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*Kulakhmetova Mergul, Anesova Albina, Sakharieva Aigul***ESP TEACHING FEATURES IN KAZAKHSTANI HIGHER EDUCATION**

*One of important issues of the pragmatic aspects of foreign language teaching is a practical mastery of a foreign language. Increased interest in the English language in our country was marked by the introduction of new disciplines as English for specific purposes, for academic purposes and so on. The special status as lingua franca acquired English due to the emergence and enlargement of international organizations and enterprises in our country. However deficient curricula and programs, as well as the lack of specialists and appropriate scientific and methodological support led to some deviations in the teaching of these disciplines.*

*The process of updating the content of education requires a thorough analysis and critical reflection on past experience. The conceptual approach to learning a foreign language for specific purposes is one of the factors in the successful acquisition the English language with a view to deepening and development of professional education. Is the discipline as well as the concept English for specific purposes the same as a professionally-oriented English language? Analysis of the survey conducted among the third year students of Pavlodar state university named after S. Toraigyrov, demonstrates the fact of the need to teach some subjects in English, taking into account the features of national and regional peculiarities of the educational process. Comprehension of importance of this discipline comes with years and experience of reassessment. In this article based on the experience of our university we would like to review some of the factors influencing the success of teaching English for specific purposes.*

**Key words:** *English for specific purposes, professionally-oriented language, foreign language.*

**Статтю подано мовою оригіналу**

With the introduction of the compulsory discipline “professionally-oriented foreign language” in the country’s universities, sufficient time has passed for summarizing some results and analyzing the success and shortcomings that arose in the course of studying and teaching. Like any new phenomenon, the process of approbation of this discipline is experiencing both ups and downs. The goals, tasks of the discipline, as well as the methods of their implementation, still do not constitute a conceptual unity. From university to university, not to mention different countries, both developed and developing, the goals, the tasks of this discipline are different. First, there is a need to clarify the conceptual difference between professionally-oriented English and English for specific purposes, the so-called ESP (English for Specific Purposes).

ESP and professionally-oriented English language (POEL). As in any science, in linguodidactics a large number of terms appeared, which arise with the accumulation of experience and the trends of time. So, it would be natural to understand such concepts as a professionally oriented foreign language and a language for specific purposes. It would seem that at first glance the terms are sufficiently clear and even synonymous, the goals, tasks, and sometimes methods impose on some conceptuality of the discipline, including the content of these terms. Against the backdrop of the discussions that appear on the pages of scientific and methodical foreign journals (IJAL, International Journal of Applied Linguistics, etc.), there is a diversity and separateness of views on this issue. In only English-language scientific articles and sources there are also ESP, LSP, EOP, EAP, LAP, EGP, etc. How to understand this wide range of disciplines, the purpose of which is the development of the English language, whether professional or specific. We, the Kazakhstani scientists, should have clarified some weakly defined differences with regard to our education system.

First of all, it must be emphasized that ESP in the context of the development of English as a foreign language in many countries of the world and in our country has taken a worthy and confident position as a highly demanded discipline. From the point of view of linguodidactics, it increasingly requires attention to itself also from the point of view of the local specifics of teaching. So, if we analyze one of the directions of linguodidactics in the promotion of the English language in the world society, then we must assume that the English language for specific purposes arose as a natural necessity in the expansion of professional communicative goals and competencies in the countries affected by the active migration processes of the late 20th century and to present day. Having arisen as a vital necessity, ESP originates from the 60s of the last century. According to T. Hutchinson and to A. Waters [8], “ESP was not a planned or sequential change, but rather a phenomenon that arose as a result of a set of circumstances and trends”. The founder of this term, Hutchinson, together with Waters, means ESP as teaching a specific language as a part of linguistics, teaching discourse analysis, like all types of speech activity, teaching the situational language, i.e., communicative and professional dialogues, situations. According to them, this discipline is personally-oriented, i.e., teaching methods focus on the student’s personal interests and motivation.

