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A professionally oriented component in foreign language classes of non-linguistic specialties at a university (on the example of legal documents)

This article is devoted to the peculiarities of working on a professionally oriented component in foreign language classes with students of non-linguistic specialties of higher educational institutions. The relevance of this study lies in the fact that today this direction remains a priority in the methodology and didactics of teaching foreign languages, as it reflects the demands of modern society, namely, the formation and development of a competitive personality capable of quickly adapting to the realities of the modern world of innovation and technology. The purpose of the article is to generalize the concept of professional orientation of a foreign language class at a university in non-linguistic specialties. The authors of the article view in detail on the methodological features of working on legal documents in a foreign language class, consider various types of work that ultimately lead to the formation of intercultural language competence, which is the key goal of the discipline "Foreign Language" at the university. The presented practical material can be taken as an example, adapted to the target groups and integrated into the educational process, and the developed recommendations may be of interest not only to young teachers, but also to experienced methodologists, following which the process of teaching a foreign language with a professionally oriented component can be more interesting and efficient. It was revealed in the process of work that the use of exercises and tasks recommended by the authors, using interactive technologies, makes the process of mastering professional vocabulary entertaining, and also makes it possible for students to use it in further communicative situations.

Keywords: professionally oriented component, foreign language, non-linguistic specialties, methods of teaching foreign languages, interactive methods, higher educational institution, innovations and technologies, intercultural language competence.

Introduction

At the present stage of society development, preference is given to highly qualified specialists who speak foreign languages, since in the context of expanding international relations, a foreign language has become really in demand in the practical and intellectual activity of a person. The standard curriculum, which is an integral part of the State Standards of Higher Education of the Republic of Kazakhstan, states that foreign language proficiency is an integral component of the professional training of any profile modern specialist [1]. In our article, we share the experience and knowledge gained during the internship at the Kazakh-German University in Almaty, organized on the initiative of DAAD. In the article, we consider the methodological aspects of working on terminology in foreign language classes with students of the Law Faculty. The purpose of our study is to share experience, to present interactive tasks, the effectiveness of which has been proven in the framework of the experimental work, to develop recommendations for foreign language teachers working with a professionally oriented component in foreign language classes.

Experimental

Considering the process of formation of students' intercultural language competence in the process of working on a professionally oriented component in foreign language classes of non-linguistic specialties, we relied on the following methods of scientific knowledge: theoretical and empirical, during which we analyzed the available research on the topic of the article. Practical recommendations and developed tasks and exercises for specific legal documents were presented, which can later be used in the educational process.

In the methodology and didactics of teaching foreign languages the issue of working on texts in the specialty in the classroom of foreign languages has been considered for decades. At the same time, many methodological techniques and methods can be noted. Work on a text in the specialty may include scientific and technical translation. The peculiarity of this type of work can be found in the works of the following scien-

tists: Maeve Olohon, Homenko S.A., Cvetkova E.E., Basovec I.M., Schweitzer A.D., Boulanger P.P., etc. [2–8] They consider questions of linguistics and translation studies, didactic and psychological aspects of translation, as well as the development of appropriate tasks and exercises. In modern methodology, the CLIL methodology is becoming more and more relevant, which is a subject-language integrated learning. The purpose of this type of training is to study subjects in a foreign language. The term was given by David Marshal, University of Jyväskylä, Finland, in 1994 [9].

Research and Discussion

In our article, we would like to consider the issues of teaching a professionally oriented foreign language, the purpose of which is the formation of intercultural and communicative competence based on professional vocabulary. The essence of professionally-oriented teaching of a foreign language lies in its relationship with the leading, basic disciplines in order to obtain additional professional knowledge and form professionally significant personality traits [10]. Today, this direction is undoubtedly a priority in teaching foreign languages to students of non-linguistic specialties. From work experience, we can say that professionally oriented content is a powerful motivational stimulus for students in learning a foreign language.

A good example of conducting practical classes was the seminar “International Criminal Law: Political, Economic, Historical Aspects”, which was held on the basis of the Kazakh-German University in Almaty, led by Associate Professor of the Berlin University Susan Jaeger. The participants of the seminar were provided with a rich methodological material for the educational process. Various types of work were carried out: watching video materials and slides, listening to audio materials, abstracts protection, working in pairs, in groups, individual forms of work, conducting lectures, reports, as well as oral and written forms of control.

