

A.T. Sagiyeva*, A.N. Utegenova, Zh.B. Rakisheva

*Aktobe Regional University named after K. Zhubanov, Aktobe, Kazakhstan
(Corresponding author's e-mail: sagieva.aelita@mail.ru*)*

Communicative activity in teaching professionally oriented English: a methodological aspect

New conditions determine new requirements to the quality of specialists' training for professional activity. It is necessary to emphasize the important role of communicative activity development in professional-personal direction. The purpose of this article — to systematize the results obtained in the framework of pedagogical research conducted on the basis of Aktobe Regional University named after K. Zhubanov, with the 3rd year students of the specialty “5B010200 — “Pedagogy and Methods of Primary Education”” with the Kazakh language of training. Scientific importance is designated by means of allocation of theoretical and conceptual device, practical importance consists in the chosen and tested complex of diagnostics, and techniques on communicative activity. The methodology of research is based on activity (A. N. Leontiev, V. A. Slastenin, etc.) and acmeological (N. V. Kuzmina, etc.) approaches, review-analytical and diagnostic research methods. The main results of the study were the systematization of the identified components of communicative activity, methods and techniques for teaching foreign language to students of non-linguistic specialties. The value is the cultural enrichment of the student on the basis of competently selected teaching material. The practical value of the results of the work is based on methodological recommendations to university faculty working in this area.

Keywords: learning, communicative readiness, student, component, foreign language, quality, specialty, technique.

Introduction

In the context of world globalization, particular importance is attached to the development of the individual's need to quickly adapt to a constantly changing world. These changes have a multicultural character, which is an important factor in expanding the interest of society in the study of a foreign language as a professional language. The expansion of international ties in science, technology, and culture should also be highlighted. The historical factor and the geographical location of the borders of Russia and Kazakhstan determine Russian as the language of interpersonal communication; English is the key to international communication. Kazakhstan's higher school was one of the first state institutions to adopt this strategy as a basis. Keeping up with the times, universities in the Aktobe region have also transformed themselves into cultural multilingual communication centers, where ongoing pedagogical research is conducted. Thus, in Aktobe Regional University named after K. Zhubanov, a group of teachers of philological orientation has identified a methodological problem: the development of multicultural communicative activity of students in practical classes on the subjects “Professionally-oriented Russian language”, “Professionally-oriented English language”. This was the basis for conducting a pedagogical study. In our case, we considered the possibility of determining the qualitative knowledge of non-native and foreign languages as a professionally and personally significant factor for students of the specialty “5B010200 — “Pedagogy and Methods of Elementary Education”” with the Kazakh language of training. The choice of this specialty is conditioned by the fact that a modern elementary school teacher is an alloy of a well-bred, literate, studious, multicultural personality. It is the elementary school teacher who begins to form the personality of the first-grader — the future citizen of Kazakhstan, while he/she should be a role model.

Research methods

The aim of the article is to systematize the results obtained in the framework of pedagogical research conducted on the basis of Aktobe Regional University named after K. Zhubanov, with the 3rd year students of the specialty “5B010200 — “Pedagogy and Methods of Primary Education”” with the Kazakh language of training.

According to the review-analytical method, we will consider the designated problem through the prism of philosophical, pedagogical, psychological, sociological, scientific and methodological information. In addition, theoretical data were obtained through the study of dissertation works, educational regulatory documentation.

As part of the diagnostic methods we noted psychological and pedagogical: observation, questionnaire “Difficulties encountered in the study of a foreign language”, diagnosis of communicative control M. Schneider.

Discussion

In the theoretical aspect, let us consider the concept of communication as an active process in the learning system. In our study, the theoretical and practical components consider the position of communication and communicative activity as the main criterion for successful professional learning. Thus, in a broad sense, the concept of “communication” is seen as a way of connecting any objects of the material and spiritual world [1]. From a philosophical point of view, “communication” is a procedural component. It is realized through communication, where there is an exchange or transfer of some information. The exchange occurs through special symbols and signs with fixation on any media [2].