In turn, Dudley Evans and St. John, 1998, giving a characterization of ESP, single out such concepts as absolute and variational definitions. According to their opinion, ESP defines students’ specific needs, uses specific methods and actions for its study, focuses on language features like grammar, vocabulary, various types of speech activity, discourse and genre on the one hand and can be the prerogative of specific disciplines, methods from General English can also be used in certain pedagogical situations, most often can be applied when teaching both the older age group (people of mature age), and the average and advanced. It is important to note here that the founders of this trend in the teaching English offer this course to students with the experience in the specialty. Also, ESP requires basic knowledge of English [3].

More modern works by foreign authors come to the thought of language in context, rather than in teaching grammar and language structures. This, according to the authors [5], will satisfy the needs both in economic professions, and in tourism and business management and others. They argue that English for specific purposes will not be taught as a subject separated from the students' real world. Instead, it is integrated into a subject matter area important to the learners.

Laurence Anthony, analyzing Dudley's hour-long speech in Japan about the importance of ESP, undoubtedly makes an important conclusion about considering English for specific purposes as an approach or method of teaching. Or, Laurence refers to Hutchinson, this is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning [1]. Moreover, the developers of the ESP at the dawn of its introduction emphasized the age factor, according to which students, as a rule, are people without language training, but with experience not only of studying but also of long working practice. Practical knowledge, according to them, will contribute to teaching English for professional purposes. Knowledge and knowledge of terms, equipment and other professional prerequisites, as well as a wide stock of professional vocabulary and professional communication, is designed to facilitate the mastery of English even at a more mature age. Although, the authors emphasize the need for a systematic and increased concentration of attention, which requires learning a new discipline and duration in time, the so-called lifelong learning. Whereas in our republican higher education system, professionally-oriented English is taught with students who do not have experience and practice in the profession. And, therefore, young people who do not know the minimum terminology apparatus, not to mention practical skills.

To a number of authors who support the idea of teaching ESP in mature age, is Gatehouse Kristen. Referring to Cummins (1979) and Carter (1983), Gatehouse does not agree with their opinion that ESP is a separate subject. On the contrary, to the two skills, according to the theory of Cummins: the basic skills of interpersonal communication and the cognitive academic language, designed meaningfully with a certain base of language competencies to be able to use the academic language, he complements the third – language of everyday informal conversation for effective communication regardless of professional context. Thus, the goals and tasks associated with the use of the language by everyday communication in an informal setting of bachelor students coincide with the directions of the ESP.

Summarizing the analysis results of only a part of the works of foreign authors of the training of the ESP, it should be noted that here we see the main principles and methods are based on an inductive world view, whereas the focus on deductive methods inherited from post-Soviet times remains the prerogative of the Kazakhstani system of teaching in higher educational institutions. It is assumed that young people, having received a certain amount of terminological bases of future specialization, will be able to apply them easily in teaching English [6]. One can only assume how rational it will be in practice, the results of which are possible only after a certain time after the interview of young specialists.

Needs analysis at the ESP program and syllabus/research methods. The program and syllabus of the discipline "Professionally-oriented English" were founded and developed by universities in accordance with the requirements of the State Compulsory Standard of Education of the Ministry of Education and Science of the Republic of Kazakhstan in 2011. According to this document, this discipline assumes differentiated teaching of 2 credits by the departments of "Foreign Languages" and "specialty" departments. Ideally, tandem training has many advantages, in terms of both linguistic and professional training of young professionals. The integrated training in the basics of discipline, the introduction of the terminology of the specialty in the language of study, with elements of the business language and professional communication, looks advantageously theoretically. In practice, unfortunately, there is often a reverse process or a painful adaptation of the program.

Focusing on the study of students' motivation in studying this discipline, we organized a survey of 3-year students. By the method of a certain sample to the survey it was decided to attract 120 students of the third course of machine building, chemical-technological, humanitarian-pedagogical faculties. The students of this group had some experience in training, they could tell about expectations in the training of this discipline, analyze and give a mature assessment of the teaching of the discipline "Professionally-oriented English", and also express their wishes and recommendations.

The purpose of the survey was to study students' requests, motivation to study this discipline, to learn an objective assessment of teaching.

