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## **Practical aspects of students - teachers' successful career training taking into account foreign language education**

In the current phase of research, we propose an attempt to reveal the concept and content of career directions from the perspective of training a professionally centered personal activity capable of communicating effectively. Foreign language training is an indivisible part of the general professional training at the university. In the psychological and pedagogical aspect, foreign language culture is another tool of communicative potential and a resource that provides opportunities for a future successful career. The reading skills development and foreign language receptive vocabulary understanding contribute to the lexical skills formation in professional communication and activity. The information-communication technologies use in teaching foreign languages and natural-science subjects in English at the higher education level plays a significant role in educational process. ICT technologies in the choice of the text content and vocabulary direct the learner to mobilize knowledge as much as possible, go to simplifying the vocabulary of the word stock, change the complex, unknown thing to the known, and simpler one, in order to still express the main and major content. This type of technology helps to solve a practical problem where students can present some results of work on the introduction and activation of foreign-language receptive vocabulary in a specific subject area and thematic section. Thus, the effectiveness of specialized professionally-orientated foreign language teaching in a non-linguistic university depends on the properly organized selection of technologies and the method of selecting vocabulary, dividing it into active and receptive, including it in various kinds of tasks and exercises.

*Keywords:* successful career, personal professional - centered activity, foreign language receptive vocabulary, non-linguistic university, the meaning of vocabulary, the meaning of the content of texts, methodological and private methodological principles of teaching, semantic value, receptive lexical skills, types of parallel texts, contexts of use of terms.

### *Introduction*

A modern pedagogical university should pay special attention to the organizational support of the career of future teachers. This includes the specific curricula elaboration and implementation for the career directions development that are broadly implied in the higher educational process. On the basis of seeking means of overcoming the aforementioned contradictions, arises a problem: by what means and how it is necessary to organize foreign language training in the aspect of personal professionally-centered activity in order to form the teacher's professional competence, including a multifactorial phenomenon as a theoretical knowledge system of complex disciplines and their application ways in specific pedagogical situations [1].

Teacher's value orientations with cognitive, emotional and behavioral models, and, at the same time integrative pedagogical and foreign-language culture indicators in difficult situations (speech, communication style, attitude to himself and his activities, related fields of knowledge, etc.), enriching them with ideas about ways to form students' competence in the conditions of foreign-language training at a university which form a future success in a professional career.

The choice of foreign-language receptive vocabulary in the process of teaching the discipline "Professionally-oriented language" in nonlinguistic universities plays an important role. Vocabulary should be divided into active, intended for use by the listener in speech, and receptive, intended for listening [2, 3, 4].

The transfer of the content of a Russian coherent text in English is intended to teach the student to understand the meaning of vocabulary and the meaning of the content of texts in which a broader receptive vocabulary is used professionally. Individual headings of texts can be popular scientific and pedagogical, for example, from the journal "Bulletin" of PPU, etc. But, it is necessary to take into account the possibility of reading

the content of such a text with the search for the equivalent of receptive vocabulary, so as not to distract the student's attention from the main thing: the formulation of thoughts.

As a result, careful choice of texts is a precondition for effective training. Therefore, particular attention should be given to selecting genuine texts as part of the major study.

Model of system of teaching a professional-oriented vocabulary for students (depending on the parallel texts type) is presented in Figure 1.

