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## TEACHING A FOREIGN LANGUAGE FOR PROFESSIONAL PURPOSES: OVERVIEW OF THE EXPERIENCE OF KAZAKHSTANI TEACHERS AND METHODOLOGISTS

The study of problems of teaching a foreign language does not lose its relevance among Kazakhstan researchers in connection with the pace of development of the modern labor market. The need to participate in international scientific conferences, to study and analyze the results of scientific research presented in foreign sources, to communicate and exchange experiences with foreign colleagues have become part of today's reality for the professional development of specialists in all areas of human activity. Representatives of all kinds of specializations face these professionally significant situations, where the use of a foreign language is a self-evident condition for achieving profession-related goals and meeting professional needs. In this regard, this paper examines the problem of teaching a foreign language for professional purposes to students of non-linguistic universities in Kazakhstan. In this study, general theoretical methods of research were applied: analysis, synthesis, generalization. In the course of this research, the following results were achieved: (a) theoretical review and analysis of professional foreign language training models proposed by Kazakhstani researchers for technical, financial and economic, agro-economic profiles were carried out; (b) the principles that most closely determine the success of the process of teaching a foreign language for professional purposes have been identified and systematized; (c) a basic set of tasks and exercises to improve the effectiveness of the process of learning a foreign language for professional purposes was proposed based on the synthesis of the experience of domestic researchers.

**Key words:** foreign language education, foreign language teaching, English for professional purposes, professional communication.

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### Кәсіби мақсатта шет тілін оқыту: қазақстандық оқытушылар мен әдіскерлердің тәжірибесіне шолу

Шет тілін оқыту мәселелерін зерделеу қазіргі еңбек нарығының даму қарқынына байланысты қазақстандық ғалымдар арасында өзектілігін жоғалтпайды. Халықаралық ғылыми-практикалық конференцияларға қатысу қажеттілігі, шетелдік дереккөздерде ұсынылған ғылыми зерттеулердің нәтижелерін зерделеу және талдау, шетелдік әріптестермен қарым-қатынас жасау және тәжірибе алмасу адам қызметінің барлық салаларындағы мамандардың кәсіби қалыптасуы үшін бүгінгі шындықтың бір бөлігі болды. Мамандандырудың барлық түрлерінің өкілдері осы кәсіби маңызды жағдайлармен бетпе-бет келеді, мұнда шет тілін қолдану мақсатқа жетудің және кәсіби қажеттіліктерді қанағаттандырудың міндетті шарты. Осыған байланысты, бұл жұмыста Қазақстанның тілдік емес жоғары оқу орындарының студенттерін кәсіби мақсатта шет тілін оқыту мәселесі қарастырылады. Зерттеу жұмысында зерттеудің жалпы теориялық әдістері: талдау, синтез, жалпылау қолданылды. Осы зерттеу барысында келесі нәтижелерге қол жеткізілді: (а) техникалық, қаржылық-экономикалық, агроэкономикалық бейіндер үшін қазақстандық зерттеушілер ұсынған кәсіптік шет тілін оқыту модельдеріне теориялық шолу және талдау жүзеге асырылды; (б) кәсіби мақсатта шет тілін оқыту процесінің табыстылығын неғұрлым жақын айқындайтын қағидаттар айқындалды және жүйеленді; (с) отандық зерттеушілердің тәжірибесін жалпылау негізінде кәсіби мақсаттарда шет тілін оқыту процесінің тиімділігін арттыру үшін тапсырмалар мен жаттығулардың базалық кешені ұсынылды.

