational purposes (i.e. traditional schooling, preparation for the university entrance exam, etc.) and socialization (conversational communication, survival abroad, etc.).

Keywords: *professionally oriented, communicative abilities, innovative, competitiveness, assimilation, non-linguistic.*

Teaching foreign languages today is impossible without innovative component and taking into account the future professions of learners. Teaching and learning objectives have changed the status of both the learner and the teacher in a foreign language, and moves from the teacher-student scheme to innovative technologies. Foreign language teachers in non-linguistic universities are required to fulfill the social order of society - to prepare a specialist with a good command of a foreign

language for the short period of time. Traditional teaching of a foreign language in a non-linguistic university focused on reading, understanding and translating special texts, including the study of grammatical features of the scientific style. The focus has now shifted decisively to skills development and oral communication skills. Oral speech includes listening or reading, understanding and reproduction of the listened or read both orally (dialogues or monologues) and in writing. The scheme of teaching oral speech in a specialty can be built with taking into account the following provisions: definition of communication models; determining the communicative signs of oral speech and their means of expression; comparison of means of expression and selection of models for passive and active use; developing a system of exercises; analysis of texts focused on communication in the specialty and development of an effective system of exercises for training selected structural units; selection of word formation, lexical and grammatical structures necessary for reading, understanding, listening and speaking; use of audio and multimedia means for verbal communication, using tasks problem-search character. A foreign language teacher at a non-linguistic university must take into account the peculiarities of scientific and professional texts on the studied specialty, the presence of special terminology, special general scientific vocabulary, specific official vocabulary, one or another complex grammatical structure. To implement the communicative abilities of speaking, texts are distinguished: by means of transmission (oral and written); by the nature of presentation (description, message, and reasoning - annotations, reviews); by degree of attitude to the specialty (research - monographs, scientific articles and educational -

texts from textbooks, reference books and dictionaries). It is advisable to start with the simplest descriptions and characteristics, processing them in monologue and then use more texts that are complex in structure and style, which will help to develop students algorithm of activity in the mode of communication: teacher / audio and multimedia - student and student - student. Training material must be professionally relevant with taking into account the trainee's prior knowledge of the language and specialty, the purpose and type of communication, as well as the level of training. Communication-oriented oral speech exercises should include the following: the presence (presentation) of the original material or model; explanation of material or model (optional condition); simulation of the model; reproduction of the model by various ways; own communication [1 p.3]. While developing the skills of oral speech, the element of monologue is not inferior to the dialogical speech, therefore, gradually increasing the volume of monologue remarks in dialogue it should be further changed to purely forms of monologue in oral speech: a summary, an abstract, an annotation, description of a scheme or any other phenomenon or process with further recording of what you have heard. Thus, innovative teaching technologies in teaching foreign languages in a non-linguistic university include a combination of traditional and intensive teaching methods based on functional and communicative linguo-didactic model of language, and development of a holistic system of teaching speech communication based on professional themes.

Today, when computer technology has covered all areas of human activity, there is a need to improve the process of teaching a foreign language, because proficiency in a foreign language is one of the factors affecting competitiveness of a young specialist in the world labor market. A modern specialist should not only master the ever-increasing flow of information in the native language, but have access to information available to the world community. [2 p.38] Knowledge of a foreign language makes it possible to search for the necessary information in foreign lan-