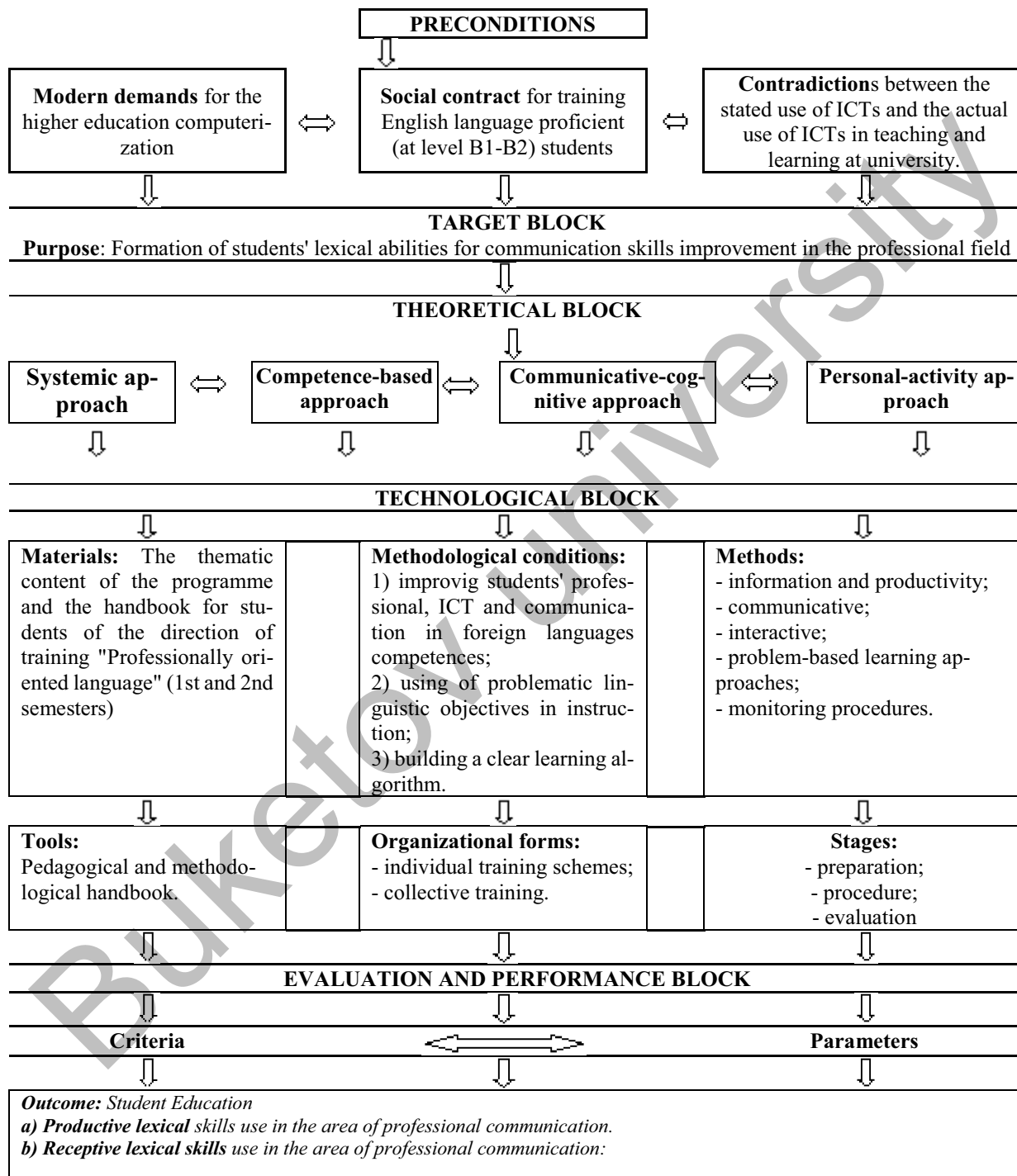


Figure 1. Systematic system of teaching a professional-oriented vocabulary for students (depending on the parallel texts type)

When we are talking about successful system of teaching a professional-oriented vocabulary for students, we should take into account next preconditions which are crucial for engaging learning environment [5, 6]. They are:

- Modern demands for the higher education computerization under the computerization of society.
- Social contract for training specialists who are proficient in a foreign language at level B1-B2.
- Contradictions between the stated use of ICTs in the educational process and the actual use of ICTs in teaching and learning at university.

The target block also represents the education objective:

- Formation of students' lexical abilities for communication skills improvement in the professional activity field.

The theoretical block involves four different and interrelated approaches:

- Systemic approach;
- Competence-based approach;
- Communicative-cognitive approach;
- Personal-activity approach.

These approaches application is based on the following general educational, methodological and private methodological principles such as:

- Awareness, activity, access and feasibility, individualization, interactivity and computerization of learning;
- Communication guidance for learning;
- Situation-based organization of learning;
- Integration and differentiation, innovation;
- Semantic value, compatibility, word-formation value, frequency, polysemantics.

The technological block consists of next parts: the content of training, learning tools (EMC and types of parallel texts), organizational forms (individual or group work), teaching methods (information-productive, communicative, interactive, problem-based learning methods, control methods), learning stages (preparation, procedure and evaluation) and methodological conditions, which will help the proposed method to be effective.

Evaluation and performance block consists of criteria and parameters for effective assessment of students' training, where criteria of assessment is student's education level and parameters are student's productive and receptive foreign language skills use in the professional communication field.

a) Productive lexical skills use in the area of professional communication includes:

- choice of proper professional terms;
- combination of new terms with lexical units acquired in the past;
- performance of equivalent word replacements, using the sentence period;

b) Receptive lexical skills use in the area of professional communication includes:

- correlation of sound/graphic image of a term with semantics;
- recognition and understanding of professional terms;
- differentiation between meanings and polysemic words, one of which relates to the sphere of professional communication;
- identification of differences in the use of words with similar meanings;
- revelation of the meaning of a professional term or polysemic words, one of whose meanings is used in the professional field of communication, using context;
- understanding of the meaning of terms or the meaning of common polysemic words from audible signs or graphics;
- understanding of the significance of words in the context of professional communication.

