

ОБУЧЕНИЕ СТУДЕНТОВ ИНОСТРАННОМУ ЯЗЫКУ ПО ПРОФЕССИОНАЛЬНОМУ НАПРАВЛЕНИЮ

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Аннотация. В данной статье рассматриваются структурные особенности содержания обучения иностранному языку в профессиональном направлении. При этом обсуждаются преимущества и возможности профессионально ориентированного обучения иностранному языку. Уже сейчас утверждение иностранного языка в системе образования, появление профессионально ориентированной программы обучения иностранному языку в высших учебных заведениях является одним из положительных изменений. Большое значение в профессионально ориентированном обучении иностранному языку имеет развитие личностных качеств обучающихся как профессионалов.

Ключевые слова: обучение иностранному языку, профессионально ориентированный иностранный язык, интернет-ресурсы, цифровые технологии обучения.

TEACHING STUDENTS A FOREIGN LANGUAGE IN A PROFESSIONAL DIRECTION

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Abstract. This article considers the structural features of the content of foreign language teaching in a professional direction. At the same time, the advantages and possibilities of professionally oriented foreign language teaching are discussed. Even now, the establishment of a foreign language in the educational system, the appearance of a professionally oriented foreign language teaching program in higher education institutions is one of the positive changes. The development of personal qualities of learners as professionals is of great importance in professionally oriented foreign language teaching.

Keywords: teaching a foreign language, professionally oriented foreign language, Internet resources, digital learning technologies.

Today, many professions, such as international relations, computer networks, journalism, etc., provide a great opportunity for professional development of foreign relations. It is quite possible for any specialist to achieve great success with a com-

plete mastery of a foreign language. That is why the need for a specialist with a complete command of a foreign language is increasing. The technology of teaching foreign languages is rapidly developing. It is very important for many students to improve their knowledge of a foreign language in addition to developing their majors at higher educational institutions. Therefore, in order to become a successful professional owner, mastering a foreign language is the main condition. Vocational-oriented foreign language teaching means teaching students a foreign language by connecting it with topics related to their profession, using foreign language relations, grammar, lexical and structure in speech contexts. That is, it is required to carefully select educational content in professionally oriented foreign language teaching. Training materials should be focused on topics related to providing them with opportunities for professional growth.

The main meaning of vocationally oriented foreign language teaching is the development of the student's professional development and the acquisition of additional professional education, the sharing of special subjects related to the foreign language and profession. In this regard, knowledge of a foreign language is considered for the purpose of personal professional development of students and improvement of their professional skills. Also, students' mastery of a foreign language creates a great opportunity for a graduate of a higher education institution to become a professionally qualified specialist who can carry out business relations with a foreign partner as a professional in the future.

The purpose of teaching a foreign language to students studying in a non-linguistic specialty is to reach the level where they can fully use the language in practice in their future professional activities. Vocational training considers not only the professional orientation of the content of the educational material, but also professional activities that form professional qualifications. It is not enough for a modern graduate to simply read and translate professional texts, he also needs to be able to use a foreign language in various communication environments.

Vocational training requires integration of foreign language and profile subjects, careful selection of the content of educational material. The educational material should be aimed at the latest achievements in the field of any profession, in turn, it should reflect the scientific innovations related to the professional interest of the students, and they should be such that they allow professional growth.

Currently, a number of higher education institutions are working in Kazakhstan on a professionally oriented foreign language teaching program. For example, it should be noted that the famous universities of the country are Nazarbayev University located in Astana, Süleyman Demirel University located in Almaty, SDU, Aktobe

Regional State University named after K. Zhubanov located in Aktobe, the language of instruction is English. That is, all subjects are taught in English. Some subjects are taught by highly qualified foreign teachers. In addition, there are several universities that have not been mentioned. Such positive changes taking place in such prestigious universities, transition to a professionally oriented foreign language teaching program in all universities of the country, now aims to meet the requirements of the times.

The subject of English for Special Purposes is also taught at the S.Seifullin Kazakh Agrotechnical Research University. In addition, multilingual groups are open in which students study specialized subjects in a foreign language. Three foreign languages are taught at our university: English, German and French. All these conditions created by the university management provide great opportunities for students of a non-linguistic university to grow in their professional field.

Professionally oriented foreign language teaching is not to forget or put out of use our mother tongue, but to make the youth of an independent country developed, educated, creative, active, able to speak freely anywhere, able to work freely in foreign countries, independent, mature, highly qualified is the training of young people. It is also ensured that the mother tongue never goes out of use. That is, students learn as a result of two-way communication of the language.

The Internet, being the most important element of information and communication technologies, has become an integral part of the educational process. Today, teachers of foreign languages constantly and variously use the resources of the Internet, which is an inexhaustible source of information: educational, reference, and country studies.

Scientific journals and forums for teachers of foreign languages, online dictionaries of the world's leading publishers, printed, audio and video information about the countries of the studied language (their social structure, culture, education, etc.), access to electronic libraries etc., all this is widely used in the preparation and organization of the lessons [1; pp.11–18].

