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Teaching professionally oriented foreign language

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**Abstract.** This article is devoted to definitions of concepts "professionally oriented teaching of a foreign language", "professional foreign language competencies" and the main methods of teaching a foreign language for future specialists

**Key words:** language skills, authentic text, specialized, original version, professionally oriented teaching

Nowadays, any profession with fluency in foreign languages can achieve great success. Therefore, there is a growing need for professionals with advanced foreign language skills. Foreign language teaching technology is developing dynamically. It is very important that many students not only develop their major in higher education but also improve their foreign language skills. Thus, proficiency in a foreign language is a basic necessity for a successful profession. The transition of Kazakhstan universities to a high-level or multi-level structure of education poses new challenges to the Department of Foreign Languages.

One of such tasks is professionally oriented foreign language teaching. Professionally oriented foreign language teaching in higher education institutions in the country is taught in the third or fourth semester after the course "foreign language (general language training)" professionally oriented discipline "foreign language". This discipline covers 2 credits (90 hours) [1]. Professionally oriented teaching of English started abroad as an academic discipline in the 1960s. Nowadays, professionally oriented English language teaching is a major issue in educational services. Professionally oriented foreign language teaching, in turn, the learning of a foreign language by a future professional requires the teaching of knowledge based on future needs.

The main purpose of professionally-oriented foreign language teaching is to develop the student's professional development and further professional education, the commonality of the foreign language and the special disciplines related to the specialty. Knowledge of a foreign language is considered to be for the professional development of the student and the improvement of their professional skills. It is also a fundamental requirement for graduates with a professional qualification to be able to conduct business with a foreign partner as a professional in the future. In the conditions of development of individual language abilities in higher education institutions of economics, a model of formation of a three-stage module is necessary. This three-stage formation model includes:

1. general foreign language teaching (Pre-Intermediate level);

- 2. Professionally-oriented foreign language instruction 2nd year (Intermediate level - Language for Specific Purposes);
- 3. A specialised professionally-oriented training course in the 3rd or 4th year

(Upper-Intermediate and Advanced levels - Language for Academic Purposes)  
 In the process of professionally oriented training in English, the question arises: "why teach professional vocabulary, grammar or skills of monological and dialogic speech in the first place?". Knowledge of special terms and basic grammar does not allow students to communicate fluently. The main elements of training are

- organising and setting the topic
- checking the depth and strength of knowledge
- relationship between teacher and student in mastering a new topic
- Reinforcement of the passed material and exercises
- Diagnostics: mastering of knowledge, forming skills

· following the instructions homework or self-study

· Based on the above, the actual lesson is divided into several types,

· lesson)	learning of new material in a lesson (theoretical investigation, film
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- improvement of knowledge at the lesson (performance of practical tasks, essays, exercises, business games)
- generalisation and systematisation of the lesson (discussion, conference, seminar, business game)
- combined lesson (combination of different types of lessons with a wide range of tasks)
- Supervision (test, oral inquiry, written work, test, quiz)

In the teaching of a professionally oriented foreign language, authentic texts, i.e. literature presented in its original version, play an important role. Authenticity in Greek means "basic", "ultimate". Authentic material, according to Longman's dictionary, refers to language materials considered to the extent of natural speech and written actions [3]. Authentic text-text written by a representative of a language on a true basis. A Kramsch believes that "authentic texts are texts used not in the pedagogical sphere, but in the natural state, in everyday communication"[4]. According to renowned linguists such as G. Widowson, D. Noonan, authentic material is language material not for learners of a foreign language, but for speakers of that language, i.e. arising from the interaction and use of the material by users. According to Morrow, 'an authentic text is a text written

in Root by a real speaker or writer that has a real linguistic, real dynamic impact in order to give specific information to a particular audience. The main aspects of using authentic newspaper texts in English language teaching:

- Students are introduced to the existing speech activities of speakers of the target language;
- authentic materials allow students to assess their progress in language learning. For example: completing plans for a 4-day tourist book you are spending in England;
- as the authentic material is contained in a variety of texts, the language style varies;

- authentic material will tell you about the culture and characteristics of native speakers, which in turn will increase students' interest in learning the language

According to Willis, if we study the lexical use of auto-training, we can uncover the fundamental meaning of words and understand the legitimacy of its use. According to Willis, the use of authentic texts when learning English is very important because students' vocabulary cannot be enriched only by the words taught by the teacher in class[4]. In conclusion, in professionally oriented foreign language teaching, special attention should be paid to teaching the reading of literature presented in the original version. After all, it is known that a very large amount of technical information comes through the Internet, scientific journal, technical literature. Learning to read original literature involves working with texts from textbooks, special journals and other sources of scientific and technical information. Automating the skills of correct reading of scientific and technical texts in the original version. Developing the skills of working with reference dictionaries. Dictionary of development funds. Being able to identify an important issue in a text. To be able to find a logical connection between sentences. To develop skills of understanding redundant information without the use of a dictionary. Develop reading skills with the principle knowledge of the text.

Consequently, when teaching a professionally relevant foreign language, it is important to focus on correct topic selection covering topics related to the profession in question, developing students' professional competence and using as many texts with a professional focus as possible. On the basis of the above it is possible to draw the following conclusion that regardless of the method used by the foreign language teacher, it is necessary that the teacher has a certain knowledge of the professional speciality, the interest, the desire to improve the learning process.

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