

Issues and Challenges of Teaching Specialized French In the Universities of Kazakhstan

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Abstract

In the era of internationalization and globalization of the education system, the factors of tolerance and sociability are becoming increasingly important, the ranges of intercultural cooperation are significantly expanding. With the active development of economic and political ties, and more and more increasing competition, it becomes necessary to systematically improve the professional qualifications and mobility of employees. Changes are taking place in all areas of our life, and the education system is no exception. Currently, in the education system, the issue of integrating some academic subjects into certain areas of knowledge is relevant, which contributes to the achievement of high results in the study of these disciplines. In this article, we will describe the context in which the teaching of specialized French takes place, the difficulties, that teachers face in Kazakhstani universities, as well as the real needs of undergraduate students in "International Law" and "International Relations" of the Sorbonne-Kazakhstan Institute and al-Farabi KazNU based on our analysis results. Teaching is a relatively new phenomenon in higher institutions in Kazakhstan and there are still difficulties in differentiating SP teaching from general French (GF), with regard to the objectives, content and role of the teacher. It should be noted that the language faculties of Kazakhstani universities do not train SF teachers. It also creates problems related to training programs in different specialties, curricula, teaching techniques and others. The privileged tools that are put in place are the collection of authentic data, questionnaires from teachers providing French courses in the universities of Kazakhstan and students in the specialty of French language. During the analysis of the questionnaires, it was revealed that SF teachers and students had difficulties of different order, the graphs show us in detail the existing problems in SF teaching in Kazakhstan.

Key words: issues, challenges, teaching, specialized, French, the universities, Kazakhstan

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Introduction

The development of wide international contacts in our time has caused the need for a new language policy necessary for the successful implementation of various innovations in the fields of production, science and technology, when creating new technologies in contact with foreign colleagues at international seminars, conferences, symposia and congresses, when receiving foreign specialists, creation of joint ventures, firms during the professional activities of our specialists abroad. The effectiveness of such joint activities of domestic and foreign specialists depends on the professional training of students in a university, including on the ability to communicate in a foreign language, which meets the modern social order of the country.

Nowadays, specialized foreign language teaching is recognized as a priority in Kazakhstan's higher education system. The state benchmark of higher education of the Republic of Kazakhstan requires considering professional specificity when learning a foreign language, with emphasis on the implementation of the objectives of professional activity future specialists and content related to future specialties.

The put forward strategic prospects for the development and modernization of Kazakhstan, defined in the "Development Strategy of the Republic of Kazakhstan until 2050" [1], "The third modernization of Kazakhstan: global competitiveness" [2] determine the target orientation of the "State Program for the Development of Education of the Republic of Kazakhstan for 2011 - 2020" [3].

On the functional and meaningful modernization and renewal of educational programs capable of providing a modern conditioned system of training graduates of secondary schools, focused on the prospect of ensuring the implementation of the tasks of the "Industrialization 4.0" strategy in the context of the fourth industrial revolution of our country [4].

In modern conditions of the development and expansion of international contacts, a foreign language is becoming the most important means of professional communication between specialists of different profiles, including in the field of education of international affairs, therefore, recently, both abroad and in our country, teaching a foreign language is built considering the needs of students. In the foreign methodology, a whole area of "French for Specific Purposes" has appeared, within which, on the basis of general specialization, French for international affairs stands out among other groups, which is quite justified, proceeding from the specifics and the ever-increasing role of foreign language vocational education, in particular, oral negotiations in the framework of professional activities. The ability to negotiate in a foreign language without the involvement of an interpreter is included in the qualification requirements for students of international law. Thus, knowledge of a foreign language is a prerequisite for their professional activities. In connection with the active development of direct ties, joint symposia, conferences, the involvement of a larger number of new collaborations in the field of education and an acute shortage of specialists who can carry out professional communication in a foreign language or participate in any of these events, the problem of training students of International law is of particular importance in our country. who speak a foreign language as a means of professional communication. Observations of the learning process in higher educational institutions, conversations with students, as well as the results of the analysis of tests, indicate that the achieved level of formation of speech skills and ability does not fully meet modern requirements for business professional communication of profile specialists.

In connection with the globalization of education and the expansion of the cultural, economic and political borders of our country and the entry into the international educational space, there is a need to study a foreign language, namely, French, to train specialists ready for foreign language professional communication.

The conducted research demanded an appeal to the works of modern foreign teachers, in which the problems of approaches to the formation of foreign language professional communicative competence are being developed: D. Wilkins, A. Harding, P. Hartman, J. Birova and others, numerous studies in the CIS countries: I. L. Beam, M. Z. Biboletova, A.K. Markova, E.I. Negnevitskaya, I. Nuzha, V.V. Safonova et al. [3], research by Kazakh scientists: K.K. Duisekova [4], A.T. Bakitov [5] and others.

Birova in her work describes the contemporary situation and position of French in the context of education as well as possibilities of cooperation. J. Birova suggests in order to improve the teaching issues of SF it is better to use analytical approach, and the importance of portfolio creation as a tool for the professional development of a teacher of French or a foreign language teacher.

The study also focuses on the conditions and negative aspects of its creation. We will also outline the possibilities of its use to represent the acquired professional competences of a foreign language teacher during the attestation examination, which resulted from the new legislative conditions [5].