Three documents were proposed for study: “Statut des Internationalen Gerichts” zur Verfolgung der Verantwortlichen für die seit 1991 im Hoheitsgebiet des ehemaligen Jugoslawien begangenen schweren Verstöße gegen das humanitäre Völkerrecht vom 3. Mai [11]; “Statut für den Internationalen Militärgerichtshof von Nürnberg vom 8 Mai 1945” [12]; IstGH – Statut [13]. Working with each of these statutes was accompanied by the processing of a number of articles that help to understand the essence and meaning of the statutes, as well as to consolidate the necessary vocabulary.

At non-linguistic faculties of the L.N. Gumilyov Eurasian National University the work with texts in the specialty starts in the second semester, which undoubtedly always causes certain difficulties. This material can be used in the classroom with students of the Law Faculty, distributing hours for SIW and practical classes, according to the credit system of education. Using the example of statutes and some articles, we would like to show how this work can be done with students.

Already in the process of working with students, an in-depth terminological dictionary is compiled for all three statutes, which is given to students for independent work, since further work is based on a good knowledge and understanding of the content of the statutes. Each legal term is offered with all grammatical forms in German. An equivalent in Kazakh and Russian is selected for each word, and an example taken from the statute is given.

For example,

der Gerichtshof -s, -e - hundred palatases, tribunal / court chamber, tribunal

Der Gerichtshof besteht aus vier Mitgliedern und vier Stellvertretern von jedem Signatar soll ein Mitglied und ein Stellvertreter ernannt werden.

In the examples, there is a constant repetition of new vocabulary, often occurring words with the same root, which leads to memorization and consolidation of this terminology in various contexts.

For example,

Die Zuständigkeit – zuständig sein

Der Angeklagte-anklagen

Das Schuld-unendschuldigbar-der Angeschuldigte

This work needs to be done in stages. First, students independently work on a terminological dictionary for the document: “Statut des Internationalen Gerichts” zur Verfolgung der Verantwortlichen für die seit 1991 im Hoheitsgebiet des ehemaligen Jugoslawien begangenen schweren Verstöße gegen das humanitäre Völkerrecht vom 3. Mai. The statute itself is being processed independently and during practical exercises: reading and translation, explanation in one’s own words of the main provisions both in German and in the native language, question-answer tasks in pairs (student-student, student-teacher, teacher-student), in groups (teacher-students). On the basis of this statute, students are invited to process two articles: “Geschich-

te des Balkankonfliktes” and “Kosovo – Konflikt”. The following topics are submitted for the protection of the reports: “Der historischere Hintergrund des Konfliktes”, “Die soziale und wirtschaftliche Dimension des Konfliktes”, “Der Konflikt als Folge der mutwilligen Veränderung des politischen Statuts des Kosovo”, “Der Versuch einer friedlichen Lösung”, which complement this Topic. After the presentations, the lecturer summarizes. According to the article “Geschichte des Balkankonflikts” the work was organized in such a way, when, using a dictionary developed by the teacher, students independently worked on reading comprehension. At the practical lesson, students together with the teacher in small groups, made mind maps, using the following online applications (Fig.).