**Түйін сөздер:** шет тілінде білім беру, шет тілін оқыту, кәсіби мақсаттағы ағылшын тілі, кәсіби қарым-қатынас.

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### **Обучение иностранному языку в профессиональных целях: обзор опыта казахстанских преподавателей и методистов**

Изучение проблем обучения иностранному языку не теряет своей актуальности среди казахстанских ученых в связи с темпами развития современного рынка труда. Необходимость изучения и анализа результатов научных исследований, представленных в зарубежных источниках, осуществление коммуникации и обмен опытом с зарубежными коллегами, участие в международных научно-практических конференциях стали частью сегодняшней реальности для профессионального становления специалистов всех сфер человеческой деятельности. Представители разных специальностей сталкиваются с такими профессионально-значимыми ситуациями, где использование иностранного языка является само-собой разумеющимся условием достижения поставленных целей и удовлетворения профессиональных потребностей. В статье рассматривается проблема обучения иностранному языку в профессиональных целях студентов неязыковых вузов Казахстана. В данном исследовании были применены общетеоретические методы исследования: анализ, синтез, обобщение. В ходе данного исследования были достигнуты следующие результаты: (а) обзор моделей обучения профессиональному иностранному языку, предложенных казахстанскими исследователями для технических, финансово-экономических, агроэкономических профилей; (б) определены и систематизированы принципы, наиболее близко определяющие успешность процесса обучения иностранному языку в профессиональных целях; (с) на основе обобщения опыта отечественных исследователей предложен базовый комплекс заданий и упражнений для повышения эффективности процесса обучения иностранному языку в профессиональных целях.

**Ключевые слова:** иноязычное образование, преподавание иностранного языка, английский язык в профессиональных целях, профессиональное общение.

#### **Introduction**

In the context of growing competition in the domestic and international labor market, one of the important issues has been and remains the quality of training of future professionals who meet the requirements of modernity. Head of the State Kassym-Jomart Tokayev in his message to the people of Kazakhstan “A Fair State. One Nation. Prosperous Society” noted that the activities of educational institutions of technical and vocational education should be aimed at meeting the real needs of the modern labor market and congruent with the objectives of the new economic course of the country (Tokayev, 2022)[1]. Therefore, it is very important to provide a favorable pedagogical environment for the training of professional staff, able to function effectively both at home and abroad. According to the Concept of Development of Foreign Language Education in the Republic of Kazakhstan, in non-linguistic higher educational institutions the process of foreign language education is aimed at “training specialists who speak a foreign language as a means of establishing personal, scientific and cultural contacts with native speakers and mainly as a tool for establishing professional communication for effective exchange of experience in the future practical industrial ac-

tivity” (Kunanbayeva, 2006) [2]. To form specialists’ readiness for foreign-language communication to solve professionally significant problems, it is necessary to study the accumulated experience of teaching foreign language for professional purposes in the methodology of foreign-language education. The main purpose of such teaching process is to prepare future specialists able to carry out and build adequate communication in a foreign language, to use their knowledge to study and analyze world experience and to join the world scientific community.

Many Kazakhstani scientists and methodologists are interested in the problem of effective teaching English for professional purposes. In today’s reality, there is no need to additionally search for and prove the necessity of knowing English for successful professional activities in the context of integration and close interaction of all countries of the world. However, if we turn to the results of a survey conducted by A.E. Niyazova among graduates of Kazakhstani universities – representatives of transport, tourism, construction industry and information systems, we can see that 95% of graduates are aware of the importance of knowledge of English in the professional sphere and note the following competencies as the most important: «... the ability to make presentations and speak at symposia, confer-

ences in the specialty; the ability to establish quality interpersonal communication in the language with foreign colleagues; knowledge of professional terminology in foreign language; the ability to adapt freely in changing communicative conditions; the ability to find and use the necessary language information in the library and Internet resources.» (Niyazova, 2021: 33-34) [3]. Moreover, knowledge of a foreign language sufficient for solving professionally significant tasks is one of the important conditions for ensuring a high level of competitiveness in the eyes of employers (Zhamalieva, Elubayeva, 2018: 115) [4]. The above information indicates the relevance of the conducted and possibly planned research in the field of methodology of teaching foreign language for professional purposes.