From a technological point of view, communication acts as a conduit for the transfer of information from one participant to another, a means of connecting one place with another. From the sociological point of view, we interpret the concept as the establishment of interpersonal relationships and connections that arise in society.

Based on the theoretical data presented above, let us characterize the concept of “communicative activity”. In our opinion, communicative activity has a deeper character. The meaning of this concept denotes the psychological readiness of the learner to perceive any specific learning information. At the heart of such activity are block chains on which there is a process of irritation and transfer of informative energy flow with participation of work of mental cognitive processes.

Let us distinguish the following functions of communicative activity: organizational and managerial, informative, cognitive, emotive functions. The forms of messages include:

- inducing: persuasion, an order, a request to perform a task;
- informative: transmission of educational information;
- expressive: involvement of the emotional apparatus,
- phatic: establishing and maintaining contact [3].

M. Reimann in his works reveals the essence of communicative activity. So, in the opinion of the author, communication represents first of all mutual understanding, “to make understandable for the partner on communication what you want to transfer”[4]. According to a number of scientists (B. G. Ananyev, M.I. Dyachenko, etc.) [5, 6] under purposeful activity of any person are its regulation, stability, efficiency.

The researchers also outlined the following conditions:

- awareness of the requirements of society, own needs;
- identification of personal needs with social ones;
- identification of the possibility of meeting personal needs in the process of communicative activity (communication);
- analysis and selection of conditions for the implementation of upcoming actions for communication, taking into account previous experience;
- manifestation of personal skills and abilities, strength of character.

Thus, communicative activity is a process of transmitting some information, which involves the mental characteristics of the individual, his attitudes, and abilities, necessary for its implementation.

The importance of communicative activity we can trace in the works of A. A. Leontiev: “any forms of communication are specific forms of joint activity of people” [7]. On the one hand, communication is included in any activity and is its component, and on the other hand, the activity itself can be considered as a condition of communication.

B.F. Lomov denotes the concepts of “activity” and “communication” as important components of communicative activity. According to the author, “these are not just parallel interrelated processes, but two sides of a person's social being, his way of life” [8].

V.A. Kan-Kalik characterizes communicative activity as a creative process or organization of relationships, the content of which is the exchange of information [9].

K. A. Abulkhanova-Slavskaya, B. G. Ananyev, M. S. Kagan, A. A. Leontiev, A. A. Bodalev, A. V. Mudrik and others define communication as an activity and designate it as “communicative activity” [5, 7, 10–14].

Within the framework of the conducted research, we denote communicative activity within the framework of teaching Russian and a foreign language to non-linguistic students as a continuous professional-academic activity. It relies, of course, on the ability of the student himself, his level of language knowledge. The role of the teacher, his/her chosen forms and methods in the disciplines “Professionally-oriented Russian”, “Professionally-oriented English” is also important.

Thus, the formation of communicative activity of students of non-linguistic specialties effective mastering of Russian and English languages should be considered today as a process of purposeful, multifactorial, continuous, complex, varied, qualitative change of personality.

Results

Experimental research was conducted in the period 2019–2021 and took place in two stages: ascertaining and forming experiment. The ascertaining experiment included fixation of the initial data on the available language competences, also the choice of diagnostic techniques and forms of corrective work. As described above, the disciplines “Professionally-oriented Russian language” and “Professionally-oriented English language” for 3rd year students with Kazakh language of instruction were taken as a basis. A total of 47 full-time students participated in the experiment. The experiment had a transformative character: the initial results were compared with the new ones received in the course of training with the inclusion of the system of methods and techniques of communicative activity.

To study the difficulties arising in the classes of learning a foreign language (Russian and English), we used a questionnaire, which was made by the teachers themselves. The main purpose of the questionnaire is to identify learning, psychological, social difficulties in learning English. Let us consider the results of the questionnaire (Table).

