

4 PEDAGOGY AND EDUCATIONAL METHODOLOGY

ПЕДАГОГІКА ЖӘНЕ БІЛІМ БЕРУ ӨДІСТЕМЕСІ

ПЕДАГОГІКА И МЕТОДИКА ОБРАЗОВАНИЯ

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UPDATING THE FORMATION OF PROFESSIONALLY SIGNIFICANT SKILLS AS A COMPONENT OF PROFESSIONAL TRAINING OF SPECIALISTS IN IMPROVING TEACHING METHODS

Abstract

The article justifies the importance of improving and enhancing the entire education system in Kazakhstan through specific measures to improve the quality of staff training, including foreign language specialists. Both practical, educational, and developmental goals should be set for foreign language learning. It is necessary to pay special attention to the correct definition of learning goals and their alignment with teaching methods. Failure to adhere to these principles can lead to formal assessments of learning outcomes and subjective evaluations based on expectations rather than real achievements. The goal of the article is to discuss foreign language teaching in universities and the prospects of its future development. Among the main shortcomings of the methodological concept of academic courses, regardless of their time period, is a one-sided approach to interpreting and solving key methodological problems. The article analyzes problems related to the correlation and interaction of different types of speech activity during learning, motivation for mastering a foreign language, the organization of linguistic material, its assimilation, and the role of the native language in the process of learning a foreign language at various stages of education.

Key words: system improvement, staff training, educational goals, speech activity, organization of speech material.

Introduction

The issue of goal setting in foreign language teaching is one of the most pressing, as unclear and inadequate learning objectives can lead to incorrect assessments of results and self-deception. Considering the many ways of learning foreign languages, today the most realistic “basic” variant is learning a foreign language. This basic course should provide students with a reliable foundation for language proficiency at a communicatively sufficient level and prepare them for further study and independent mastery of the language after university in various conditions. There is a need to reconsider the role of the auditory channel in foreign language study at university. Ignoring for a long time the positive role of other channels in the analyzers leads to an artificial divide between oral and written forms of speech (reading and writing). Relying solely on auditory-motor memory reduces the effectiveness of language learning: many students cannot firmly retain material even after

repeated exposure. They attempt to fix a new word or expression using their own spelling, which distorts pronunciation and meaning. The principle of oral-based instruction from schools negatively affects the content side of reading. In this case, reading often becomes a formal task, consisting of recognizing familiar words in the text without a deep understanding of its content, which leads to unfounded guesses. Ignoring analytical work on difficult parts of a text encourages a superficial, approximate understanding of it. Reading, as a specific type of communicative activity, plays a special role at various stages of mastering the English language, which is why every modern English teacher includes reading exercises in their lessons [1].

Materials and methods

When using a combination of approaches in organizing language material, it cannot be considered methodologically justified to reduce all teaching of oral speech to mastering language structures, i.e., its grammatical side. A structural approach to speech teaching makes everything artificial and formal, hinders the development of the content side and students' ability and desire to communicate in the language. This negatively impacts interest in the foreign language, which is why students often find language lessons boring and uninteresting. Methodological literature has long proposed the idea of combining two approaches in organizing language material: structural-functional and situational-thematic, which allows for mastering thematically connected, situational speech from the very beginning, based on a sufficient number of structural patterns with specific functional content—such as the names of objects or people, locations, actions, or activities. Through situational exercises, students not only master the use of words in typical situations but also their semantic features, which form the conceptual basis of lexical meaning. The use of situational exercises should be combined with the repetition of semantic rules and their consolidation. The unique feature of a situational exercise is that it has a practical orientation, but solving it requires specific subject knowledge. An essential and important element of such an exercise is a problem question formulated in a way that motivates the students to find the answer [2].