guage sources, real communication with colleagues in different countries, publication of their scientific work in foreign scientific journals. Scientific and personal development of a specialist largely depends on the level of training in a foreign language, not only in linguistic but in non-linguistic universities as well. Ideally, it is assumed that the specialist will be able to read the articles in newspapers and professional magazines in a foreign language, participate in work of international conferences, make presentations, respond to questions, and conduct professional discussions. The task of teaching a foreign language in non-linguistic universities is the formation of students' professional foreign language competence, which, in its turn, is an integral part of professionalism of a graduate in every modern higher education institutions. Nowadays primary goal is differentiated learning - to provide each student with conditions for the maximum development of his/her abilities, professional interests and satisfaction of cognitive needs. One of the forms of differentiated learning is professional study. Changing the structure, the content and organization of the educational process, professional training allows to create conditions for teaching students of the higher educational institutions in accordance with their professional interests and intentions to continue their education. Thus, English language refers to learning based on the needs of students in learning a foreign language, dictated by the characteristics of the future profession or educational specialty. It is considered to be its main difference from teaching a language for general educational purposes (i.e. traditional schooling, preparation for the university entrance exam) and socialization (conversational communication, survival abroad, etc.). English as a foreign language is studied on the one hand, as a general education discipline (GE: General English) in all types of educational institution, and on the other hand - for special purposes (ESP: English for Specific Purposes) in professional education [3 p.1110]. Principles used in teaching a foreign language in general are also implemented in professionally oriented teaching of the English language ensuring its

effectiveness. To increase the efficiency of this process, it is necessary to take into account the field of professional training of students, as well as their individual psychological features. The effectiveness of teaching professionally oriented foreign language depends on several factors: given the shortage of study time at the non-language universities, classes should be held with a high density, so, it is necessary to use time efficiently. The main components of this study are the following:

1. Carefully selected language material (grammatical, phonetic, lexical minima) and speech material (samples speech statements, model phrases, texts and dialogues, etc.).
2. Skills in handling the selected language material.
3. Classes should be comprehensive, that is, reading, listening, speaking practice and writing must be given the same attention.
4. All materials used must be authentic, that will allow to avoid mistakes associated with the wrong combination of words.
5. Constant use of audio and video materials allows to making classes interesting, developing listening skills and communicative capabilities of students.
6. Awareness of the practical application of the gained knowledge in their professional activities will be a strong motivation to study a foreign language.

Improvement of the learning process means the use of innovative methods, in particular, the introduction into the teaching process modern innovative technologies – computer and network facilities. The variety of Internet information resources allows students to perform various kinds of search tasks and research assignments. In addition, the Internet provides students with a unique possibility of visual communication with native speakers, which contributes to the correct perception of live speech based on authentic sounds, facial expressions and gestures [4 p.2]. Another advantage of using the Internet in the learning process is checking the assimilation of the passed material by students through testing. The teacher should not only motivate students to the use of modern innovative technologies

in performing some tasks, but also actively apply these technologies for constant improving their qualifications.

At present, teaching a foreign language in most non-linguistic higher education institutions are conducted as rule, in the initial courses, when students are just starting get acquainted with their future specialty and acquire only initial knowledge of the specialty. Therefore, many teachers note that in the classroom they are forced to engage students with non-developed language and speech skills in the process of professionally oriented study of a foreign language, as well as to explain professional terms, which is not within their competence, and thus limited the process of study to reading popular professional texts in the specialty and memorization general professional terms. Achieving the goal of successful profession oriented teaching at a non-linguistic universities is possible with a good level of proficiency in the school curriculum, that is, in the event that, if first-year students already have a basic set of knowledge and skills, certain vocabulary, knowledge of grammar and communication skills [5]. The higher the initial level, the more success in learning a foreign language specialty can be achieved. Indeed, the study of a foreign language usually takes 2-3 hours per week. The teacher will no longer have to be distracted by studying the basic vocabulary, explaining elementary grammar and teaching listening skills. All this impedes successful implementation educational process and does not contribute to the development of cognitive activities of students in the framework of the ongoing training program. In addition, as practice shows, the majority of students of non-linguistic higher educational institutions stops practicing foreign language at the end of the course and lose the previously developed language and speech skills and abilities. As a result, enrolling in a master's or postgraduate program, where the study of a foreign language is conducted at a higher language and professional level, students are forced to practically anew start learning of a foreign language and experience considerable difficulties, since proficiency in a foreign language becomes necessary not only for passing

exams, but also for familiarization and detailed study of foreign literature on a specific object of scientific research, necessary for writing a scientific work, further scientific activity as well as for successful speeches at international conferences for young professionals, the purpose of which is to receive and exchange information.