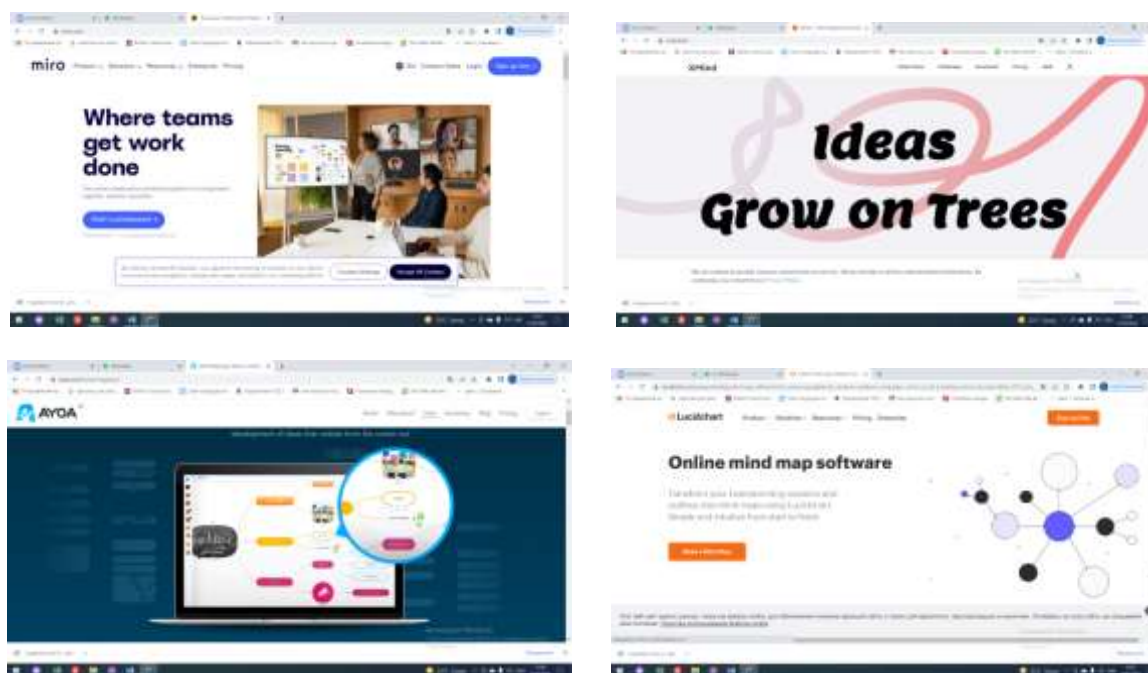


Figure. Applications used to create a mental map

To check the understanding of the text content by students, you can test on a Google Form or organize question-answer tasks in the format teacher-student, student-student, student-teacher. The task of the teacher in this case is to activate new vocabulary. If necessary, the teacher needs to give definitions to those terms that are difficult for students to perceive and understand. Then you can offer work on cards to consolidate new vocabulary. Tasks can be the following:

a) complete the proposal; for example, 1) Die Einheiten der Ustasa ... die nicht kroatischen Gruppen, vor allen Serben und ... zwischen 1941 und 1945 in Lagern und Massakern zwischen 100000 und 1 Million Menschen. 2) Nach ... des osmanischen und des österreichisch-ungarischen Reiches wurde 1918 das ... terrorisieren, ermorden der ...

b) what paragraph of the plan refers to the following passage of text;

c) on the sheet on the left there are words according to the text in German, on the right their equivalents in Kazakh or Russian, you need to find the correspondence of these equivalents; for example,

1. bedrohen	a) сайлау/избирать
2. der Angriff	b) қауіп төндіру /угрожать
3. der Ausbruch	c) шабуыл /нападение
4. auserkoren	d) пайда болуы /возникновение

1	2	3	4

d) text test with multiple choice answers; for example, 1. Name a country that was not part of this group. Im Frühjahr 1994 schalteten sich die USA ein und riefen eine Kontraktgruppe zusammen.

A) Grossbrizanien;

- B) Die USA;
- C) Russia;
- D) Germany;
- E) Italy.

e) Answer the question.

Wann wurde in Kroatien und Bosnien – Herzogowina unter deutscher und italienischer Besatzung ein “Unabhängiger Staat Kroatien” gegründet.

- A) während des zweiten Weltkrieges;
- B) während des ersten Weltkrieges;
- C) im Jahre 1918;
- D) Während der Totos Regierungszeit;
- E) im Jahre 1945;
- F) make sentences from the given words;
- G) determine whether these sentences correspond to the content of the text.

There are many dates in the text, it can be proposed to compile a chronological table in order to restore the content of the text step by step again. As a final work – retelling the text in your own words. At the SIW, students, on the basis of this text, determine what actions can be considered criminal and directed against the people. As an argument, the provisions of the statute are cited. You can finish this section by watching the trial of Slobodan Milosevic, followed by a discussion [14].