Table

Difficulties in mastering the English language

| Questions | Number of responses |
|--|--|
| 1. What are your motives for learning Russian and English? - the desire to expand the sphere of communication, - the desire to deepen the scope of cognitive activity, - the beauty of the language itself, - other. | 37 people 22 people 9 people 5 people |
| 2. How do you work with a foreign text? - translate into my native language first, - I realize/understand the meaning of foreign combinations, - when trying to build a speech utterance in another language, I first use the speech structures of my native language | 51 people 13 people 9 people |
| 3. Specify your personal psychological barriers: - I don't know if I can speak Russian and English correctly, - shyness and fear of becoming a laughing stock because of pronunciation mistakes, - fear that mistakes will be followed by undesirable evaluations. | 35 people 27 people 11 people |
| 4. Experiencing difficulties with: - pronunciation, - grammar, - translation | 42 people 51 people 32 people |
| 5. How often do you practice Russian and English? - I read books, - watch movies in Russian and English; - communicate with native speakers (online or live); - only in classes at the university | 12 people 9 people 3 people 29 people |
| 6. How often and systematically do you study Russian and English? - daily; - twice a week (classes at the university); - I take extra classes; - other. | 15 people 36 people 9 people 5 people |

The results of the survey and observation of students' communicative activity in the classroom showed that only 17% of the students who participated in the pedagogical study, speak a foreign language (Russian and English) sufficiently, but not in an excellent (Intermedium level). The remaining 83% of the respondents have a lesser degree of language proficiency.

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The received results served as a basis for strengthening communicative activity at lessons on the designated disciplines and development of the special system of the techniques activating interpersonal communication during corrective work. For a basis project activity and individual researches on the specialized theme chosen by students was taken. The project activities covered more general topics — traditions of Russia, Kazakhstan, England and the USA, folk and public holidays, leading universities, and geographical sites, features of the seasons, music and more. There was also an emphasis on language grammar practice. This helped to expand the student's horizons and develop cultural and value orientations. Within the framework of individual research students were given an opportunity to choose a professionally specialized topic — psychological and age specifics of elementary school students, adaptation of a first grader, basics of inclusive education, features of thinking and speech, role of abilities in elementary school students, how to concentrate attention of a student and others. On these topics students had to present a case study with theoretical and practical material. In addition to the above techniques, we should highlight the “interviewing” technique, where participants in the experiment were given the task of interviewing their favorite school or university teacher in two languages.

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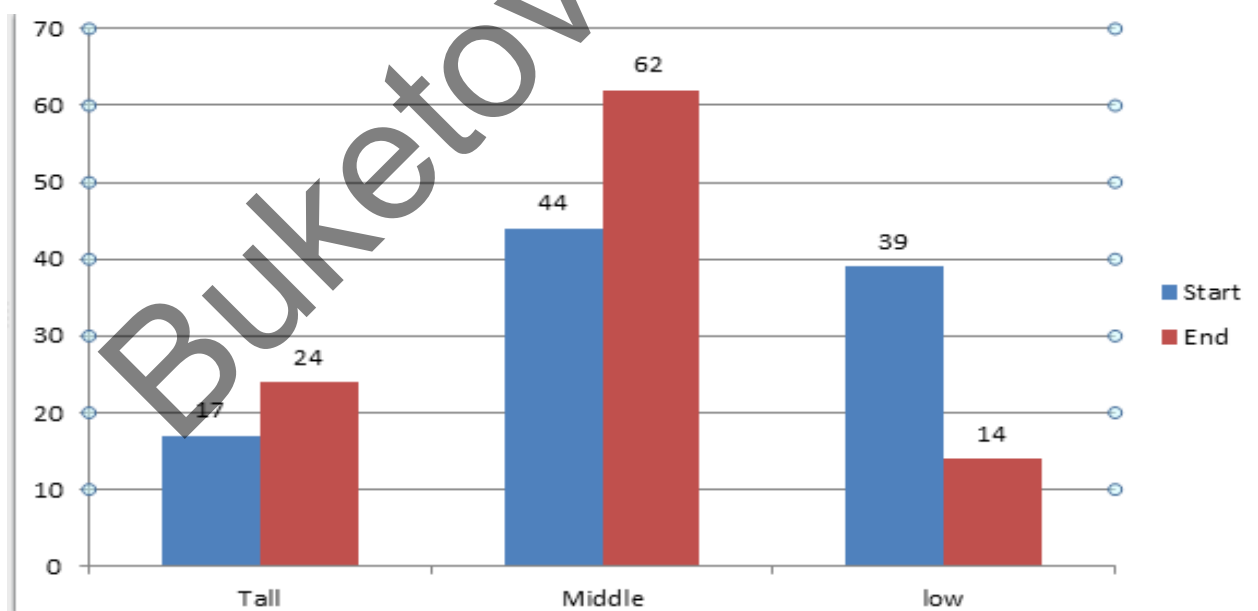