#### *Educational and social values.*

In order to resolve the main objectives of the study, a professional vocabulary teaching algorithm based on a corpus of parallel texts is being developed (Table 1).

**Professional vocabulary instruction algorithm based on the type of parallel texts.**

Stage I. Establishment.	
Step 1. Installation and demonstration. Teaching instructions and recommendations on the use of the corpus of parallel texts in academic work are given by the teacher. Teacher demonstrates to students exactly how to search the parallel texts corpus.	
Teacher's actions	Students' actions
A teacher guides students through their educational activities	students ask organizational questions
Teacher explains to students how to look through the parallel text corpus	
Teacher shares action algorithm with students	
Step 2. Information safety. Discussion with students about the problems of information security during research in the corpus of parallel texts.	
Teacher's actions	Students' actions
Teacher discusses information safety concerns with students.	students ask questions
Stage II. Procedural.	
Step 3. Search. Students carry out research into the professional vocabulary studied in the body of parallel texts	
Teacher's actions	Students' actions
Teacher monitors students' education activities	Students research the professional vocabulary studied within the corpus of parallel texts.
Step 4. Studying. Students examine the results of requests in the corpus of parallel texts	
Teacher's actions	Students' actions
Teacher monitors students' education activities	students examine the results of research in the corpus of parallel texts
Step 5. Discussion. The results of student research activities are discussed in small groups. Students identify and discuss the special features of the translation of professional terms from one language to another.	
Teacher's actions	Students' actions
Teacher monitors students' education activities	students in small groups discuss research findings and the special features of translating professional terms from one language to another
The teacher corrects any lexical errors if students do not use professional vocabulary properly	students correct potential lexical errors.
Step 6. Communication. Students' use of the studied professional vocabulary in communicative tasks	
Teacher's actions	Students' actions
The teacher monitors the correct use of professional vocabulary in communicative tasks	students use new professional vocabulary in communication tasks
Stage III. Evaluative.	
Step 7. Reflection. Reflection of students about the research activities performed	
Teacher's actions	Students' actions
Teacher sets conditions for students to self-assess their learning activities	Students self-assess and reflect on their pedagogical activities for the study of professional vocabulary from a corpus of parallel texts
Step 8. Evaluation. Teacher evaluation of students' learning activities	
Teacher's actions	Students' actions
The teacher evaluates the students' activities	-

The approbation of the developed methodology was carried out on the basis of the High School of Pedagogical of Pavlodar Pedagogical University.

#### *Experimental*

The reliability of the study, the validity of the conclusions of the research results, is provided by the support for the formation of the concept of "emotional intelligence management" in the system of the concept of multilingual education and socio - multicultural approaches. Experimental work allowed us to make changes to the teaching materials of independent work, allowing us to compare the results of the study with the existing

experience of foreign language training in personal professionally -centered activities. The experiment was carried out in three stages:

- 1) the ascertaining stage;
- 2) the forming stage;
- 3) the control stage.

The experiment participants were 46 3rd-year-students of "Pedagogy and Psychology" specialty. The students were proficient in English at the B1-B2 level.

During the ascertaining stage, participants in the control (23 individuals) and experimental (23 individuals) groups conducted a professional vocabulary proficiency test. The test consisted of next tasks:

- to translate terms into phrases;
- to match the description of the meaning of the term in English with the term;
- close - an open test.

Table 2 shows the results of the data comparison from the two-group determination section (based on the student's t-test).

Table 2

#### The ascertaining stage data comparison results

Group	Control group	Experimental group
Number of participants	23	23
t-Student's criteria	7,39	7,82
p-meaning	0,091	0,093

The results of the ascertaining cross-section show that before training in both groups (control ( $t=7.39$ ) and experimental ( $t=7.82$ )), participants did not possess the professional vocabulary presented in the lexical test.

During the forming stage of the experiment, participants in both groups studied English according to an English manual for students specializing in pedagogy and psychology. The subject matter of this course is provided in Table 3.

Table 3

#### Thematic content of the English language course for students majoring in Pedagogy and Psychology

Study period of the theme	Thematic content of the course
January 2021	A teacher-psychologist is a very important and necessary profession (responsible work, including self-improvement).
February 2021	Supply and demand: a psychologist is a lifestyle (Psychological effectiveness).
March 2021	The purpose of a teacher-psychologist: Is it to determine his place in an educational institution? (Kindergarten, school, centers of various profiles).
April 2021	A psychologist needs to delve into, understand and work out someone else's problem (a psychologist should not be based on his personal life experience in working with another person, he should strive for objectivity.)
May 2021	Become a real professional (be useful to other people; be able to listen and hear; know what an additional resource is).

Students in the experimental group in class were instructed by the teacher to use parallel texts to learn professional vocabulary. They participated in the discussion of research findings, used the new professional vocabulary learned in communicative tasks, evaluated their involvement in research [7].