It is necessary to mention separately the resources specially created for those who teach and study foreign languages, in particular English. One of the online resources offering English language learning is the *ProgressMe* linguistic platform [3]. Teachers can buy a tariff to use all the advantages of this site in their lessons, and they can also use many features totally free of charge. On this platform teachers have the opportunity to create their own personal online lessons and even courses. The teacher can create his own groups by adding his students to his profile to have individual online classes, virtually manage lesson tasks and monitor the progress of stu-

dents. By creating various exercises, you can make learning less monotonous, along with a bright and simple design of the website interface.

In S.Seifullin Kazakh Agrotechnical University, teachers of the Department of Foreign Languages teach English for all specialties in the first year of study. It is not easy to arouse interest in learning a foreign language, especially among students of non-linguistic specialties. But with the use of the ProgressMe website, learning becomes much more interesting, due to the various tools offered by the platform. There are ready-made courses in the “Materials” section in the “Catalogue” tab of the ProgressMe platform. You can use these courses in your online lessons. In the second tab “Personal courses” of this section, you can create your own personal online lessons. To do this, you should complete the following steps: *Create course* → *create new block* → *create new unit* [2]. Thus you can divide your lessons into units (modules). One unit (lesson) may consist of several sections. You can come up with these sections and designate them yourself. In the example below, you can see the structure of the lesson on the right side of the web page (Picture 1). For example, a lesson can consist of such parts as *warm-up, grammar, vocabulary, reading, speaking and listening*. At the bottom there is a section “Exercises for homework” where you can create tasks for self-study after the lesson (Pic.1).

Certain tasks should be prepared in each section to create an online lesson. Students can do these tasks both independently and with their teacher. You can create various exercises with the help of following templates:

1. *Pictures* – here you can upload an image with a certain task, or just an image and type the task yourself in the upper blank. If you hover the cursor over the question mark “?” you will see additional instructions on how to create this task.

2. *Gif* – here you can upload an animated image and also come up with and type a task for it.

3. *Video* – in this section you can upload the any video from youtube.com platform, Google Drive, Vkontakte, Vimeo or TED on the topic of your lesson. Also you can create various exercises on the content of this video (Pic.1).

4. *Test* – here you can create test tasks.

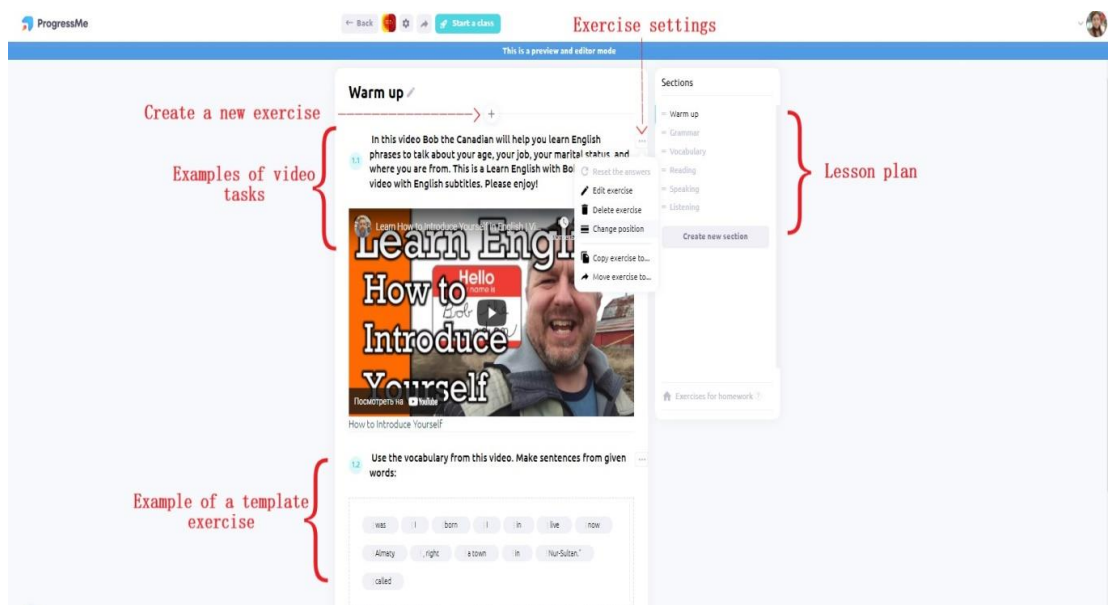
5. *Audio & Script* – here you can upload an audio file from your computer and use it as listening.

6. *Board by Miro* – you can integrate the board from Miro. If you hover the cursor over the question mark “?” you will see additional instructions on how to create this task.

7. *PDF by Google Drive* – here you can attach a PDF from Google Drive. If you hover the cursor over the question mark “?” you will see additional instructions on how to create this task.

8. *Wordwall and Learningapps* – you can integrate templates from these sites. These two templates allow you to add game elements to your lessons. These templates are designed for games, and the student's answers to the tasks on them will not be saved by the teacher. These templates will help make your lessons even more flexible and diverse.