At the second stage, students should study the document: “Statut für den Internationalen Militärgerichtshof von Nürnberg vom 8 Mai 1945”. The teacher sets the students a search task – to reveal the following points on the statute: 1) the reason for the adoption of this statute; 2) composition of the court; 3) crimes; 4) the rights of the defendant; 5) rights and obligations of the judicial chamber; 6) punishment. This task can be carried out in subgroups with further presentation and discussion. The work on the second statute is accompanied by a discussion of the article “Der Nürnberger Prozess gegen die Hauptkriegsverbrecher von Peter Steinbach”. Here, special attention should be paid to working on the dictionary, since the text contains a large number of complex nouns and adjectives. For example: das Militärgerichtshof -es, -e - askeri hundred palatasy / military court chamber (das Militär - das Gericht - der Hof), der Hauptkriegsverbrecherprozess -es, -e - negizgi askeri kylmystar procesi /trial of major war crimes (das Haupt - der Krieg - der Verbrecher - der Prozess). Then you can offer a number of exercises to consolidate this vocabulary.

For example,

1) On the left side, the first parts of compound nouns are given, on the right side, their continuation. Students should compose words

Haupt nahme
Kenntnis schuldigen
Haupt machte
Signatar kriegesverbrecher

2) Spelling task. “Identify misspelled words”.

3) “Who remembered more complex nouns and adjectives”.

As a SIW – reading and translation of the article. At the practical lesson – a fragmentary retelling, which can be organized in subgroups. Students themselves prepare questions for the main points of the article and formulate questions in such a way that they can answer in several sentences.

The topic of this text is interesting and relevant even today, since the Nuremberg trials have not yet been completed and information on this topic can be found both on the Internet and in native and foreign periodicals.

Upon completion of work on these documents, students write an independent work, highlighting the common and distinctive aspects of these statutes. This also applies to the content and structure of these documents.

The work on the Rome Statute is accompanied by the processing of the article “Internationaler Strafgerichtshof”, which can be arranged in the form of an audition. The teacher himself presents this article in stages, dividing it into 7 parts. After reading each part, question-answer tasks are carried out for control. Reading and translation of the article is submitted to the SIW. At a practical lesson, students present this article in the form of retelling. The last stage of the work is reading of the Roman statute. At this stage, students

already have the necessary terminological vocabulary, know the content and structure of the previously studied statutes. The content of the Rome Statute is discussed interactively in the classroom. At the final lesson, a business game is held. Students are given role cards.

For example,

Richter: Herr Wolfgang Schmidt

Ankläger: Herr Rudolf Gans

Angeklagte: Herr Tom Chip

Rechtsanwalt: Frau Anna Mild

Die Bedienung: Herr Tom Chip war Söldner, im Jahre 1994 in der Zeit der Unruhen in Ruanda. Der Befehlshaber der Angriffe die Tutsi – Sidlungen. In der Folge dieser Angriffe wurde 500 Zivilisten ermordet.

Conclusions

While working with this material, the only goal was to get students into communication. The proposed tasks and exercises in various forms and variations, in our opinion, help to solve the main task of the methodology of teaching foreign languages the development of intercultural communicative competence. Various kinds of games, dramatizations, dialogues, situations, discussions make complex work on texts in the specialty containing a large amount of terminological vocabulary, stable turns, complex grammatical forms more exciting and interesting. Based on the work carried out, we formulated the following recommendations:

- When distribution tasks for practical exercises and SIW, remember to leave difficult material for work with the teacher. Less complex material, which the teacher is sure that students will cope without his help, can be taken out for independent study. Faced with difficulties, the student will not have the desire to study at home on his own. All the work of the teacher is based on the material covered, the learned is consolidated on its basis, and new material is given. Not preparing for classes, the student loses this connection, becomes passive in the classroom. In this case, all the work in the group gets lost.

- In each group there are both successful and unsuccessful students, therefore, when distributing material, it is necessary to take the level of students' progress into account, as far as language proficiency, their interests and individual characteristics.

- Involve successful students in the development of assignments.

- When developing tasks, it is necessary to use technical capabilities, these are applications, sites, games, etc., in order to make tasks interactive and entertaining.

In conclusion, we would like to note that the knowledge of not only colloquial, but also terminological vocabulary gives students the opportunity to expand and deepen their knowledge in their specialty, reading the works of not only local specialists, but also foreign scientists and personalities.