Work with parallel text types was conducted during English classes and extracurricular time. During the training, the students of the experimental group were asked to perform the following problematic linguistic tasks:

- a) The determination of the meaning of professional terms in the corpus of parallel texts.

Task. From searching through the corpus of parallel texts, determine the meaning of the term "psychological method" (Table 4).

Table 4

**Parallel texts, determine the meaning of the term "psychological method"**

<b>Examples of use of the term in English-language professional literature</b>
<b>The planimetric method</b> is a psychological method consisting in studying the products of the activities of subjects. The products of activity can be diary records, archival materials, artistic texts etc.
<b>The planimetric method</b> is widely used in the following disciplines: Historical Psychology Anthropopsychology Personality psychology Psychological creativity Clinical psychology
Content analysis is a method of systematic study of material, in which qualitative information is divided into predefined categories (term, symbol, theme, author, target message).
<b>A biographical method</b> is a method by which the characteristics of the life path of one person or group of people (personality psychology, creative psychology and historical psychology) are studied.

b) Tasks of identifying differences in the sense of occupational terms in the social and professional spheres of communication.

Task. Examine the results of the search in the corpus of parallel texts and determine the different meanings of the word "lecture" in professional vocabulary. [8, 9].

CONTINUED TABLE 4

<b>Examples of use of the term in English-language professional literature</b>
Traditional forms of conducting a university <b>lecture</b> : introductory lecture, lecture-information or lecture-monologue, overview lecture 1) <i>The introductory lecture</i> provides the first holistic view of the subject. The lecturer introduces students to the purpose, purpose and tasks of the course, its role and place in the system of educational disciplines and in the system of training of specialists. A brief overview of the course, milestones in the development of science and practice, achievements in this field, the names of famous scientists are presented, promising areas of research are outlined. 2) <i>Lecture-information (lecture-monologue)</i> is focused on a systematic presentation and explanation to students of scientific information to be thought and remembered. This is the most traditional type of monological presentation of lecture material in the park of higher education. At the same time, this type of lecture requires high professional skill of the teacher, since passive perception of information does not become the student's knowledge. It is believed that this lecture not only presents information, but also demonstrates the scientific or professional style of thinking of a specialist, helps the student master the specifics of scientific or constructive thought. 3) <i>A review lecture</i> is not a brief concept, but the systematization of scientific knowledge at a higher level, allowing a large number of associative connections in the process of understanding the information set forth in the disclosure of intra-subject and inter-subject communication, excluding detailing and concretization. As a rule, the core of the stated theoretical provisions constitutes the scientific, conceptual basis of the entire course or its large sections. The review lecture should also address the particularly difficult issues of examination tickets.
<b>Non-traditional forms</b> of organizing and giving lectures: problem lecture, lecture-visualization, binary lecture or lecture together <b>Problem lectures</b> — they introduce new knowledge through the problematic issue, task or situation. They suggest not so much the transfer of information to students, but their inclusion in the objective contradictions of the development of scientific knowledge and the methods of resolving them. At the same time, the process of learning students in dialogue with the teacher is approaching research activities. <b>Lecture-visualization</b> — assumes a visual form of presentation of lecture material by means of TSO or audio-video technology. The lecture is reduced to a detailed brief commentary on visual materials (natural objects; people in their actions and actions; details of machines, photos, diagrams). <b>Binary lectures</b> — they provide for the presentation of educational material by two teachers (either representatives of different scientific schools, or by a scientist and practitioner, teacher and student). Subject lecture together is given by teachers of the same discipline, inter-subject lecture.

Teachers of different disciplines. An important point of preparation is the selection of partner teachers, their psychological and intellectual compatibility, approximately equal level of competence, pedagogical readiness for the use of inter-subject relations.

**Lecture-talk or dialogue with the audience.**

A **lecture-talk, or "dialogue with the audience"** is the most common and relatively simple form of active involvement of students in the educational process. This lecture involves direct contact of the teacher with the audience. The advantage of the lecture-talk is that it allows you to draw the attention of students to the most important issues of the topic, determines the content and pace of presentation of the educational material, taking into account the characteristics of the trainees.

Lecture-discussion, lecture-conference, lecture-consultation.

**The discussion** is the interaction of the teacher and the student, the free exchange of views, ideas and views on the subject under study. This revitalizes the learning process, intensifies the cognitive activity of the audience and, most importantly, allows the teacher to manage the collective opinion of the group, use it to convince, overcome negative attitudes and erroneous opinions of some trainees. The effect is achieved only with the correct selection of issues for discussion and skillful, purposeful management of it. You can also invite students to analyze and discuss specific situations, material.