Figure 1: Diagnostic results for determining the level of communicative control using the M. Schneider method (Russian language)

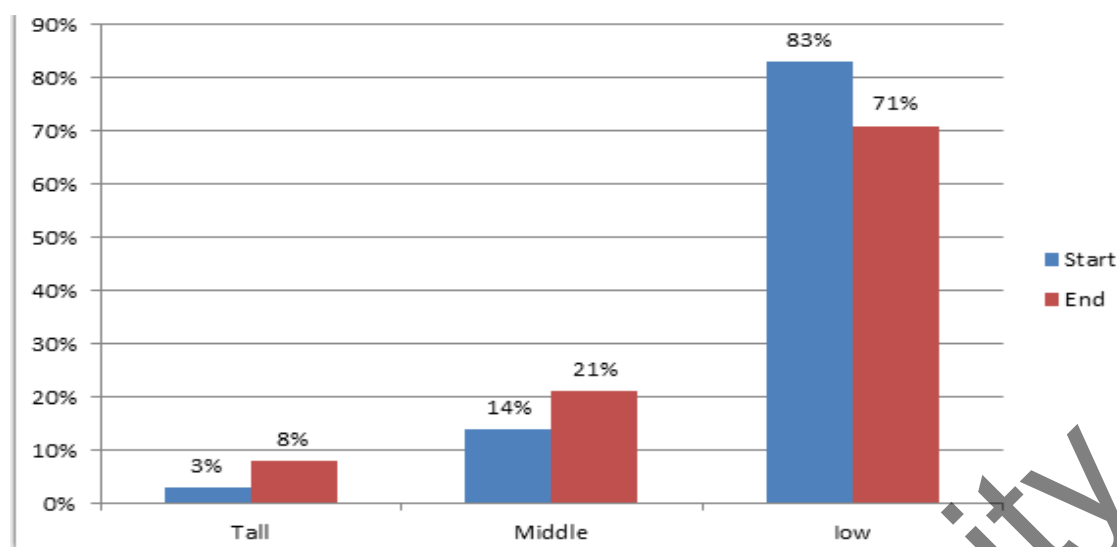


Figure 2: Diagnostic results for determining the level of communicative control using the M. Schneider method (English language)

The data obtained indicate that the methods and techniques we selected to enhance communicative activity are effective for the selected category of students. The observation of the students' activity during the work showed that the students actively used Internet technologies as well, worked analytically with the necessary information, worked more in dialogue, uttering in full voice sentences-requests, narrations, exclamations. On the part of the teachers, there was also an increased interest in communicating with students.

Conclusions

The conducted pedagogical experiment allowed us to identify effective methods and techniques in teaching special disciplines in a non-native language. In addition, it is not only those "classical" disciplines, which were chosen within the framework of our study. Within the framework of the experiment we also considered the methodological side. In our opinion, the indicated methods can be introduced in other special disciplines with instruction in Russian and English. Considering the state policy, of course, more preference is given to the disciplines taught in English. In our study, we must also pay attention to the fact that the main contingents among students are students living in rural areas. As practice shows, not all rural schools pay proper attention to Russian and English. We believe that this problem is one of the topical issues in pedagogy and requires further theoretical reflection.