Main provisions

In improving teaching methods, phonetics and grammar in vocabulary play an important role, as they are three interacting but autonomous systems that make up the structure of any natural language. However, from the perspective of closure, these linguistic systems differ. While the phonetic system is fully closed, the grammar system can be considered finite with a lesser degree of certainty. As for vocabulary, it is both an open system and, in essence, infinite. Therefore, the problem of selecting the minimum vocabulary, which is objectively difficult, is still insufficiently studied, and the results of selective work by methodologists are unreliable and incomplete. The methodological toolkit should be sufficiently autonomous to not depend on the teaching method but flexible enough to respond to social demands and program objectives.

According to I.L. Bim, two main goals can be identified in teaching grammar: first, to teach students to correctly structure their spoken utterances, focusing on the content; and second, to teach students to recognize grammatical phenomena in reading and listening, focusing on extracting meaningful information [3].

The issue of selecting and compiling the minimum vocabulary needs attention. Textbook content is weakly differentiated between active and passive vocabulary. Unfortunately, there is no officially established minimum vocabulary for foreign language learning. This should not be limited to the concept of a word in linguistics. From a methodological perspective, in terms of rational use of language units, the term “unit of the vocabulary minimum” should refer to:

1. A word with a single meaning.
2. A lexical-semantic variant of a polysemantic word.
3. Homonyms.
4. A complex lexical unit, such as a phraseological unit, which is not a sentence.
5. A noun phrase.
6. A toponym or geographical name.
7. An anthroponym.

8. A pragmeme.
9. An abbreviation.

The teacher's role in compiling the vocabulary minimum is significant, and this activity takes place during practical classes. Mastering the principles of terminological word formation frees students from much mechanical memorization, develops the ability to generalize and semantize linguistic phenomena, and fosters a sense of linguistic analogy and informed guesswork [4]. In the modern world, the vocabulary minimum has increased to several thousand words. This expansion includes lexical units traditionally not included in the dictionary. It is argued that words considered to be "grammaticalized" (e.g., articles, prepositions, conjunctions) should be excluded from the vocabulary minimum. These words have high frequency in real learning programs, but their frequency depends on the text's author or the creator of the reading materials. Therefore, these words are methodologically irrelevant as they essentially become subject to selection. The focus of the teacher's selective work should be on truly significant words. There is an ongoing issue with approaches, principles, and procedures for vocabulary selection. A range of approaches has been developed in methodology for selecting language material to build a foreign language course in various educational institutions, including universities.

Results and discussion

The use of comprehension-checking methods is an effective way to assess reading comprehension. Teaching foreign languages in an oral format, assuming a certain sequence in the mastery of students' expressive and receptive speech skills, ensures recognition and understanding when reading material that was previously learned in oral speech. Recognizing grammatical forms is easier, as it occurs through formal external signs, and the extent of recognition depends on the presence of phrase stereotypes in memory. Phonetic difficulties have the least impact on comprehension, as even poor pronunciation allows for understanding a text. The most important aspect of text work is lexical skills, which allow for recognizing the learned vocabulary in various contextual situations and associating it with a specific meaning, as well as distinguishing similar-looking and sounding words. Often, translation helps clarify this, as it is the most objective indicator of comprehension correctness. It has been noted that the process of comprehension has become a subject of study in language teaching methodology, as evidenced by articles dedicated to this topic in methodological dictionaries. For instance, M.R. Lvov explains: "Reading comprehension assumes that students understand the meaning of each word, nuances of meanings, figurative meanings, each sentence, the overall meaning of the text, its theme, and main idea." [5]. The scholar formulates the methodological criteria for comprehension: a) performing practical actions based on understood material; b) the ability to verbally express the understood material, logically reconstruct it, prove and justify it.

