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A. Meiramova

*The Civil Defence Academy named after Malik Gabdullin MES
of the Republic of Kazakhstan, Kokshetau, Kazakhstan*

**SOME FEATURES OF TEACHING A FOREIGN LANGUAGE AT
THE CIVIL DEFENCE ACADEMY NAMED AFTER MALIK GABDULLIN
MES OF THE REPUBLIC OF KAZAKHSTAN**

Abstract: This article is about teaching foreign languages in the modern system of continuing professional education of the Republic of Kazakhstan is a mandatory component. The course of teaching a foreign language at a university leads to the formation of professional communicative competence and is characterized by a professional orientation and communicative orientation. At the same time, teaching professional foreign language education (a practical goal) in a non-linguistic university has educational and educational functions that contribute to the formation of students' ability to establish scientific and intercultural relations, as well as to increase the general cultural level of future graduates.

Key words: the methodology, professional vocabulary, foreign language, education, the communicative functions of language forms, a non-linguistic university, communicative competence.

Changing conditions in the economy and politics are directly related to changes in the required language competencies from a graduate of a non-linguistic university. The modern labor market will demand a highly qualified professional who is equally proficient in the profession, is able to work freely with computer equipment, and also knows professional vocabulary in a foreign language.

Until recently, the structural approach was the main one in the methodology of teaching foreign languages. A feature of this method was the study of international vocabulary and grammar. In the course of training, students could get an idea of the language system, and could also compose grammatically correct structural language forms. In the course of this teaching of a foreign language, the practical function of the language remained without attention, namely the skill of authentic speaking, the ability to express one's point of view during a conversation, to understand the foreign speech of native speakers [1].

The main reasons that prompted linguists, psychologists and methodologists to change the goal of education and translate it into the field of practical communication and the development of lingo competence was the need of society for real communication in the English language.

In the 70s, the development of this technique began. Thus, in the course of their work, linguists developed the most effective method of learning a foreign language, which was able to eliminate the shortcomings and limitations of well-known methods. The communicative method made it possible to direct the study of foreign languages into a practical channel of use, to take into account the communicative functions of language forms.

Teaching international languages in the modern system of continuing professional education of the Republic of Kazakhstan is a mandatory component. The course of teaching

English at a university leads to the formation of professional communicative competence and is characterized by a professional orientation and communicative orientation. At the same time, teaching professional foreign language education (practical goal) in a non-linguistic university has educational and educational functions that contribute to the formation of students' ability to establish scientific and intercultural relations, as well as to improve the general cultural level of future graduates [2, 3].

The formation of communicative competence among students of non-linguistic universities through the study of a foreign language is today a priority task for linguists.

Psychological, didactic and organizational conditions are among the most important characteristics necessary for the formation of communicative competencies among graduates of non-linguistic educational institutions. Didactic features include:

- the use of audiovisual teaching aids that introduce communicants to interaction;
- creating conditions for business and role-playing games to simulate professional and social interaction in a foreign language;
- the use in the educational process of tasks of a problematic nature, as well as projects, discussions (authentic forms).

The psychological and organizational aspects of teaching English are as follows:

- maximum use in the educational process of the educational and material base;
- active assimilation by students of cognitive activity;
- ensuring the possibility of revealing the potential of the student in the process of teaching a foreign language;
- the scientific approach of the teacher in relation to students in relation to the educational and professional potential, as well as their personal qualities;
- the atmosphere of goodwill, psychological comfort in the classroom;
- taking into account the level of motivation, emotional and volitional stability, the development of psychological and cognitive processes of learners of a foreign language [4, 5].

As part of practical classes in the English lesson at the M.Gabdullin Academy of Civil Protection of the Ministry of Emergency Situations of the Republic of Kazakhstan, tasks are developed in such a way that they are able to develop the most important skills, such as comparison, generalization, clear formulation of one's point of view, decision-making in connection with the problem posed, which is especially important, as it can be used in the future in the professional activities of cadets.

The expansion of the structural and lexical stock of cadets in the process of learning a foreign language should be more focused on the practical use of knowledge, within the framework of professional language competence, indicated by the program of a foreign language course. Thus, the development of grammatical and lexical skills worked out in the classroom should focus on the activation of productive language skills. The use of various methods for the implementation of communicative skills is a direct task of a foreign language teacher, who, in turn, is looking for effective methodological techniques, determines the subject of classes, selects adequate authentic material, arranges it according to the degree of complexity of assimilation, sends it for processing, which ultimately contributes to the lesson on high methodological level [6].

A lesson in the English language should first of all develop oral communication skills, form communicative competencies among cadets that help to use a foreign language

for professional purposes to communicate in various communication situations, only then it will be a controlled systematic approach.