Students were asked to answer a few open-ended questions. The content of the questions covered various aspects of the teaching of this discipline. On the first question: "What were your expectations for the discipline "Professionally-oriented English"? How did they come true?" 21% of the students did not answer, 25% of the students expressed dissatisfaction with the real results and 54% of the students noted a different degree of satisfaction: from "very pleased" to the short "satisfied". Several respondents expressed an unsatisfactory opinion about the level of English proficiency with the teachers of the "specialty" departments. Also, we paid attention to the uniformity of the teaching methodology, the inadequacy of the content of the training material in terms of complexity and volume.

The second question of the questionnaire: "What is your opinion on the content of the taught discipline by the teachers of the two departments? Did it correspond to the syllabus?", most of the students answered that it corresponds. However, the students' opinion, to our surprise, was divided into those who were not satisfied with the content offered by the programs of the various departments – about 5%, those who felt that they were not ready to

learn the terminology in English, because do not have enough knowledge on this subject – 11%, those who felt that they do not have work experience and did not practice in their specialty, therefore they do not understand why they need this discipline – 13% and, finally, those who answered the indifferent brief “yes” – 61%. Approximately 10% of respondents believe that it is not necessary to share the teaching of this discipline. According to them, they would prefer, if the discipline was conducted by teachers of the “Department of Foreign Languages”.

Apparently, there is a huge need to refine the content of this discipline, study the students’ motives, analyze the demand market and other important criteria that should be taken into account when developing the content of the discipline program.

The third question concerned the provision of educational material for students in this discipline. The answer was expected, almost 84% of the students answered that it would be nice to have certain textbooks or learn from the sources of language-speakers. Many answered that the material is brought by the teachers themselves, handing out copies or other distributing didactic material, often using Internet resources.

To the question: “Have there been shortcomings in the teaching of this discipline, in your opinion?”, the majority of the respondents answered that they were not. Nevertheless, 4% of students expressed the opinion to put this discipline on schedule in one day, i.e., not to distribute on different days of the week. Apparently, the respondents had in mind the conceptuality of teaching this discipline. Other 16% of students correctly noted the language competence of the specialists of the specialty departments and considered the need for this discipline to be conducted by specialists with language knowledge.

To the question: “Was there an opportunity to realize oneself on this discipline?” most responded with a short “yes”, 34% answered “no” and 12% answered “almost”. Some wrote that the system of knowledge assessment was not clear.

The last point of the questionnaire was to write wishes, recommendations and suggestions for this course: “What would you improve or change for this course?”. 8% of respondents considered it necessary to improve the program of this discipline. About 39% wanted to improve first the basic English language. 21% wished administration to give more lessons for this discipline, motivated by the vital necessity and relevance of this course, 11% of students wanted the course to be taught by foreign language teachers, 12% of students recommended to use interactive teaching methods, i.e., to improve the teaching methods, 9% – did not want anything.

Having analyzed the results of the survey, we came to the conclusion about the need for a deeper study of the process of teaching the discipline “Professionally-oriented English”. A large percentage of those who answered questions negatively or indifferently shows still a certain immaturity of the students. Insufficient basic knowledge of 1-year students in English even after 2 semesters of 6-credit training leads to uncertainty and passive attitude to the course as a whole. One of the reasons for the low level of basic knowledge is the low level of knowledge of a foreign language by graduates of schools and secondary vocational schools. The lack of practical experience in the future specialty leads to indifferent attitude of students towards this course, there is a low motivational aspect. Weak scientific and methodological supply of the course, not always high methodological and pedagogical professionalism and the language level of subject specialists raise doubts about the importance of the course itself for students.

Despite the negative elements, students do not lose hope for improving teaching methods, revision of programs and syllabus. It is encouraging that some percentage of students understands the importance of professionally-oriented training in English and hopes to increase the number of credits on the course.

One of the important and at the same time indisputable aspects of teaching this discipline is the importance of its management by specialists only of a foreign language. This issue, discussed by foreign experts of the ESP has reached a certain value, which is expressed by the non-necessity of teaching by a specialist who does not know the linguistic methods of teaching the language, to conduct this course. Teachers of English can deal with it with full responsibility. The authors of these works note that “ESP practitioners may not really need as much specialist knowledge as is has been assumed but knowledge of how language is used in different situations. For instance, Business students do not expect a Business English teacher to know how to run a business. They expect knowledge of the skills and the vocabulary used in Business” [4].