Translation, as a current method, can be viewed from different perspectives: as a type of speech activity and its result, as a means of mastering a foreign language in the process of developing skills and abilities, and as a method of checking the accuracy of comprehension. It is known that when switching between the native language system and a foreign language system, the first one does not exclude itself; on the contrary, it sometimes aids in the development of foreign language skills. It has been proven that the rational use of comparison and translation methods significantly activates higher nervous activity. When discussing translation as a type of speech activity and its result, the development of this activity requires forming students' knowledge of translation techniques, as well as skills and abilities in translation. Translation should be used more as a means of developing language skills and checking comprehension accuracy than it currently is. We cannot agree with the opinion that mastery of a foreign language without translation can only be achieved by excluding translation from foreign language teaching. Since translation activity is based on language communication, it is logical to aim to create a theory of translation activity based on the methodology of foreign language teaching, addressing categories traditionally studied within the field of linguodidactics, such as speech activity, interference, background knowledge, etc. As a result of the interaction of various factors, a linguistic approach to translation emerges [6].

The lexical component is one of the methodologies, particularly in lexical skills. It can be defined as the images of words and word combinations stored in students' long-term memory and recognized during reading as familiar objects. The need to create and preserve the lexical component in students'

long-term memory when teaching reading is confirmed by methodologists. This lexical component includes, first, active vocabulary, i.e., lexical units accumulated in students' active vocabulary during the learning process, recognized during reading and used in speech; second, receptive vocabulary, i.e., vocabulary that students can recognize during reading but do not actively use in speech; and third, potential vocabulary, i.e., lexical units whose meaning is understood through knowledge of word formation and word composition principles in the foreign language.

The lexical component is formed, refined, and stabilized simultaneously with the development of reading skills, which undergo several stages: from introductory to standardizing the creation of templates and, finally, to the variable stage. To ensure that the lexical component functions at the highest level achievable in university conditions, it must be formed through exercises that align with its structural-functional characteristics. All types of speech activities play an enormous role in mastering vocabulary, yet most researchers agree that texts, especially written ones, play a dominant role in this process [7].

One of the methodologies in foreign language teaching is expressive speech activity, which operates based on the universal mechanism of speaking. General functional mechanisms work on the basis of memory, preliminary synthesis, and comprehension. Therefore, when teaching monologic speech in a foreign language, it is essential to accumulate isolated language tools in students' memory, create possible utterance templates with various compositional-semantic structures, and develop the ability to solve new speech-thinking tasks in new communication situations.

Operational mechanisms include operations of comparison, selection, combination, substitution, and structuring. Therefore, when solving communicative tasks, both within micro-monological utterances and at the level of entire monologues, students must be able to select necessary language tools, link them to the intended message, combine and reorganize existing speech material. Analysis of concepts in the field of speech exercise theory, aimed at teaching foreign language speech, allowed us to select the most optimal typology for monological speech, proposed by S.F. Shatilov, which includes three types of exercises: non-communicative, conditionally-communicative, and communicative [8].

Grammar-Translation Method (Lexical-Grammatical, Traditional Method): According to this method, language proficiency is achieved by memorizing a certain number of words and learning grammar. The learning process involves students gradually studying various grammatical structures and expanding their vocabulary. Textbooks used in this method present artificial texts, where the emphasis is not on the meaning of what is said but rather on how it is said.

The lexical-grammatical method focuses on teaching language as a system consisting of four main components: speaking (oral speech), listening (auditory comprehension), reading, and writing. The greatest attention is given to text analysis, writing essays, dictations, and summaries. Additionally, learners must master the structure and logic of the foreign language, being able to compare it with their native language and understand their similarities and differences.

Communicative Method: The primary goal of this method is to teach individuals to interact with others in the target language, which involves all forms of communication: speech, writing (both reading and writing skills), listening, and understanding spoken language. This is best achieved by teaching individuals in natural conditions – natural in terms of common sense. For example, a question from the teacher “What is this?” while pointing to a chair, is considered natural only if the teacher genuinely does not know what the object is, and so on. The modern communicative method combines many approaches to teaching foreign languages.