Classes in a foreign language, depending on its purpose, contribute to the teaching of dialogic communication, monologue utterance, the development of listening and reading skills, as well as the improvement of grammatical and lexical skills. Discussion of the topics studied in a group or in pairs, performing speech exercises contributes to the development of communicative competence [7].

The preparation and conduct of classes in the English language should be organized in such a way as to form pragmatic, linguistic and sociolinguistic competencies among cadets. In turn, the linguistic aspect can be divided into the following competencies:

- phonological (the ability to reproduce and perceive the sound units of a foreign language, phonetic reduction, prosodic, phonetic organization of words);
- semantic (the ability to use probable ways of expressing a certain value);
- orthopedic (the ability to use a dictionary, the ability to determine the meaning of a word in context, knowledge of spelling rules);
- lexical (the ability to use phraseological units, stable combinations in a conversation, knowledge of grammatical and lexical elements, as part of the vocabulary of a foreign language);
- spelling (the ability to depict and recognize the characters used to create a written text);
- grammatical (the ability to use grammatical elements in a conversation, form sentences and phrases according to the rules of the studied foreign language).

Skills and knowledge required for the effective use of a foreign language in a social context, as well as those included in the sociolinguistic competence:

- registers of communication (solemn, neutral, official, colloquial, intimate);
- linguistic markers for the designation of social relations (the ability to conduct a dialogue, the use and choice of greeting formulas, forms of communication);
- accent and dialect (the ability to recognize the linguistic characteristics of a person by determining his place of residence, occupation, origin, social affiliation);
- rules of politeness (adequate use of speech turnover formulas, the concepts of "negative" and "positive" politeness);
- idioms, proverbs, sayings.

The following competencies are included in the pragmatic side of learning every foreign language:

- discursive (building statements, combining them into a text);
- competence, including the ability to construct speech schematically (the ability to logically construct statements, taking into account interaction patterns);
- functional (performing various communicative functions with the help of written and oral statements) [8].

At the M.Gabdullin Academy of Civil Protection of the Ministry of Emergency Situations of the Republic of Kazakhstan, teachers pay special attention to the formation of all the above competencies equally, although the higher educational institution is non-linguistic, nevertheless, the specifics of graduates' work place high demands on foreign language proficiency.

In the course of practical activities of teaching a foreign language at the academy, when compiling teaching materials, control and test tasks, cadets use the following methods

that contribute to the development and strengthening of the above linguistic competencies: cloze procedure (close procedure), true-false (alternative choice), multiple choice (multiple choice), completion (completion / end), substitution (replacement / substitution), transformation (transformation), matching (cross choice), question-answer (answer to a question), rearrangement (ordering), intralingual rephrasing (intralingual paraphrasing), translation (interlingua paraphrasing). When preparing for classes, the teacher independently determines which of the methods is suitable for strengthening the skills and abilities of linguistic competence [9].

Let's consider some practical tasks that are performed by the cadets of the academy in the classroom in a foreign language (English). To repeat and consolidate grammatical and lexical material, the matching method (cross-choice) can be used. For example:

Match the words and their translation.

a cadet	карьер
my career	курсант
fire service	пожарная служба
fire engine	пожарная машина

Match the phrases verbs.

guard	on duty
defend	the motherland
serve	around
go	the border
take	the homeland

When working with text or listening to check understanding of the meaning, the method of alternative choice is most often used. For example:

Listen. Can you hear the difference?

Is he a fire fighter ?	b. Is he a fireman?
He's from the fire service	b. She's from the fire department
Where is she?	b. Where is he?
It's from Spain	b. He's from Spain

Read the text and say: TRUE /FALSE

Cadet Smagul speaks German very well.
She studies at Academy.
Cadets are on duty every day.
We protect our country.

The most commonly used methods in teaching include multiple choice (multiple choice), which is widely used in the preparation of various test items. In the foreign language classes, the cadets of the Academy are offered tasks, the completion of which would show the level of proficiency in lexical material, as well as the ability to recognize the meaning of a word in context, without first using a dictionary. For example:

Circle the different word.

fire engine/ lunch / hose
fire safety/ fire engineer / funny
officer /cadet / singer
office/ waiter /hospital

Knowledge of grammar is one of the basic competencies in the study of any foreign language, therefore teachers widely use the substitution technique (replacement / substitution) to repeat and consolidate the material covered.

Rewrite the sentences.

They read magazines. He _____.
I am cadet. My brother _____.
We study English at Academy. Cadet Smagul _____.
Cadet Smagul is on duty. We _____.

Order the words to make sentences.

as / My father /fire fighter /years/a/12/work
is/the/fire engine/ red and white/usually/ colour
goes/home/he/never/shopping duty/after

The most productive types of tasks include rephrasing (intralingual paraphrasing), which is used only if the cadets have a high level of language competence, since it involves not only retelling the text, but also rethinking it and, in some cases, expressing one's point of view. Various types of tasks can be offered here, which also contribute to the development of such a skill as speaking.