In the studies of Kazakhstani scientists one of the main highlighted problems in the process of foreign language education in higher education is the presence of **contradiction** between the recognition of the need and importance of knowledge of foreign languages in scientific and professional activities and the insufficient development of pedagogical conditions for the training of such specialists. The successful use of foreign languages in the scientific field of activity is in one way or another largely related to the learning outcomes achieved during the study of such courses as “Foreign Language” and “Professional Foreign Language”. This interdependence is due to the fact that as a result of mastering the content of these courses, specialists have the opportunity to learn and master special scientific terminology and foreign language communication skills and competencies. **The relevance of this research** is determined by the aforementioned needs and contradictions existing in foreign language education. **The object of the research** is the process of foreign language education in Kazakhstani universities. **The subject of the research** is the process of teaching a foreign language for professional purposes to the students of Kazakhstani higher educational institutions. **The goal of the research** is to systematize and summarize the results of research conducted by Kazakhstani researchers and methodologists on the problem of teaching a foreign language for professional purposes. To achieve this goal, the following **research objectives** were defined:

- to determine the degree of study of the problem of teaching a foreign language for professional purposes in Kazakhstan’s methodology of foreign language education;

- to substantiate and systematize the factors and criteria determining the success of the process

of teaching a foreign language for professional purposes;

- to systematize and summarize the solutions proposed by Kazakhstani researchers and methodologists for the above-mentioned problem of teaching a foreign language for professional purposes.

**Theoretical significance** of this study lies in the summarization of the results of research conducted by Kazakhstani theorists and practitioners. **The practical significance** of the study lies in the fact that the results of this study can serve as a source of ideas for further research of methodologists, teachers of foreign languages and young scientists in order to deepen knowledge and improve the quality of foreign language education in higher education institutions of the Republic of Kazakhstan.

### Literature review

The main difference between teaching General English (GE) and English for Specific Purposes (ESP) lies in the students’ purposes for learning the language. Such courses as “Professional Foreign Language” or “English for Professional Purposes” are included into the educational process at Kazakhstani universities in order to give students the opportunity to acquire language skills necessary for fulfilling their future profession-related goals whereas GE course serves as a pre-requisite for those above-mentioned courses. The program of GE is aimed at providing learners with basic elements and rules of the language whereas ESP specializes in any scientific or specific field (Benchennane, 2021: 31) [5]. According to Salmani-Nodoushan M.A., the purpose-related orientation of ESP is connected with “...the simulation of communicative tasks which make students ready for real life target situations” (Salmani-Nodoushan, 2020: 249) [6]. Fitria T.N. states that ESP can be considered as teaching of the language integrated into a subject area which is important to students (Fitria, 2020: 56) [7]. This means that English for Specific Purposes is the integration of language content with the specific subject content as the name implies. L. Anthony regards to ESP as “...an approach to language teaching that targets the current and/or future academic or occupational needs of learners” (Anthony, 2018: 1) [8]. ESP focuses on such questions as “when, where and why learners need the language either in study or workplace contexts” (Basturkmen, 2010: 8) [9]. As a result of formulating the definition of ESP, Dudley-Evans and St. John

provided three absolute characteristics of ESP (Dudley-Evans & St. John, 1998: 4–5) [10]:

“ESP is designed to meet specific needs of the learner”;

“ESP makes use of the underlying methodology and activities of the disciplines it serves”;

“ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities”.