In conclusion, we would like to draw attention to the problems that arose during the teaching of the discipline “Professionally-oriented English”. With the acquisition of greater autonomy in the independent development of educational programs by higher educational institutions, not to mention syllabus, there is a need and the possibility of taking into account the objective observations and opinions of the teaching staff, as well as the wishes of students and other learners to improve the teaching of this course.

Carrying out the research and analysis of the teaching process, analysis of the students’ opinions, through questioning or survey, we educate the younger generation to be thoughtful, responsible specialists, which is so lacking in the modern higher educational system of the republic.

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**Кулахметова М. С., Анесова А. Ж., Сахарієва А. Ж. Особливості викладання англійської мови для спеціальних цілей у системі вищої освіти Казахстану**

Одним із важливих питань прагматичних аспектів викладання іноземних мов є практичне володіння іноземною мовою. Підвищений інтерес до англійської мови у нашій країні знайшов реалізацію у запровадженні нових дисциплін, таких як англійська мова для спеціальних цілей, для академічних цілей тощо. Спеціальний статус *lingua franca* англійська мова отримала завдяки появі та поширенню міжнародних організацій та підприємств та їхній активній діяльності у нашій країні. Проте відсутність навчальних програм, а також фахівців та відповідного науково-методичного забезпечення призвели до певних недоліків у викладанні цих дисциплін.

Процес оновлення змісту вищої освіти вимагає ретельного дослідження та критичного аналізу минулого досвіду роботи у цій галузі. Концептуальний підхід до вивчення іноземної мови для спеціальних цілей є одним із чинників успішного вивчення англійської мови задля поглиблення та розвитку професійної освіти. Чи є дисципліна, а також і концепція англійської мови для спеціальних цілей такою ж самою, як і для професійно орієнтованої англійської мови? Аналіз опитування, проведеного серед студентів третього курсу Павлодарського державного університету ім. С. Торайгірова, свідчить про необхідність викладання деяких фахових дисциплін англійською мовою з урахуванням специфіки національних та регіональних особливостей навчального процесу. Розуміння важливості цієї дисципліни приходиться із часом та досвідом переоцінки. У цій статті, заснованій на досвіді роботи нашого університету, ми розглядаємо деякі чинники, що впливають на ефективність викладання англійської мови для спеціальних цілей у вищих навчальних закладах Казахстану.

**Ключові слова:** англійська для спеціальних цілей, професійно-орієнтована мова, іноземна мова.

**Кулахметова М. С., Анесова А. Ж., Сахарієва А. Ж. Особенности преподавания английского языка для специальных целей в системе высшего образования Казахстана**

Одним из важных вопросов прагматических аспектов преподавания иностранных языков является практическое овладение иностранным языком. Повышенный интерес к английскому языку в нашей стране был отмечен внедрением новых дисциплин, таких как английский язык для специальных целей, для академических целей и т. д. Специальный статус *lingua franca* английский язык приобрел благодаря появлению и распространению международных организаций и предприятий и их активной деятельности в нашей стране. Однако отсутствие учебных программ, а также специалистов и соответствующего научно-методического обеспечения привели к некоторым отклонениям в преподавании этих дисциплин.

Процесс обновления содержания высшего образования требует тщательного исследования и критического анализа прошлого опыта работы в этой сфере. Концептуальный подход к изучению иностранного языка для специальных целей является одним из факторов успешного изучения английского языка с целью углубления и развития профессионального образования. Является ли дисциплина, а также и концепция английского языка для конкретных целей такой же, как для профессионально ориентированного английского языка? Анализ опроса, проведенного среди студентов третьего курса Павлодарского государственного университета им. С. Торайгырова, свидетельствует о необходимости преподавания некоторых предметов по специальности на английском языке с учетом специфики национальных и региональных особенностей учебного процесса. Понимание важности этой дисциплины приходит со временем и опытом переоценки. В этой статье, основанной на опыте работы нашего университета, мы рассматриваем некоторые факторы, влияющие на эффективность преподавания английского языка для специальных целей в высших учебных заведениях Казахстана.

**Ключевые слова:** английский для специальных целей, профессионально-ориентированный язык, иностранный язык.