Read the text. Then answer the questions.

Listen the text and complete the chart.

Read the article and share your point of view.

Compare the information in the text with your country. What is the same? What is the different?

Thus, the successful learning of a foreign language and the formation of linguistic communicative competence by cadets of the M.Gabdullin Academy of Civil Protection of the Ministry of Emergency Situations of the Republic of Kazakhstan is based on consistent work with the phonetic, lexical and grammatical material offered by teachers, as well as the introduction of authentic audio-video materials into the educational process that have passed the appropriate didactic processing.

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А. Б. Мейрамова

*Академия гражданской защиты имени Малика Габдуллина
МЧС Республики Казахстан, Кокшетау, Казахстан*

НЕКОТОРЫЕ ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА
В АКАДЕМИИ ГРАЖДАНСКОЙ ЗАЩИТЫ ИМЕНИ М. ГАБДУЛЛИНА
МЧС РЕСПУБЛИКИ КАЗАХСТАН

Аннотация: В данной статье рассматривается расширение структурного и лексического запаса курсантов в процессе изучения иностранного языка, которое в большей мере должно ориентироваться на практическое использование знаний, в рамках профессиональной языковой компетенции, обозначенной программой курса иностранного языка. Таким образом, развитие грамматических и лексических умений, прорабатываемых на занятиях, должно ориентироваться на активизацию продуктивных языковых навыков. Использование различных методик для реализации коммуникативных умений является прямой задачей преподавателя иностранного языка, который в свою очередь ищет эффективные методические приемы, определяет тематику занятий, подбирает адекватный аутентичный материал

Ключевые слова: методика, профессиональная лексика, иностранный язык, образование, коммуникативные функции языковых форм, неязыковой университет, коммуникативная компетенция.

А. Б. Мейрамова

*Қазақстан Республикасы ТЖМ Мәлік Ғабдуллин атындағы Азаматтық қорғау академиясы,
Көкшетау, Қазақстан*

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ТЖМ М. ҒАБДУЛЛИН АТЫНДАҒЫ АЗАМАТТЫҚ
ҚОРҒАУ АКАДЕМИЯСЫНДА ШЕТЕЛ ТІЛІН ОҚЫТУДЫҢ КЕЙБІР ЕРЕКШЕЛІКТЕРІ

Аңдатпа. Бұл мақалада курсанттардың шет тілін меңгеру үдерісіндегі құрылымдық және лексикалық қорын кеңейту мәселелері қарастырылады, ол шетел тілі бағдарламасында көрсетілген кәсіби тілдік құзыреттілік шеңберінде білімді практикалық пайдалануға көбірек бағдарлануы тиіс. курс. Сонымен, сабақта пысықталатын грамматикалық және лексикалық дағдыларды дамыту өнімді тілдік дағдыларды белсендіруге бағытталуы керек. Коммуникативтік дағдыларды жүзеге асыру үшін әртүрлі әдістерді қолдану шетел тілі мұғалімінің тікелей міндеті болып табылады, ол өз кезегінде тиімді әдістемелік әдістерді іздейді, сабақтардың тақырыптарын анықтайды және адекватты шынайы материалды таңдайды.

Түйінді сөздер: әдістеме, кәсіби лексика, шет тілі, білім беру, тілдік формалардың коммуникативті қызметтері, тілдік емес университет, коммуникативтік құзыреттілік.

Information about the authors / Авторлар туралы мәлімет / Сведения об авторах

Әсем Бигелдіқызы Мейрамова – шетел филология магистрі, Қазақстан Республикасы ТЖМ Мәлік Ғабдуллин атындағы Азаматтық қорғау академиясы әлеуметтік-гуманитарлық пәндер, тілдік және психологиялық дайындық кафедрасының бастығының орынбасары. Қазақстан, Көкшетау, Ақан Сері көшесі, 136. E-mail: assem_27@mail.ru

Мейрамова Асем Бигельдиновна – магистр иностранной филологии, заместитель начальника кафедры социально-гуманитарных дисциплин, языковой и психологической подготовки Академии Гражданской защиты имени Малика Габдуллина МЧС Республики Казахстан. Казахстан, Кокшетау, ул. Акана Серэ, 136. E-mail: assem_27@mail.ru

Assem Meiramova – Master of foreign philology, deputy Head of the social and humanitarian disciplines, language and psychological training Department of the Civil Defence Academy named after Malik Gabdullin MES of the Republic of Kazakhstan. Kazakhstan, Kokshetau, 136 Akana Sere street. E-mail: assem_27@mail.ru