CONTEXTUAL ASPECTS OF TEACHING ENGLISH FOR SPECIFIC PURPOSES FOR STUDENTS OF NON-LINGUISTIC SPECIALTIES

Abstract

This article presents the results of analysis of the question of defining the peculiarities of teaching LSP on non-linguistic specialties in higher educational institutions of Kazakhstan Republic. It is necessary to take into consideration the substantive aspects of teaching mentioned above subject, which influence on training students of different specialties and their readiness to work according to their specialty using their professional knowledge in English.

Keywords: Language for specific purposes, non-linguistic specialties, State compulsory education standard, linguistic education, content, control, assessment, linguistic competence.

The actual needs of the modern development of society have set to Kazakh professional education a number of fundamental problems associated with the transformation of the content of professional training in high school. Policy documents of higher education modernization as a priority goal define training skilled worker, competent, responsible, able to work effectively in the specialty to the world standards, ready for continuous professional growth, social and professional mobility, fluent in at least three languages: Kazakh, Russian and foreign languages.

Foreign language allows for realize such aspects of professional activity as timely introduction of new technologies, discoveries and development trends in the field of science and technology, the establishment of professional contacts with foreign partners. Knowledge of a foreign language enhances the professional competence of a specialist.

A new social order of society - to teach a foreign language as a means of intercultural communication, including the knowledge in the sphere of professional activity, has led to the need to incorporate the discipline "Language for specific purposes" in the State compulsory education standard of bachelor. So in 2011, the State compulsory education standard of the Republic of Kazakhstan was modified: a mandatory component of the cycle of basic disciplines was included the following disciplines "Professional Kazakh (Russian) language" and "Language for specific purposes" [1, 13]. Formation of professional competence of specialists in various fields at the present stage of development of higher education is impossible without integration into the overall training of language education. In the context of globalization and the active entry of Kazakhstan into the world community, amid developing business, legal, cultural and scientific relations with foreign countries, one of the requirements for graduates language specialties, a working knowledge of one or more languages of international communication. In modern conditions, each specialist with higher education should speak foreign language and be able to communicate in any foreign language of social and professionally relevant situations. As you know, the discipline "Language for specific purposes" involves the study of the subject area of specialty in a foreign language, corresponding to the level B2-C1-European standard of linguistic competence. At the process of study the discipline student masters the skills and abilities to work with texts majoring in a foreign language; professional terminology in a foreign language; methods of working with the scientific and technical literature and terminology dictionaries; skills and abilities of the oral and written two-way translation; skills of the knowledge gained in professional communication situations. Education of language for specific purposes involves thematic conditionality used training materials, as it is impossible to learn the language of the specialty and to form its corresponding communication skills apart from constituting professional competence specialist factual and content data. Mastering the students’ communicative professional competence involves their ability to interact in situations of teaching and professional communication and solve professionally oriented tasks.
The concept of foreign language education in the Republic of Kazakhstan was one of the principles of the national education system focuses on the principle of professionalization, which allows the use of a foreign language for professional purposes, that is supposed to vocational training - focused dialogue in the framework of a particular specialty, using a foreign language for specific purposes (LSP) [2, 15]. Mastering the students professionally - communicative abilities cannot be targeted without forming notional - terminological apparatus specialty, expanding the knowledge base on the material of the authentic texts, mastery learning strategies, skills to interpret, conduct discussions, argue, solve typical standard and professionally - oriented tasks. Achieving the same designated tasks, in turn, is impossible without the use in teaching various technologies based on the principles of problem-oriented, interactive, situational: modeling professionally-context situations, the maximum associated with future professional - practical activities of students, the problem method and project work [3, 34]. At the present stage the following conditions determine the quality of training and are an indicator of its competitiveness in the labor market.

Firstly, the concept of the labor market has changed, its geography has expanded, the labor market, as well as educational and cultural space, has become the world.

The professional-oriented approach is especially important to learning a foreign language in high schools, which provides for the formation of the students' ability of foreign language communication in specific professional, business, academic fields and situations, taking into account the characteristics of professional thinking in the organization of motivational and incentive and orienting-investigative activities. Foreign language in this case is a means of improving professional competence and personal and professional development of students and is a prerequisite for successful career specialists - graduates of modern higher education. In general, the preparation of students of non-linguistic specialties for professional foreign language communication is carried out in two stages: the first stage is aimed at solving problems of general education, and the second stage (English for Specific Purposes) - mainly on the solution of special professional problems when there is a formation of professional foreign language communicative abilities. To achieve the level of professional competence of specialists needed some communication skills, which are generated by learning foreign language communication, therefore, the content of teaching communication in a foreign language not language high school must comply with the requirements of the foreign language of future specialists. Selection of the content is intended to promote the broad and holistic formation of the personality of the student, preparing him for his future career.