Immersion Method (Sugesto-pedia): According to this methodology, one can learn a foreign language by becoming another person – a native speaker – during the period of study. This is done to allow individuals to fully adapt to the new environment, relax, and express themselves, making their speech and language skills as close as possible to that of a native speaker.

Silent Way Method: Language knowledge is initially inherent in the person, and the key principle here is not to interfere with the student or impose the teacher's viewpoint.

Audio-Lingual Method: At the initial stages of learning, students repeatedly listen to and repeat phrases after the teacher. Once pronunciation reaches the required level, students are allowed to insert phrases of their own, but the process still focuses on repeating what was heard.

Analysis of Exercises in Existing English Textbooks: The analysis identified the following types of exercises. Exercises focusing on vocabulary and grammar that can be viewed as material for teaching speaking at the sentence level:

1. Exercises using letter, number, or symbolic codes designed to train and develop code-breaking skills. Such exercises help develop analytical thinking and logical abilities.
2. Questions related to materials read in textbooks, informational texts, and texts listened to. These questions are intended to check comprehension of the material.
3. Questions related to the topic being studied in the lesson, as well as those concerning the students themselves, which should form part of the speaking program. Some questions follow a logical sequence, while others present a random set of questions on the topic. In these exercises, students modify the questions rather than create their own speaking program, even at the sentence level.
4. "Perform the task!" exercises are divided into two groups: a) tasks that indicate the general direction of the speech; b) tasks in which key points of the speech are defined. These exercises provide students with some guidance regarding the content and structure of their speech.
5. Situation exercises and exercises including key words. Including such exercises in textbooks is advisable. However, the textbooks examined did not provide enough focus on performing these exercises well and teaching the fullness of composition and coherence in speech.
6. Exercises including logical schemes of utterances, though these cannot be used as the analysis of the textbook showed that such schemes, as well as recommendations for their creation, are absent.

Table 1 – Teaching methods

Type of Class	Content	Application
Lecture	The teacher shares knowledge from the field and provides detailed information.	Used in group learning settings.
Report	A presentation before an audience.	Presentation of information at a conference.
Demonstration	A subject is shown using visual aids.	Items, pictures, or situations are used during lessons to demonstrate how they work.
Question-Answer	Subject-related questions posed by the teacher to the group.	Used to check students' understanding.
Independent Reading	Reading outside the classroom.	Self-study of material in-depth.
Seminar	Discussion of questions with opportunities for presentations on the subject to further develop knowledge.	Students must think critically and participate in discussions.
Discussion	A type of seminar where a discussion takes place under the general supervision of the instructor	Discussion techniques and group behavior observation methods are applied
Brainstorming	A creative discussion that generates more ideas for solving a particular problem	Creative approach. New ideas. Decision-making. Group learning and a spirit of competition
Simulated Exercises	The group is given a model environment without a model of activity. The group must find the correct (optimal) solution, known only to the instructor	Determining human behavior and their interaction in a specific simulated situation
Group Training	The group must follow instructions strictly to practice skills and abilities	Acquiring skills and abilities in a specific area through completing sequential tasks and actions aimed at developing the required skill

Continuation of table 1

Case Study Analysis	Students are asked to analyze a real-life situation, the description of which reflects not only a practical problem but also activates a set of knowledge to be acquired in solving the problem. The problem does not have a single solution	Helps each student clarify their own viewpoint, fosters initiative, and develops communication skills and the ability to use their intellect
Note: Compiled by the author.		

Table 2 – Levels of decision-making in choosing teaching methods

Decision-Making Level	Name	Characteristics of the Decision-Making Level
Simple	Stereotypical Decisions	The instructor prefers a strictly defined set of solutions regardless of the goals, tasks of the teaching, the content of the subject, or the characteristics of the students. According to the presented classification, the instructor most often uses non-simulated AMS (Active Methods of Study).
Intermediate	Spontaneous Decisions	The instructor actively tries to use different methods considering existing conditions, the time allocated for studying a particular topic, but does so spontaneously based on trial and error. The choice of a new method lacks scientific and often practical justification. According to the presented classification, the instructor uses separate types of simulated and non-simulated AMS.
Complex	Rational Decisions	The selection of AMS by the instructor is scientifically justified and fully in line with the designated criteria. According to the presented classification, the instructor uses a combination of simulated and non-simulated AMS on a systematic basis.
Note: Compiled by the author.		