The emergence of English for specific purposes as a separate sphere can be traced back to 1960s (Ennis, Prior, 2020: 1) [11]. Among the main factors contributing to its occurrence we can highlight the years after the second world war when countries started to cooperate extensively (Gatehouse, 2001: 127) [12]. As a result of the rapid development of the international labour market and global economy the necessity of knowing the foreign language, especially English, has become particularly urgent for effective professional communication. As we all know, the paradigm of the educational process in most cases is dependent on the needs of markets, economies, cultures, and traditions which make teachers and researchers re-evaluate and re-think the existing trends and create modern forms of language teaching procedures and methods (Kováčiková, 2020: 5) [13]. Due to the professional orientation of ESP, Dudley-Evans, T. and John, M. J. believe that

GE and ESP differ because of the situations occurring in the process of teaching where foreign language teachers may act more as language consultants because of the students’ equal expert status on some specific issues (Dudley-Evans, John, 1998a: 4) [10]. K. Hyland also emphasizes that students bring to their ESP classes some knowledge of their specialist fields and this can serve as an opportunity for a teacher to create and involve students into relevant communicative activities (Hyland, 2022: 213) [14]. According to Prodanovska-Poposka V., ESP can be defined as “...a branch of applied linguistics that deals with teaching and learning English as a Second or Foreign Language, with particular emphasis on students’ academic, professional, social and cultural needs in terms of content and methods” (Prodanovska-Poposka, 2022: 128) [15]. That is why it is necessary to carry out needs analysis in order to take into consideration professional and individual expectations, needs and goals of students when constructing the content of the ESP course (Pankova, 2020: 85; Belcher, 2004: 166) [16; 17].

In order to revise the content and improve the effectiveness of foreign-language professional training of students of non-linguistic universities, Kazakhstani authors have conducted several studies on the problems of teaching English for professional purposes briefly presented in Table 1:

**Table 1** – Brief overview of dissertation works of Kazakhstani authors focused on the problems of teaching English for professional purposes of the technical, economic and agro-economic profile

	<b>Tynyshtykbayeva A.B. (1999) [18]</b>	<b>Stamgalieva N.K. (1999) [19]</b>	<b>Meiramova S.A. (2006) [20]</b>	<b>Zhylytyrova Zh.T. (2019) [21]</b>	<b>Moldakhmetova G.Z. (2000) [22]</b>
<b>Target auditorium:</b>	Students-economists of technical universities	Students of the oil profile of technical universities	Students of engineering and technical profile	Students of agro-economic profile	Students of economic profile
<b>Main idea:</b>	the introduction of a new concept of «commercial communication» as an independent and most widely applicable to all professional areas of business communication	the construction of the model of context-centered formation of professional-communicative skills in students of oil profile	the introduction of a methodical model for teaching special foreign language vocabulary for reading authentic professionally-oriented texts on engineering and technical specialties	designing an integrative learning model based on foreign language professional-integrated competence for the formation of a specialist capable of functioning in international interaction	the creation of a model for teaching informative communication on the basis of economic texts aimed at forming the skills of interpreting and generating texts

## Research methods

In order to achieve the goal of this research, the following research methods were used:

critical analysis of existing dissertation works of Kazakhstani researchers and methodologists on the problem of teaching a foreign language for professional purposes;

critical analysis of publications of Kazakhstani researchers and methodologists published in journals included in the list of editions recommended by the Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan for publication of the results of scientific activity;

generalization of the experience of Kazakhstani researchers and methodologists on the problem of research.

The choice of the above methods is conditioned by the theoretical-review nature of this research work. At the first stage of the study, the area and problem of the study were defined, the subject, object, goals and objectives of the study were determined. The second stage of the study involved the direct selection of research materials. The selection of dissertations of Kazakhstani researchers was carried out on the principle of availability of works in the National Library of the Republic of Kazakhstan. The selection of scientific publications was carried out within the framework of the issues of journals included in the list of publications recommended by the Committee on Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan for publication of the results of scientific activity. Publications were sampled from 2018 to 2022 based on the keywords “foreign language education,” “professional training,” “professional language,” “non-language university,” and “professional and communicative competence”.

## Research results

The problem of teaching a foreign language for professional purposes has interested many Kazakhstani authors. The following profiles were considered in the dissertation studies of Kazakhstani researchers: technical profile (Meiramova S.A., Stamgalieva N.K.), agroeconomic profile (Zhylytyrova J.T.), financial and economic profile (Moldakhmetova G.Z., Kulibaeva D.N., Tynshtykbaeva A.B.).