9. *Match picture with its description by dragging; choose correct word form; match words; sort word by columns; fill the gaps; make sentences from given words; true or false; sentence order* and etc. – you can create all these and many other exercises using ready-made templates yourself (Pic. 1).



Picture 1. Lesson structure created on the ProgressMe platform

The use of digital technologies in the classroom creates unlimited opportunities for the teacher and students. Working with virtual models, video, animation, sound, graphics attract attention to the topic. But just as it is impossible to replace a teacher with a textbook, so it is impossible to replace it with digital materials, since digital technologies accompany the course of the lesson in accordance with the lesson plan, but cannot occupy most of the lesson. They add elements that cannot be implemented in practice: gif images as a means of evaluating online work, online test work for teacher-centered work with the audience, short videos to simulate the creation of a language environment in the audience, holographic image objects. In turn, the memory of the hand mechanics is proven to be more long-term than visual. Therefore, it is better to do tasks, make sentences, and answer the questions in practice, in written form and in some cases – using the kinesthetic type of presentation / perception of information.

In order to use applications and programs most effectively, we must, first of all, ask the questions: “Why? What is the main purpose of using computer technology in the educational process?”

The reasons may be different:

- to improve the understanding of the material being studied;
- to increase learning time by encouraging students to use educational apps and resources outside of the classroom;
- to increase the level of effectiveness of the teacher’s work;
- to improve the level of computer technology skills;
- to develop of students’ qualities such as determination and purposefulness in achieving results;
- to prepare students for the future life;
- to increase students’ motivation;
- to reduce the number of physical resources used, etc.

For example, if we want to improve students’ understanding of the material or topic being studied, we should consider those resources that will contribute to the awareness of this topic when planning. To do this, you need to look at this problem from different angles. Currently, the Internet and various online resources offer teachers and students extensive access to expert opinions on many issues. A teacher cannot always act as such an expert due to the fact that it is impossible to be fully aware of each area, and also due to the fact that he is often too immersed in the problems and needs of his students to objectively assess a particular issue.

Therefore, to study a certain topic, it is necessary to get acquainted with the opinion of an expert who has a more complete and modern vision of the subject of research. In order to get acquainted with the opinion of experts, such Internet resources as *youtube.com* and *ted.com* with the platform *ed.ted.com*, which allows you to create your own lesson based on the proposed video. The teacher can break the video into thematic fragments and work out the discussion of what they have seen in the lesson.

The use of Internet resources in teaching foreign languages makes it possible to create conditions for the development of all necessary and relevant to the realities of modernity competencies of students.

Methods of joint acquaintance with modern ideas and trends and their further discussion, widely used by teachers at the present time, also have great motivational power when teaching foreign languages. Along with this, the presence of their own computer and digital devices with Internet access for almost every student significantly facilitates the task of the teacher to involve students in the process of learning a foreign language via the Internet [3; pp. 9–14].

The main issues of choosing a digital technology by teacher are: what to use, how to use and, most importantly, why to use this or that resource. It is necessary, first of all, to determine the main goals and objectives of the lesson itself, and, consequently, the use of computer innovations within the framework of this lesson. Then we should already ask ourselves what resource needs to be used to achieve these goals and objectives most effectively, and finally, how the training tool that we have chosen functions. A detailed understanding of the above issues can significantly increase the involvement of students in the educational process and the development of their skills and abilities necessary for the successful implementation of future professional activities.

As a result, we can conclude that the use of various tools mentioned in this article is an effective method for creating various tasks, has a great influence on the content of the lesson, and helps students to perceive the material being studied with interest. The use of digital technologies opens up new opportunities for both teachers and students.

Various tools that help to contain as much information as possible in different graphic forms make each lesson on various lexical, grammatical, conversational, professional topics more vivid, diverse and memorable.

Today, the ways of teaching foreign languages are changing every day around the world due to sometimes forced technical and methodological changes in the learning process. The practical development of digital tools and materials by teachers and students represent both the reality and the prospect of their successful application in modern education.

Digital learning technologies have a huge learning potential. It is necessary to put into practice, in a real educational context, their ability to stimulate various types of speech activity and the ability to organize the contact and non-contact learning process in a new way.

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**ПРОБЛЕМЫ ИМЕНОВАНИЯ В ПРОГРАММИРОВАНИИ
НА АНГЛИЙСКОМ ЯЗЫКЕ**

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Аннотация. В рамках данной статьи рассматриваются проблемы и вытекающие из них типичные ошибки, связанные с присвоением имен в программировании на английском языке, с которыми часто сталкиваются программисты, не являющиеся носителями языка. В статье даны советы для преодоления этих проблем с примерами на языке программирования C++.

Ключевые слова: английский, язык, программирование, именование, проблема, код.

PROBLEMS OF NAMING IN ENGLISH PROGRAMMING

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Abstract. The article discusses the problems and resulting typical errors associated with naming in English programming, which are often faced by non-native English programmers. The