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КӘСІБИ МӘНДІ DAҒДЫЛАР ҚАЛЫПТАСТЫРУДЫ ЖАҢАРТУ – МАМАНДАРДЫ ДАЯРЛАУДЫҢ ӘДІСТЕМЕСІН ЖЕТІЛДІРУДІҢ МАҢЫЗДЫ КОМПОНЕНТІ

Андатпа

Мақалада Қазақстан Республикасындағы білім беру жүйесін жетілдірудің маңыздылығы, оның ішінде шет тілдері мамандарын даярлауды сапалық деңгейде арттыру мақсатында қабылданатын нақты шаралар негізінде дәлелденеді. Шет тілдеріне оқытуда практикалық, сондай-ақ тәрбие мен білім беру мақсаттарын айқындау қажет. Оқыту мақсаттарын дұрыс қою және осы мақсаттарға сәйкес әдістемелерді қолданудың маңыздылығы атап өтіледі. Бұл принциптерді сақтамау оқыту нәтижелерін формальды бағалауға және нақты жетістіктерге емес, күтулерге негізделген субъективті бағалауларға әкелуі мүмкін. Мақаланың мақсаты – жоғары оқу орындарында шет тілін оқытудың мәселелерін талқылау және болашақта оның оқытылу перспективаларын қарастыру. Оқыту әдістемесінің негізгі кемшіліктерінің бірі – әдістемелік көзқарастың біржақты түсіндірілуі мен шешілуі. Мақалада шет тілін үйрену барысында сөйлеу әрекеттерінің түрлі түрлерінің арақатынасы мен өзара әрекеттесу мәселелері, шет тілін меңгеруге деген мотивация, тілдік материалды ұйымдастыру мен оны меңгеру, сондай-ақ ана тілінің шет тілін меңгерудегі рөлі талданады.

Тірек сөздер: жүйені жетілдіру, кадрларды даярлау, білім беру мақсаттары, сөйлеу әрекеті, тілдік материалды ұйымдастыру.

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АКТУАЛИЗАЦИЯ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНО ЗНАЧИМЫХ НАВЫКОВ КАК КОМПОНЕНТ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СПЕЦИАЛИСТОВ В СОВЕРШЕНСТВОВАНИИ МЕТОДИК ОБУЧЕНИЯ

Аннотация

В статье обосновывается важность улучшения и совершенствования всей системы образования в РК при осуществлении конкретных мер для повышения качественной подготовки кадров, в том числе и специалистов иностранных языков. Должны быть поставлены как практические, так и воспитательные и образовательные цели обучения иностранным языкам. О необходимости уделять особое внимание правильному определению целей обучения и соответствию методики данным целям в условиях обучения. Несоблюдение этих принципов может привести к формальным оценкам результатов обучения и необъективным оценкам, основанным на ожиданиях, а не на реальных достижениях. Цель статьи – обсуждение вопросов обучения иностранному языку в вузе и перспективы его преподавания в будущем. Среди основных недостатков методической концепции учебных курсов, независимо от их датировки, можно выделить односторонний подход в толковании и решении ключевых проблем методического подхода. В статье проанализированы проблемы, включающие в себя вопросы соотношения и взаимодействия разных видов речевой деятельности в процессе обучения, мотивации в овладении иностранным языком, организации языкового материала и его усвоения, роли родного языка в процессе освоения иностранного языка в различных стадиях обучения.

Ключевые слова: совершенствование системы, подготовка кадров, образовательные цели, речевая деятельность, организация речевого материала.