**Lecture-conference** differs from other theoretical classes in the presence of a pre-set problem and prepared reports on a given topic. The conference includes several speeches built in a strict logical sequence: introduction, main part, conclusions. Such a lesson allows you to comprehensively highlight the problem, highlight the main points and features. The role of the lecturer is to summarize, assist in drawing conclusions on the basis of the information heard, supplement and refine the data presented.

**Lecture-consultation**, this type of lecture is used to discuss problematic topics. It happens that the lesson is based solely on the answers of the teacher: students ask questions regarding a specific section of the subject or the whole course. Another option is possible when the lesson is based on a comprehensive discussion of a certain issue. In this case, three main elements of the lecture are combined: a presentation of new material, raising problematic questions, and a joint search for answers.

c) Tasks for identification of differences in the use of professional vocabulary.

A task. Study the contexts of using terms similar in meaning to the word "research" in professional vocabulary.

CONTINUED TABLE 4

<b>Examples of the use of the term in Russian-language professional literature</b>
<u>Scientific research</u> in psychology is generally conducted by people with doctoral degrees (usually the doctor of philosophy [PhD]) and master's degrees in psychology and related fields, often supported by research assistants with bachelor's degrees or other relevant training.
The majority of <u>research institutions</u> are integrated with public universities, turning them into strong research centers where the teaching is based on research work.
This eligibility criterion helps to ensure the <u>quality of research work</u> .
<u>Basic research</u> in psychology is conducted primarily for the sake of achieving a more detailed and accurate understanding of human behavior, without necessarily trying to address any particular practical problem.
We sense that after centuries of <u>scientific research</u> , we're beginning to make significant inroads into understanding some of the most fundamental principles of life.
People also conduct <u>research in psychology</u> because they enjoy the intellectual and technical challenges involved and the satisfaction of contributing to scientific knowledge of human behaviour.
The benefits arising from adherence to the treaties are truly evident to all States, irrespective of the degree of their economic or <u>scientific development</u> .

A task. Study the search results in an array of parallel texts and explain how the concepts of distance learning technology, case technology, Internet technology, and the method of active analysis of problem situations and telecommunication technologies, traditional teaching methods, computer technology can be expressed in English [10].

CONTINUED TABLE 4

<b>Examples of the use of the term in Russian-language professional literature</b>
Teaching technology that allows you to receive educational materials using modern information technologies, including the Internet, which allows you to receive teacher advice, communicate with other students, and pass credits and exams through the Internet.

Method of active problem — situation analysis, based on training by solving specific problems — situations (case solving). Method of active problem — situation analysis, based on training by solving specific problems — situations (case solving).
Technologies for creating and supporting various information resources on the Internet: sites, blogs, forums, chats, electronic libraries and encyclopedias.
Remote learning technology based on the use of any interactive tools to deliver training materials to the student and organize feedback.
Among traditional teaching methods, as a rule, lecture, story, explanation, conversation, discussion, book work, demonstration, exercises, mutual training, laboratory work, practice and independent work are distinguished.
In essence, they are the application in education of information technologies used to transfer information, convert it into knowledge, develop a person and evaluate the quality of training. At the same time, it is a collection of knowledge and methods of activity for working with information resources, for mastering the methods of collecting, processing information, in which the use of computer learning technologies based on the ideas of programmed training plays a significant role.
Set of algorithms, methods and means of information transmission. Modern telecommunications technologies are based on the use of global computer networks.

Tasks are to determine the differences between terms that are similar in meaning. "Lecture-talk" Study the contexts of using terms close to the meaning of a lecture — a conversation or a dialogue with the audience.

CONTINUED TABLE 4

<b>Examples of the use of the term in Russian-language professional literature</b>
Lecture-talk, or "dialogue with the audience", is the most common and relatively simple form of active involvement of students in the educational process. This lecture involves direct contact between the teacher and the audience.
The advantage of the lecture-talk is that it allows you to draw the attention of the audience to the most important issues of the topic, to determine the content and pace of presentation of the educational material, taking into account the characteristics of the students.
Conversation as a method of teaching has been known since the time of Socrates. This is the easiest way of individual training, built on direct contact between the parties. The effectiveness of a lecture-conversation in a group learning environment is reduced due to the fact that it is not always possible to involve each student in a two-way exchange of views. First of all, this is due to a lack of time, even if the group is small. At the same time, a group conversation allows you to expand the range of opinions of the parties, to attract collective experience and knowledge, which is of great importance in activating the thinking of listeners.
To participate in the lecture-conversation, you can attract various techniques, for example, puzzling the audience with questions at the beginning of the lecture and in its course, as already described in the problem lecture, questions can be of an informational and problematic nature, to clarify the opinions and level of awareness on the topic under consideration, the degree of their readiness to perceive the subsequent material. Questions are addressed to the entire audience. Listeners respond from their seats. If the teacher notices that one of the trainees does not participate in the conversation, then the question can be addressed personally to that listener, or ask his opinion on the issue under discussion. To save time, it is recommended to formulate questions so that they can be given unambiguous answers. Taking into account the differences or unanimity in the answers, the teacher builds his further reasoning, while having the opportunity to present the next concept of the lecture material in the most evidence-based way.
Questions can be either simple to focus the audience's attention on certain aspects of the topic, or problematic. The student, thinking through the answer to the question, gets the opportunity to independently come to the conclusions and generalizations that the teacher should have told them as new knowledge, or to understand the importance of the topic under discussion, which increases the interest and the degree of perception of the material by the listeners.