Specialists working on improvement and modernization of programs for teaching foreign languages in non-linguistic higher educational institutions and teachers themselves have developed and offered various methods and ways to improve quality of educational process. Some suggest implementation of continuous foreign languages study consisting of three stages with the requirements of obtaining linguistic and communicative competence, sufficient for further educational activities, to study foreign experience in a certain profiling field of science and technology, as well as for the implementation of business contacts at the elementary level at the first stage. At the second stage the ultimate goal of learning is acquisition of the communicative competence necessary to study and creative comprehension of foreign experience in profiling and related fields of science and technology, as well as for business professional communication. Requirements for the final, third stage is the presence of a communicative competence required for qualified information and creative activity in various fields and situations of business partnership, joint production and scientific work. Other experts suggest starting a two-year course of teaching foreign languages in non-linguistic higher education establishments that have not yet fully switched to a two-level education system, starting not from the 1st and

2nd semesters but later, offering students more motivation to educational and cognitive activities in the field of their future specialties. [6] Senior students already have a good command of basic professional knowledge, which allows them to more easily adapt to the perception and assimilation of a communication-oriented and professionally oriented course of foreign languages study.

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СОВРЕМЕННЫЕ ТЕНДЕНЦИИ В ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОМ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация: Сегодня, когда компьютерные технологии охватили все сферы человеческой деятельности, возникла необходимость в совершенствовании процесса обучения иностранному языку, ведь владение иностранным языком является одним из факторов, влияющих на конкурентоспособность молодого специалиста на мировом рынке труда. Изменения в структуре, содержании и организации учебного процесса профессиональной подготовки позволяют создать условия для обучения студентов в соответствии с их профессиональными интересами и намерениями продолжить образование. Таким образом, под языковым обучением понимается обучение, ос-

нованное на потребностях студентов в изучении иностранного языка, продиктованных особенностями будущей профессии или образовательной специальности. Это считается его основным отличием от обучения языку в общеобразовательных целях (т.е. традиционное обучение, подготовка к вступительным экзаменам в вуз) и социализации (разговорное общение, выживание за границей и т.д.).

Ключевые слова: профессионально ориентированный, коммуникативные способности, инновационность, конкурентоспособность, ассимиляция, неязыковые.

XARİCİ DİLLƏRİN PEŞƏ YÖNÜMLÜ ÖYRƏNİLMƏSİNDƏ MÜASİR TRENDLƏR

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Annotasiya: Kompüter texnologiyası insan fəaliyyətinin bütün sahələrini əhatə etdiyi günlərdə xarici dilin tədrisi prosesinin yaxşılaşdırılmasına ehtiyac var, çünki xarici dili bilmək gənc mütəxəssisin dünya əmək bazarında rəqabət qabiliyyətinə təsir edən amillərdən biridir. Strukturdakı dəyişikliklər səbəbindən təhsil prosesinin məzmunu və təşkili, tələbələrin peşə maraqlarına və təhsillərini davam etdirmək niyyətlərinə uyğun olaraq tədris etmələrinə şərait yaratmağa imkan verir. Beləliklə, dil öyrənmək, gələcək peşə və ya təhsil ixtisa-

sının xüsusiyyətlərinin diktə etdiyi xarici dil öyrənmək tələbələrinin ehtiyaclarına əsaslanan öyrənməyə aiddir. Ümumi tədris məqsədləri üçün (yəni ənənəvi təhsil, universitetə qəbul imtahanına hazırlıq) bir dil öyrətməklə sosiallaşma (danışiq ünsiyyəti, xaricdə yaşamaq və s.) üçün dil öyrətmək fərqli hesab olunur.

Açar sözlər: peşə yönümlü, ünsiyyət qabiliyyətləri, innovativ, rəqabət qabiliyyəti, assimilyasiya, qeyri-humanitar.