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Н.А. Устелимова, А.Б. Касенова, С.К. Мусина

Университеттегі тілдік емес мамандықтардың шет тілі сабақтарындағы кәсіптік-бағдарлы компонент (заңды құжаттар мысалында)

Мақала жоғары оқу орындарының тілдік емес мамандықтардағы студенттердің шетел тілі сабақтарында кәсіби-бағыттағы компонент бойынша жұмыс істеу ерекшеліктеріне арналған. Зерттеудің өзектілігі бүгінгі таңда бұл бағыт шетел тілдерін оқыту әдістемесі мен дидактикасының басымдылығы болып табылады, себебі ол қазіргі қоғамның талаптарын ашады, яғни заманауи әлемнің инновациялар мен технологияларына тез бейімделуге және бәсекеге қабілетті тұлғаны қалыптастыру мен дамытуды көздейді. Мақаланың мақсаты жоғары оқу орындарында шетел тілі сабағының тілдік емес мамандықтары бойынша кәсіптік бағдарлау тұжырымдамасын жалпылау. Авторлар шетел тілі сабағында нормативтік-құқықтық құжаттармен жұмыс істеудің әдістемелік ерекшеліктерін және де «Шетел тілі» пәнінің негізгі мақсаты болып табылатын мәдениетаралық тілдік құзыреттілікті қалыптастыруға әкелетін әртүрлі жұмыс түрлерін қарастырған. Ұсынылған практикалық материалды үлгі ретінде алуға болады, яғни арнайы топтарға бейімделген және оқу үдерісіне біріктірілген және берілген ұсыныстар жас оқытушыларға ғана емес, сонымен қатар кәсіби бағытталған компоненті бар шетел тілін пәнін қызықты және тиімдірек өткізуде тәжірибелі әдіскерлерді де қызықтыруы мүмкін. Интерактивті технологияларды пайдалана отырып, авторлар ұсынған жаттығулар мен тапсырмаларды қолдану кәсіби сөздік қорды меңгеру процесін табысты ететіні анықталды.

Кілт сөздер: кәсіби-бағыттағы компонент, шетел тілі, тілдік емес мамандықтар, шетел тілдерін оқыту әдістемесі, интерактивті әдістер, жоғары оқу орны, инновациялар мен технологиялар, мәдениетаралық тілдік құзыреттілік.

Н.А. Устелимова, А.Б. Касенова, С.К. Мусина

Профессионально-ориентированный компонент на занятиях иностранного языка на неязыковых специальностях в вузе (на примере юридических документов)

Статья посвящена особенностям работы над профессионально-ориентированным компонентом на занятиях иностранного языка со студентами неязыковых специальностей высших учебных заведений. Актуальность настоящего исследования состоит в том, что на сегодняшний день данное направление остается приоритетным в методике и дидактике преподавания иностранных языков, так как отражает запросы современного общества, а именно: формирование и развитие конкурентоспособной личности, способной быстро адаптироваться к реалиям современного мира инноваций и технологий. Целью статьи является обобщение понятия профессиональной направленности занятия по иностранному языку в вузе на неязыковых специальностях. Авторы статьи подробно останавливаются на методических особенностях работы над юридическими документами на занятиях иностранного языка; рассматриваются разнообразные виды работ, которые в конечном итоге ведут к формированию межкультурной языковой компетенции, что является ключевой целью дисциплины «Иностранный язык» в вузе. Представленный практический материал может быть взят в качестве примера, адаптирован к целевым группам и интегрирован в образовательный процесс, а разработанные рекомендации могут быть интересны не только молодым преподавателям, но и опытным методистам, следуя которым процесс преподавания иностранного языка с профессионально-ориентированным компонентом можно сделать интереснее и эффективнее. Выявлено, что применение рекомендуемых авторами упражнений и заданий, с использованием интерактивных технологий, делает процесс овладения профессиональной лексикой занимательным.

Ключевые слова: профессионально-ориентированный компонент, иностранный язык, неязыковые специальности, методика преподавания иностранных языков, интерактивные методы, высшее учебное заведение, инновации и технологии, межкультурная языковая компетенция.

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