A task. Study the contexts of using terms similar in meaning to the technology of the project seminar, the essence of the technology of seminars, knowledge development seminar, creative writing seminar, value orientation seminar, cooperation seminar and explain the differences between them [11, 12].

CONTINUED TABLE 4

<b>Examples of the use of the term in English-language professional literature</b>
The technology of organization of students "design activities" in workshops and laboratories is a form of organization of educational activities in conditions of specially created technological environment aimed at formation of design and engineering-technological competencies of trainees.
The technology consists in a developing space specially organized by a master teacher, which allows students to come to build or discover knowledge in an individual and collective search.
The original way of organizing the activities of students in a small group (7-15 students) with the participation of a master teacher who initiates the search, creative nature of the activities of students.

An educational event, the result of which is a free text created by the participant here and now in an organized creative process. He clearly demonstrates interesting and non-standard forms and methods of teaching, which allows not only to improve the quality of education, but also to truly interest the student, to captivate him with discoveries, to help him develop the necessary skills.
A special form of interaction and communication between children and adults, in which a new spiritual experience is built, the creative forces of the person are realized and a value attitude towards oneself, others, life is born.
Training in cooperation is associated with the organization of student education in small educational groups (usually 3-5 people each). Learning in collaboration is collaborative learning, whereby students work together, collectively constructing, producing, rather than consuming, new knowledge.

*Results and Discussion*

In the control stage of the experiment, students in both groups had to pass the same test to learn professional vocabulary. The results of the comparison of these control sections can be found in Table 5.

Table 5

**Results of comparison of control cross-section data**

Group	Control group	Experimental group
<b>Number of participants</b>	23	23
<i>t- Student's criteria</i>	12,45	19,14
<i>p-meaning</i>	< 0,01	< 0,01

The data in Table 5 indicate that students of both groups (control (t=12.45) at p<0.01) and experimental (t=19.14) at p<0.01) mastered professional vocabulary at a statistically significant level during the period of participation in the experiment.

To identify the differences between the groups, a paired t-test was conducted. Its results (Table 6, Fig. 2) indicate that the differences in results between the two groups are statistically significant (t=23.53) at p<0.01.

Table 6

**Results of the control cross section data analysis**

Group	Number of participants	<i>t- Student's criteria</i>	<i>p-meaning</i>
CG vs EG	46	23, 53	< 0,01

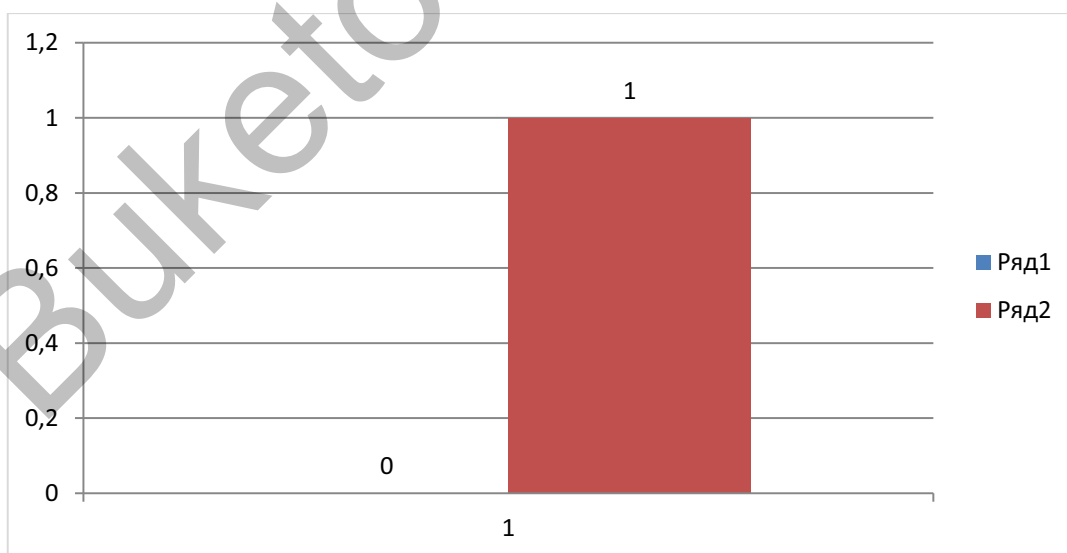


Figure 2. Comparison of the findings from the control and experimental groups

The data obtained from the monitoring section indicate the effectiveness of the methodology we have developed for teaching students professional vocabulary based on the type of parallel texts.