## Teaching of professionally-oriented foreign language for students of the technical profile:

Taking into account the priority of technical specialties in the educational process today, it is not surprising that most of the research is devoted to the problems of teaching foreign language to technical students. According to the results of the survey conducted by researchers of Karaganda University among students majoring in “Digital aero photography”, “Mining”, “Geodesy and Cartography”, we can see that students are aware of the importance of learning a foreign language for building a successful career and international labor market opportunities (Kopzhasarova, Beisenbaeva, Alken, 2021: 160) [23]. The need to know a foreign language at a level sufficient for independent acquisition, analysis and structuring of information in a foreign language is especially important for achieving professionally significant goals. Meiramova S.A., in her dissertation work, demonstrated a sample of building a methodological model of teaching special foreign language vocabulary for reading authentic professionally-oriented literature on engineering and technical specialties (Meiramova, 2006: 9) [20]. The author is convinced of the necessity of basing the model of teaching special foreign language vocabulary on the content of authentic professionally oriented texts, thereby providing access to interesting information on the history of physics and mathematics, as well as industry terminology in an adequate context (Meiramova, 2006:109) [20]. This position is conditioned by the need to bring the students’ learning process closer to natural communication by including authentic texts as the main source of scientific and technical vocabulary. In this research, the process of working on a text is divided into three stages: conceptual-cognitive, informational-accumulative, and communicative-professional, which subsequently flow into familiarizing, studying, reviewing, and searching phases of working on a text (Meiramova, 2006:106) [20]. As a result of the experimental research, the author managed to improve the indicators of formation of lexical skill and reading strategy among engineering students, which confirms the effectiveness of the methodological model of teaching special foreign language vocabulary for reading authentic literature on the basis of thesaurus-targeted approach. N.K. Stamgalieva presents dissertation research aimed at the development of context-centered foreign language teaching methodology as the most optimal model of professional and communicative foreign

language training of students of the oil profile of technical universities. As a result of the conducted research, the author created a model consisting of four stages. The first of which consists in the study of textual material after familiarization with linguistic material, subsequently flowing into the second stage of formation of creative reproduction of texts with reliance on their compositional and content models (Stamgalieva, 1999: 112) [19]. The third stage is focused on the formation of professional and communicative skills, implemented through a set of exercises differentiated by the skills of constructing individual components and the whole text of descriptive and narrative nature (Stamgalieva, 1999: 97) [19]. The final stage focuses on the formation and control of the formation of the ability to reproduce a scientific message (Stamgalieva, 1999: 101) [19]. The ability to reproduce a scientific message and engage in a scientific discussion can be seen as a professionally important goal in connection with the need to investigate the experience of the global scientific community. It is well known that English is one of the main languages used by scientists around the world to present their own experiences and findings to the global scientific community. The result or ultimate goal of this model is the ability to form professional-communicative skills of the students.

**Teaching of professionally-oriented foreign language for students of the agro-economic profile:** Zhylytyrova Zh.T. considered the peculiarities of modeling of foreign-language professional-integrated education for students – future specialists of agro-economic profile. This study also focused on the existence of a contradiction between the social demand for training specialists in the agricultural sector, speaking a foreign language sufficient for professional international communication and insufficient development of the training model. According to Zhylytyrova Zh.T., foreign language professional-integrated competence is a common binder for the following components: integrative metacontent-professional competence, professional-integrative speech-productive competence, professional-content-based communicative competence and functional-professional communicative competence (Zhylytyrova, 2019: 69) [21]. In connection with this statement, the author singles out foreign-language professional-integrated competence as the basis for training specialists capable of foreign-language communication with foreign colleagues in the sphere of industry-lingual communication (Zhylytyrova, 2019: 67) [21].