It should be noted that the selection of training content and material in particular should be made in accordance with the following provisions. For example, from our view, teaching texts should contain the most characteristic linguistic (lexical and grammatical) phenomenon, as a result of understanding the text is not only an understanding of vocabulary and grammatical structures, but also the ability to understand its meaning, that is described in the text of the communication objects. Logical sequence of presentation of educational texts must comply with the process of studying by students of special subjects in a foreign language, i.e. the list of academic texts in the manual should be consistent with the program of specialist training, with a view to professional information, processes and conditions contained in the texts of benefits were clear for students.

In the process of selection of reading material, in our opinion it is necessary to obtain the opinion of experts, as well as the content of the programs and curricula of training in a particular specialty, eventually develop a framework for the objective content of the main sections of the scientific knowledge and further private subsections (highly specialized texts). In other words, in the content of education and information technology support it is necessary to combine career guidance and access to the content of the texts and to the increasing difficulty in language and from professional side. Texts, combined in a series of tasks, must develop the ability to sense information processing in reading, and also allows you to create the necessary foundation for the generation of text in a variety of professionally-oriented foreign language communication. Educational and cognitive functions that perform educational texts in the learning process should be correlated, and cognitive function should prevail, that is, the texts should have the task of providing professionally important information. To maximize the effectiveness of training educational texts should be selected so that they did not contain the basic knowledge, do not duplicate courses in the specialty. From the outset, the texts need to perform their natural function - to be a valuable source of information on the specialty, promote individual professional, professional development.

It is also necessary not to forget about the importance of monitoring and evaluation of knowledge on the subject being read. As you know, at the present stage of education, various types and forms of
monitoring and evaluation of knowledge in both the print and electronic media in the form of automated programs for the self are used. The main purpose of the control of knowledge and skills is to identify achievements and success of students, which provides ways to improve, knowledge, skills, in order to set up the conditions for inclusion of students in creative activities. This objective is primarily related to the definition of quality mastering student teaching material - level mastery of knowledge, skills and abilities provided by the program on the subject.

The essence of the diagnostic monitoring functions is to obtain information about the error, shortcomings and gaps in knowledge and skills of students in the mastery of educational material, the number, the nature of the error. The results of diagnostic tests to help choose the most intensive method of teaching, as well as to clarify the direction of further improvement of the methods and means of education. In general, it should be noted that during the control should be taken into consideration the following rules:

1. Monitoring should be regular;
2. Monitoring should include the maximum number of students per unit of time. Therefore, in each case, it should not take much time;
3. Volume of the control material should be small, but enough representative, on its assimilation/undigested, possession/non-possession of his students could judge whether they have acquired the necessary skills and abilities;
4. Since the training and supervision are organically linked, while testing should start from the specific objectives of the lesson. As an example, we can offer such a platform for developing test items open and closed types, like iSpring QuizMaker. The program interface is clear and convenient. It is characterized by clarity and simplicity of interaction with the test. The more thought-out interface, the less attention paid to it by the student, concentrating all its efforts on the test questions. The shell of iSpring Quiz Maker provides 23 types of questions: 11 types of evaluation questions, which can be supplemented formulas, images, audio and video files. Kinds of questions are presented in Figure 1 and 2.

Program iSpring Quiz Maker allows you to:
- Assess students as honestly and accurately with a flexible scoring system;
- Configure the same scores for the entire test or set up your score for each of the options;
- Specify the minimum number of points that you need to dial for the test;
- Set the maximum score for each question.
- To make the test more stringent conditions: set penalty points for incorrect answers;
- Consider partially correct answers to questions with multiple correct options.

To improve the efficiency of the test, you can configure the necessary rules:
- The number of attempts - you can limit the number of attempts to answer the question of the test;
- Time limit - set the time limit allowed for the answer to the question or the entire test, which will encourage students to work faster;
- Grouping of questions - set the random selection of the desired number of questions from each group;
- Sending replies - you cannot send the test results until all questions will not be marked.

You can create a database of questions for the test in MS Excel and import it directly into iSpring QuizMaker. iSpring QuizMaker allows to get the test results and use them in their work.
Teacher always aware of their students' academic performance and can improve or create new tests on topics that were difficult to understand.

The test results can be processed by:
- Send by Email, i.e. test report can be sent to e-mail the teacher immediately after the test pupil;
- Send to the server, here the teacher can obtain information about the test results directly to your server in the format of XML;
- Reports to the LMS, loading tests or surveys conducted with the support of LMS SCORM / AICC / Tin Can API and get the status of passing the test;
- Print the result, which means that after all the tasks, both teachers and students can print a detailed report on the passage of the test;
- Publication of tests and interviews. iSpring QuizMaker 7 offers a few simple ways to publish ready-made tests and quizzes. You can choose the most suitable accommodation test or questionnaire:
  - Accommodation in web, i.e. the teacher can save finished materials to the computer, and then place on a web page or blog;
  - Export in Word. Export tests in Word, to print and distribute to students on paper;
  - Loading in LMS. The teacher can publish tests and quizzes to LMS that supports SCORM, AICC or TinCan;
  - iSpring Online. Instantly upload developed tests and surveys in iSpring Online.