### *Conclusions*

On the basis of our research, the following conclusions were reached:

First of all, the classification of the required professional communication lexical skills of students has been determined. This consists of a body of parallel texts, which includes:

**a) Productive lexical competences in the area of professional communication.** The following factors for successful development of students' productive lexical skills in the professional communication field are determined:

- The correct selection of professional and polysemic terms, one meaning of which is used in the professional domain of communication; — expressing their thoughts through a written or oral statement about a professional topic.

- The combination of new words with lexical units already learned; replace equivalent terminology, use a paraphrase.

**b) Receptive lexical competences in the area of professional communication.** The following factors for successful development of students' receptive lexical skills in the professional communication field are determined:

- The relationship between the sound (by listening) or the graphic image (by reading) of a term and the semantics.

- The recognition and understanding professional and polysemic terms, the meanings used in the area of professional communication, during the perception of audio or graphic text and communication on a vocational topic.

- The differentiation of polysemic meanings and words, one of which has to do with the sphere of professional communication.

- The identification of differences in the use of similar significance words.

- The professional term or polysemic words meaning disclosing, one of which is used in the professional communication area, with the use of context.

- The comprehension of the meaning of common polysemic words or terms from sound / graphic signs.

- Understanding the meaning of common polysemic words as a function of the context of professional communication.

Secondly, the education properties of the parallel texts corpus, which include: a) multilingualism; b) search results contextually; c) the possibility of limiting the scope of language use.

Each pedagogical property has a methodological function that allows students to develop lexical skills of professional communication.

Furthermore, the methodological requirements relating to the characteristics of the professional vocabulary teaching with the help of parallel texts corpus have been defined.

1) professional, ICT and foreign language communicative students' competences;

2) problematic language tasks use in teaching;

a) professional terms meanings in the parallel texts corpus;

b) professional terms meanings differences in the social and professional communication spheres;

c) determination of differences in the use of professional vocabulary;

d) identification of the professional context of communication;

e) definition of differences between terms of similar meaning;

f) expression of the meaning of professional terms by various linguistic means;

g) development of a step-by-step learning algorithm.

Moreover, the system of teaching professional vocabulary to students on the basis of system, competency, communication, cognitive and personal approaches was developed. It consists of:

- Efficient target, theoretical, technological and evaluation units, taking into account the principles of awareness, activity, accessibility and feasibility, individualization, interactivity and computerization of training.

- Communicative management of training, situational and thematic organization of training, integration and differentiation, novelty.

- Semantics, compatibility, word training value, frequency, word combination [13].

In addition, an algorithm has been developed for teaching students professional vocabulary based on parallel text types, consisting of three steps and eight steps:

1) Establishment, which consists of next steps: a) installation and demonstration, b) discussion of ensuring students' information safety issues.

2) Procedural, which includes the following steps: a) search, b) study, c) discussion, d) communication.

3) Evaluation. The following steps are identified: reflection and evaluation [14, 15].

The second-last phase of our experiment was the development of tasks on teaching students professional vocabulary on the basis of corpus-parallel texts:

a) Identification of the meaning of professional terms in parallel text types.

b) Definition of professional terms referring to differences in social and professional areas of intellectual and emotional communication.

c) Identify differences in how professional vocabulary is used.

d) Definition of professional and intellectual-emotional context for communicating in a foreign language.

e) Identification of differences among the same values of professional and linguistic activities.

f) Expression of the professional terms meaning by various psycholinguistic means.

In the final stage of the study, the effectiveness of the methodology for teaching students' professional vocabulary based on the type of parallel texts in the spheres of intellectual and emotional communication has been proven.

The perspectives of this research are in the subsequent development of the problem of the use of types of linguistic corpus for teaching aspects of language and types of speech activity, the introduction of the main theoretical and methodological provisions of foreign language education.

The research consists in the fact that the model and methodology developed for the training of students' multifactorial skills in terms of foreign language training at university a significant role in professional education and training.

The methodology for the formation of multifactorial competence of students in the conditions of personal professional and foreign language training at the university was implemented in stages (initial, basic, final) in accordance with the model, which includes target, content, activity and control blocks for the implementation of actions based on criteria (motivational-personal, cognitive — perceptual,), indicators (operational-activity information, control and evaluation) and levels (high, medium, low).

Methodological support of the process of formation of multifactorial competencies of students in the conditions of personal professionally - centered activity in the conditions of foreign language training at the university is carried out through the use of emotional and intellectual perception for designing in the future an individual independent trajectory of a successful career with a combination of classroom classes and work based on interaction.