**Teaching of professionally-oriented foreign language for students of the financial and economic profile:** Moldakhmetova G.Z. developed a methodical model of teaching foreign-language informative communication to students of economic specialties on the basis of economic texts. The emphasis on economic texts is explained by their logical-compositional and logical-semantic structure, as well as by their saturation with terminology and structured set of key words in their associative relations (Moldakhmetova, 2000: 29) [22]. This model of teaching consists of two stages: text interpretation with step-by-step work on the economic text and text generation in the form of situationally-variable tasks (Moldakhmetova, 2000: 90) [22]. As situationally-variable tasks, the author selected the drawing up of a graphic outline, expressing an opinion in writing, making a written recommendation or criticism, creating communicative situations, role-playing and discussion. On the other hand, Tynyshtykbaeva A.B. singled out a new concept of “commercial communication” as a separate communicative professionally-oriented sphere of communication and presented a methodology for the formation of professional communication skills of “commercial communication” type for students-economists of technical universities. This methodological system is based on the theory of “communicative-functional blocks. The author determines the following range of factors influencing the success of foreign-language professional communication: the presence of need and the presence of motivational basis of communication, the degree of preparedness of communicants and the degree of formation of speech skills and abilities (Tynyshtykbaeva, 1999: 33) [18]. These factors determine the ability of a person to select the linguistic means adequate for a particular situation of communication. The learning process in the experimental part of this study is based on the models of typical situations of commercial communication for training specialists of economic profile (Tynyshtykbaeva, 1999: 151) [18]. Kulibayeva D.N. considered the modeling of intercultural-communicative professional-basic learning in the production sphere of financial profile communication at the level of secondary education of the Republic of Kazakhstan. This research is focused on students of international-type schools as part of the foreign language-oriented personal development of high school students. In this research, the professionally-oriented foreign language teaching model is divided

into two stages, namely, the preparatory stage of professionally-oriented teaching and the stage of professionally-oriented communication (Kulibaeva, 2001: 139) [24]. The first of which is aimed at mastering professional metalanguage in order to form metalinguistic, metacommunicative and intercultural-communicative skills for successful transition to the second stage focused on direct reproduction of communicative speech of polemic-argumentative type (Kulibayeva, 2001: 152) [24].

Summarizing the results of research of Kazakhstani scientists, teachers and methodologists, we have collected the following basic set of tasks and exercises to increase the effectiveness of the process of teaching a foreign language for professional purposes displayed in Table 2. In this complex, the types of “pre-stage” exercises are universal for all types of

speech activity, whereas “while” and “post-stage” exercises are grouped by productive and receptive types of speech activity. The peculiarity of this complex is that these exercises and tasks are universal for all education profiles. Most authors agree that writing and public defense of presentations, projects, and case studies on professionally-oriented topics is one of the most effective activities regardless of the future specialty of the students. This is due to the fact that this type of task is characterized by a group format of work and active speech production: expressing disagreement, opposing and developing the skill of persuasion (Sarsenbaeva, 2018: 76) [25]. Another reason for introducing these types of activities into the learning process is the development of critical thinking skills acting as a crucial part of teaching English for professional purposes.