Thanks to the professional support of the international standards of distance education, tests created in iSpring QuizMaker, easily loaded into any LMS that supports SCORM, AICC and the Tin Can API. You can quickly place the tests used in distance learning system.

All of the above leads to the conclusion that a particular interest in online tutorials and training programs in a foreign language, the content of which are shown exercises aimed at developing abilities of professional business communication students’ language specialties. Communication and professional skills are developed and achieved through the model of the modular organization of the educational process, which is based on communicative competence, consisting of language, professional, intercultural and multimedia components. Modules grouped together around core competencies, with particular emphasis on professional competence as the basis of future professional specialist.

This in turn allows the following types of tasks:
- Tasks, enable the development of language skills. The intended use of these tasks are the formation of linguistic (language) competence of the students, the development of which requires knowledge of the structure of language, an adequate use of linguistic units in speech and their ability to relate with the national-cultural semantics. As part of the linguistic competence distinguished the following components: lexical, grammatical, semantic, and phonological.
- Tasks, enable the development of professional and business skills. The intended use of these tasks are to develop professional competence in students language specialties, development of skills to use linguistic professional business information.
- Tasks to enable the development of intercultural communication skills. The intended use of these tasks are to develop skills to establish and maintain contacts with the native language being studied, aimed at fostering intercultural competence in students language specialties.
- Tasks, enable the development of skills of Internet Users. The intended use of these tasks are to develop media competence among students.

Thus, the analysis of contextual aspects of learning language for specific purposes of students led to the following conclusions:
- Communicative orientation, complex organization and the logic of educational material in conjunction with the inter-related learning types of speech activities which contribute to the formation of the students a holistic understanding of the phenomenon under study;
- The basis for complex tasks to develop the skills of professionally-oriented reading, speaking and writing necessary to lay the functional-communicative approach of the related training kinds of speech activity. As is well known, by this approach we are implementing specific communication tasks in socially conditioned situations, professionally oriented communication and the formation of communicative competence of the future specialist.
References


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DETERMINING LINGUISTIC REFLECTION DURING CODE-SWITCHING

Abstract
The article deals with theory of reflecting the thoughts and ideas in human mind through language tools whilst changing codes from one language to another. It also touches the problems of defining the term reflection and its application in an academic field.

Key words: linguistic reflection, code-switching, meta-language, bilingualism.

Reflection is the mental process of the individual, which consists of the knowledge and the analysis of one’s own thoughts, ideas, opinion and ideas. The study subject of the reflexive linguistics theory serves as a basic repeater to the unique reflection process.

The phenomenon of reflection is one of the topical problems in modern science. The complexity of studying the reflection comes from exclusive and original character of its reality as a unique human ability to recognize oneself, to analyze ones behavior and actions, thoughts, ideas, feelings, thoughts, desires, and so on. Being one of the reasons for manifestation of many humanities, this phenomenon of the inversion of consciousness to itself promotes to differentiate “knowing” and “knowable” and, therefore, is seen as an object of knowledge. Reflection has long worried the minds of many scientists, the breadth and diversity of opinions is reduced to a common denominator - the issue today is continuing to interest the researchers, while remaining open, like one of the eternal problems of the relation of language and thought, language and society, language and intelligence, and so forth. The originality of studying the reflection is also evident from constant accumulation process of theoretical and practical generalizations and a corresponding expansion of theoretical solutions of this very complex mechanism.

The obvious evidence of a consistent trend of increasing knowledge about the reflection is language being an important means of its implementation. At the same time, largely due to the inclusion of the language the problems with reflection linguistic data appear in a different perspective and analyzed at a new level of abstraction. Mentioned approach on dealing with the language participation in the process of reflection contributes to the detection of the main means of implementation - communicative and cognitive functions of language, revealing previously unknown faces and new perspectives for further linguistic research. In this regard, one can speak of the obvious relationship between language and reflection, the two inextricably linked human activities.

Reflection is characterized by a rather expressed uncertainty of its conceptual status in the system of humanitarian concepts. It is usually considered from the perspective of various basic categories: as an object of study, a person's ability, feature, explanatory and regulatory principle of consciousness and self-awareness, determinant, comprehended in relation to its own quality of definiteness and specificity [1, 122].

Described “conceptual certainty” and polysemantic interpretation of reflection often leads to significant methodological inconsistencies - a clear indication of equivocal ideas and opinions about the