In general, communicative activity to master a foreign language (Russian and English) is understood as an integrative and dynamic quality of the future specialist, assuming the presence of the elementary level of foreign language knowledge, active involvement in the process of learning it, the possession of the norms of communicative behavior.

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А.Т. Сагиева, А.Н. Утегенова, Ж.Б. Ракишева

Кәсіби бағдарлы ағылшын тілін оқытудағы коммуникативтік белсенділік: әдістемелік аспект

Жаңа шарттар кәсіби қызметке мамандарды даярлау сапасына жаңа талаптарды айқындайды. Кәсіби және тұлғалық бағытта коммуникативті белсенділікті дамытудағы маңызды рөлді атап өту керек. Мақаланың мақсаты — Қ. Жұбанов атындағы Ақтөбе өңірлік университетінде «5В010200 — «Бастауыш оқытудың педагогикасы және әдістемесі» мамандығының 2-3 курс студенттерімен жүргізілген педагогикалық зерттеу аясында алынған нәтижелерді жүйелеу. Ғылыми маңыздылығы теориялық және тұжырымдамалық аппаратты бөліп көрсету арқылы көрсетілген; практикалық маңыздылығы тандалған және сыналған диагностика, әдістер мен тәсілдер кешенін құрайды. Зерттеу әдістемесі белсенді (А.Н. Леонтьев, В.А. Сластенин және т.б.) және акмеологиялық (Н.В. Кузьмина және басқалар) тәсілдерге, зерттеудің шолу-аналитикалық және диагностикалық әдістеріне негізделген. Зерттеудің негізгі нәтижелері коммуникативтік өрекеттің анықталған компоненттерін, тілдік емес мамандық студенттеріне шет тілдерін оқытудың әдістері мен тәсілдерін жүйелеу болды. Құндылық дегеніміз — дұрыс тандалған оқу материалы негізінде оқушының мәдени байытылуы. Жұмыс нәтижелерінің практикалық маңыздылығы осы бағытта жұмыс істейтін жоғары оқу орындарының профессорлық-оқытушылық құрамы үшін әдістемелік ұсыныстарға негізделген.

Кілт сөздер: білімділік, коммуникативті дайындық, оқушы, компонент, шет тілі, сапасы, мамандығы, техникасы.

А.Т. Сагиева, А.Н. Утегенова, Ж.Б. Ракишева

Коммуникативная активность в обучении профессионально-ориентированному английскому языку: методологический аспект

Новые условия определяют современные требования к качеству подготовки специалистов к профессиональной деятельности. Следует выделить важную роль по развитию коммуникативной активности в профессионально-личностном направлении. Цель данной статьи — систематизировать полученные результаты в рамках педагогического исследования, проведенного на базе Актыбинского регионального университета им. К. Жубанова, со студентами 2–3 курсов специальности «5В010200 — «Педагогика и методика начального обучения». Научная значимость обозначена посредством выделения теоретико-понятийного аппарата, практическая значимость заключается в выбранном и апробированном комплексе диагностик, методик и техник. Методология исследования базируется на деятельностном (А.Н. Леонтьев, В.А. Сластенин и другие) и акмеологическом (Н.В. Кузьмина и другие) подходах, обзорно-аналитическом и диагностическом методах исследования. Основными результатами исследования стала систематизация выявленных компонентов коммуникативной активности, методик и техник по обучению иностранным языком студентов неязыковых специальностей. Ценностью является культурное обогащение студента на основе грамотно подобранного учебного материала. Практическое значение итогов работы опирается на методические рекомендации профессорско-преподавательскому составу университетов, работающему в данном направлении.

Ключевые слова: обучение, коммуникативная готовность, студент, компонент, иностранный язык, качество, специальность, методика.

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