**Table 2** – A basic set of tasks and exercises for teaching a foreign language for professional purposes

STAGES & SKILLS	PRE	WHILE	POST
<b>LISTENING &amp; READING</b>	<ul style="list-style-type: none"> <li>- brainstorming of ideas based on key words (Meiramova, 2006: 111) [20];</li> <li>- defining a topic based on suggested key words and phrases (Meiramova, 2006: 111) [20];</li> <li>- matching words/professional terminology with their definitions (Zhylytyrova, 2019: 104) [21].</li> </ul>	<ul style="list-style-type: none"> <li>- reading/listening to a professionally-oriented texts and matching with pictures (Meiramova, 2006: 120) [20];</li> <li>- completing sentences with missing words and vocabulary while reading or listening (Meiramova, 2006: 111; Zhylytyrova, 2019: 113) [20; 21];</li> <li>- searching for key words in the text and composing sentences based on the content of the text (Meiramova, 2006: 120; Zhylytyrova, 2019: 85) [20; 21];</li> </ul>	<ul style="list-style-type: none"> <li>- choosing the right answer based on the content of the listened/read professionally-oriented text (Zhylytyrova, 2019: 85) [21];</li> <li>- answering True/False/Not given type questions (Meiramova, 2006: 120) [20];</li> <li>- constructing a “semantic map” based on listened or read material (Meiramova, 2006: 120) [20];</li> <li>- content interpretation (Zhylytyrova, 2019: 85-86) [21];</li> <li>- filling in the graphical diagram on the board with the missing elements (Moldakhmetova, 2000: 85) [22];</li> <li>- matching questions with possible answers (Kulibayeva, 2001: 146) [24].</li> </ul>
<b>SPEAKING &amp; WRITING</b>		<ul style="list-style-type: none"> <li>- constructing a story or narrative essay based on supporting figures/charts of a professionally oriented nature (Meiramova, 2006: 120) [20];</li> <li>- solving a situational problem in oral or written form (Zhylytyrova, 2019:130-133) [21].</li> </ul>	<ul style="list-style-type: none"> <li>- writing and public defense of presentations, projects, and case studies on professionally-oriented topics (Zhylytyrova, 2019: 120-122; Kulibayeva, 2001: 149; Sarsenbayeva, 2018: 76; Kunanbayeva, 2006; Duisekova, Mikhailova, 2022: 28) [21; 24; 25; 2; 26].</li> </ul>

## Discussion

The main attention in the reviewed research works is paid to the search of effective ways and technologies favorable to mastering the special branch terminology. We support S.A. Meiramova’s opinion that the content of professionally-oriented

authentic texts is characterized by the saturation of their content with professionally significant terminology presented in a natural context. This point of view is also supported by G.Z. Moldakhmetova, who claims the ability of texts to organize words and word combinations into semantic classes (Moldakhmetova, 2000: 28) [22].

Providing access to authentic texts can be one of the primary conditions for the success of teaching a foreign language for professional purposes due to the possibility of implementing the principle of context-centered learning of foreign language vocabulary. In light of this statement, E. Yu. Pogozheva's idea about the potential of text materials as a booster of cognitive activity of students is a valid idea. E. Yu. Pogozheva's research focused on the peculiarities of forming communicative competence in mastering a foreign language in the conditions of Kazakhstani bilingual education among college students of pedagogical profile. When compiling the curriculum for the discipline "Professional Foreign Language", in order to increase the interest of students, the author highlighted the importance of using research assignments, as well as the inclusion of texts as a source of information from the sphere of professional interests of students (Pogozheva, 2014: 93-94) [27]. Also, both authors agree on the need to apply lexical-semantic exercises to create syntagmatic and paradigmatic connections in students' minds. Earlier, Stamgalieva N.K. developed a methodology of context-centered teaching of a foreign language to future specialists of the oil profile (Stymgalieva, 1999) [19]. The author is convinced of the effectiveness of context-centered learning in connection with the increased personal interest of students in the learning process. This is due to the fact that in this way the learning process becomes as close as possible to the future professional activity of students. One of the main components in the professional training of students is their awareness of their professional abilities, their development and compliance with the requirements of the professional sphere (Kurakbaeva, 2022: 37) [28]. This point of view is also supported in the study of Zhylytyrova Zh.T. in the framework of the professional-content-basic block, where the subject-professional texts are presented. However, Zhylytyrova Zh.T. is convinced that it is not enough to focus only on teaching specific terms and topics of professional training. Thus, the author focuses our attention on the significance and difference between the functional-professional communicative competence and the professional-content-based communicative competence. The first of which focuses not only on knowledge of terminology, but also on the specialist's ability to promote one's ideas, defend one's positions, and present one's point of view (Zhylytyrova, 2019: 70) [21]. That is, as a result of mastering this competence, the specialist will be able to use

language units in accordance with the peculiarities of the situation and context.