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### **Шетелдік білім беруді есепке ала отырып, студент-педагогтерді табысты кәсіптік оқытудың тәжірибелік аспектілері**

Зерттеудің қазіргі кезеңінде тиімді қарым-қатынас жасауға қабілетті тұлғаның кәсіби-бағдарланған іс-әрекетін қалыптастыру тұрғысынан кәсіптік бағдарлардың түсінігі мен мазмұнын ашуға талпыныс жасалған. Шетел тілдерін оқыту университеттегі жалпы кәсіби дайындықтың құрамдас бөлігі болып табылады. Психологиялық-педагогикалық аспектіде шет тілі мәдениеті — коммуникативті әлеуеттің тағы бір құралы және болашақ табысты мансап үшін мүмкіндіктер ашатын ресурс. Оқу дағдыларын дамыту және шет тілінің рецептивті сөздік қорын түсіну кәсіби қарым-қатынас пен іс-әрекеттегі лексикалық дағдыларды дамытуға ықпал етеді. Бұл үдерісте университетте шет тілдерін, сондай-ақ жаратылыстану циклінің пәндерін ағылшын тілінде оқытуда АКТ ресурстарын практикалық пайдалану маңызды рөл атқарады. АКТ технологиялары мәтіндік материал мен сөздік қорының мазмұнын таңдауға көмектеседі, бұл білім алушының білімін барынша арттыруға және сөздік қорды ықшамдауға көшуді қамтамасыз етеді, сол арқылы күрделі және белгісізді таныс және қарапайыммен алмастырады, мәтіннің негізгі және ең басты мазмұнын білдіруге қабілетті болады. Технологияның бұл түрі студенттердің белгілі бір пәндер мен тақырыптық бөлімдер шеңберінде шет тілінің рецептивті лексикасын енгізу және белсендіру бойынша кейбір нәтижелерін ұсынудың практикалық мәселесін шешуге көмектеседі. Осылайша, тілдік университеттерден тыс шет тілін кәсіби бағытталған оқытудың тиімділігі лексиканы дұрыс және жүйелі таңдауға, оны белсенді және рецептивті деп бөлуге, сондай-ақ әртүрлі тапсырмалар мен жаттығуларға енгізілген әдістер мен тәсілдерге байланысты.

*Кілт сөздер:* табысты мансап, тұлғалық кәсіби-бағдарлық іс-әрекет, шетел тілінің рецептивті лексикасы, тілдік емес университет, лексиканың мағынасы, мәтін мазмұнының мәні, оқытудың әдістемелік және ерекше әдістемелік принциптері, семантикалық құндылық, рецептивті лексикалық дағдылар, параллель мәтіндер түрлері, терминдерді қолдану контекстері.

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### **Практические аспекты успешной карьерной подготовки студентов-педагогов с учетом иноязычного образования**

На современном этапе исследования предложена попытка раскрыть понятие и содержание карьерных ориентаций с точки зрения формирования личностной профессионально-центрированной деятельности, способной к эффективному общению. Обучение иностранным языкам является неотъемлемой частью общепрофессиональной подготовки в вузе. В психолого-педагогическом аспекте иноязычная культура — еще один инструмент коммуникативного потенциала и ресурс, открывающий возможности

для будущей успешной карьеры. Развитие навыков чтения и понимания восприимчивой лексики иностранного языка способствует совершенствованию лексических навыков в профессиональном общении и деятельности. Значительную роль в этом процессе играет практическое использование ИКТ-ресурсов при обучении иностранным языкам, а также предметам естественнонаучного цикла на английском языке в вузе. ИКТ-технологии оказывают помощь при выборе содержания текстового материала и словарного запаса, что побуждает обучающегося максимально активизировать уже имеющиеся знания и обеспечить переход к упрощению словарного запаса, тем самым заменить сложное и неизвестное на знакомое и более простое, чтобы быть способными выразить основное и главное содержание текста. Данный вид технологии помогает решить практическую проблему представления студентами некоторых своих результатов по введению и активизации рецептивной лексики иностранного языка в рамках конкретных предметов и тематических разделов. Таким образом, эффективность профессионально-ориентированного обучения иностранному языку вне языковых вузов зависит от правильного и систематического выбора лексики, разделения ее на активную и рецептивную, а также от приемов и методов, включаемых в различные типы заданий и упражнений.

*Ключевые слова:* успешная карьера, личная профессионально-ориентированная деятельность, иноязычная рецептивная лексика, неязыковой университет, значение лексики, значение содержания текстов, методологические и частно-методические принципы обучения, смысловая ценность, рецептивные лексические навыки, типы параллельных текстов, контексты употребления терминов.

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