Recent research works in the field of teaching a foreign language for professional purposes identify three main **principles** for the successful teaching of a professionally oriented foreign language course:

**professional-problem orientation:** the learning process consists of situational tasks aimed at solving professionally significant problems;

**professional and communicative orientation:** exercises and tasks used in the learning process are aimed at developing productive speech skills;

**authenticity:** maximum approximation of the learning process to the real environment of application of a foreign language in conditions of foreign-language professional communication.

Building the educational process on the basis of these principles can give us an opportunity to create favorable pedagogical conditions for building an effective educational process aimed at the formation of foreign language professional and communicative competence of students of non-language universities. Successful implementation of these principles also depends directly on the preparedness of the teacher. As noted by G. O. Rakhimbekova, Zh. A. Kussainova and G. M. Tulekova, teachers who are engaged in teaching English for professional purposes are supposed to have deep knowledge of the content of the discipline itself in addition to the sufficient language proficiency in order to be able to answer students' question and support them when necessary (Rakhimbekova, Kussainova, Tulekova, 2022: 65) [29]. In this connection, D. K. Raikhanova, G. M. Kassymova, also highlight the need for students to know the content of the course in their native language and believe that it is more appropriate to include the course "English for professional purposes" into the program of the final years of study at the university when students are supposed to write their diploma works and realize the importance of foreign language proficiency (Raikhanova, Kassymova, 2020: 432) [30].

## Conclusion

The purpose of this article was to systematize and summarize the results of research works conducted by Kazakhstani researchers and methodologists on the problem of teaching a foreign language for professional purposes. Thus, the analysis of theoretical and scientific-methodological development of issues of teaching



a foreign language for professional purposes in the Kazakhstan methodology of teaching foreign languages allows us to justify the relevance of the chosen field of research. The following results were achieved during the research of accumulated experience in the practice of teaching a foreign language for professional purposes:

dissertation works and publications of Kazakhstani researchers and methodologists devoted to the problems of teaching a foreign language for professional purposes were analyzed;

the principles that most closely determine the success of the process of teaching a foreign language for professional purposes were identified and systematized;

solutions proposed by Kazakhstani scientists and methodologists for solving problems of teaching a foreign language for professional purposes were systematized and generalized.

Summarizing the experience of Kazakhstani researchers and teachers in studying the process of teaching a foreign language for professional purposes, we can present the following conclusions and recommendations for modeling and implementing the learning process at the university:

Building the learning process on the basis of authentic materials to ensure access to scientific and professional terminology presented in a natural and adequate professionally significant context;

The use of authentic texts to implement the principle of context-centered learning and ensure

the cognitive interest of students in the process of learning English for professional purposes;

The use of a thesaurus-target approach in teaching foreign vocabulary for the effective presentation and systematization of professionally significant vocabulary, taking into account the features of the professional metalanguage;

Modeling and inclusion of business communication situations in the learning process in order to form communicative skills for professionally adequate communication.

However, in order to truly be able to provide a full picture of the process of teaching English for professional purposes at Kazakhstani universities, more research is needed. This study only covers the research results connected with technical, agro-economic, financial and economic profiles, leaving aside other spheres. Based on the conclusions made by researchers and teachers of foreign language education, it can be stated that despite the limitations in the reviewed studies, such as the lack of a language environment and the short duration of studying courses such as “Foreign language” and “Professional foreign language” in non-linguistic universities, we can assume that in order to meet the public order for the training of specialists who speak a foreign language at a level sufficient to solve professionally significant tasks through English, it is necessary to competently model the process of foreign language education, with the possibility of taking into account the above-listed provisions and recommendations.

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