Duisekova mentions for improving specialized language skills it is better to note that we need cultural aspect teaching for language learners, in her work she states “Different nations also differ, each with its own view of the world, its own vision of the world. Language reflects a general idea of all the people speaking it, engaging, among other things, in conversations about how the world works. Language is a mirror that stands between humans and the world” [6].

If we can turn to the work of E. Aitenova, it is possible to notice that an analytical review of the periodical pedagogical press in France allows us to conclude that teacher education has been and continues to be a priority in the development of the educational system in France, which determines the quality of professional training in all spheres of the functioning of society and ensures the training of a professionally competent personality of a teacher who is able to creatively approach solving professional problems and be responsible for the results of their teaching activities [7].

The need to conduct a special study devoted to the problem of the content of professionally oriented education and the organization of this content in a foreign language textbook of training specialists in a university is also confirmed by the fact that, as shown by the analysis of the relevant publications on the pages of the methodological press, as well as purposefully conducted observations and sections, conversations with specialists, their written survey and questionnaires, as well as the study of individual methodological recommendations, analysis of existing textbooks and manuals on foreign languages, etc., proficiency in a foreign language by graduates of universities does not meet the requirements of the time, that is, the ability to carry out effective foreign language communication in chosen professional field, self-improvement in language learning, etc.[8].

The data obtained allowed us to conclude that teaching a foreign language in a university and, in particular, the content of this training and organization of this content in textbooks for the advanced stage of education used in universities of specialties are not able to

provide a solution to the urgent problems facing training in a foreign language in this type of educational institution. Insufficient theoretical and practical elaboration of the problem of the content of professionally oriented teaching of students of a university of their preparation in a foreign language in order to form their professional communicative competence and the organization of this content in the textbook allows us to consider the chosen research topic extremely relevant [9].

The professionally oriented orientation of training is the main specificity of teaching a foreign language at a university for students of International law in our case, it has a general orientation of the educational process as a whole for the preparation of future specialists, considering real needs, according to their chosen specialty. The approach to the problem of professional orientation, orienting training to a certain area of communication, has good prospects, since in this case the learning process is as close as possible to the process of real professional communication. Mastering a foreign language as a means of professionally oriented communication with maximum consideration of professional activity is the main task of teaching foreign language at a university [10].

The content of the academic subject, being one of the most essential components of the system of teaching foreign languages, is influenced by other elements of this system and, first of all, by the goals of learning. Any changes in the social position of society lead to changes in the interaction of the learning system with the environment, to a change in the purpose of this system, which necessitates a revision of both the learning goals themselves and the content and structure of this material. This revision should be carried out on the basis of scientific data in the field of teaching methods of foreign languages and other sciences, basic and related to it [11].

Methods

Developed and implemented in practice the educational and methodological support of the educational process, as well as the program of the seminar "Teaching specialized French to the students of the specialty "International law" for teachers of higher educational institutions and employees of enterprises-employers and the program of the elective course "Professional French discourse" for bachelors.

The methodology having being used in this research work and technology for its implementation was issued as teaching aid manual «Teaching methods for specialized French"

Theoretical principles, insights, methodological and diagnostic materials and recommendations resulting from the study can be used in the process of dual education in training of bachelors in specialty "vocational training ", "preschool training and education and "art and drawing" in the system of technical and vocational education and training workers of higher educational institutions [12].

It is provided with a methodological sequence of initial theoretical positions that meet modern requirements and trends in the development of inclusive pedagogical science and practice. Compliance of the complex of research methods with the stages of inclusive training of future specialists in the conditions of professional training [13].

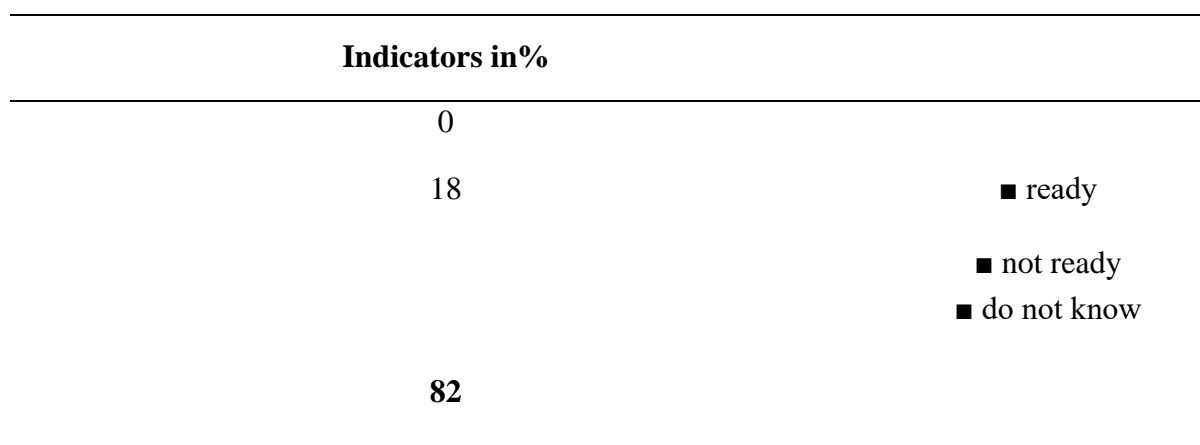
Representativeness of quantitative and qualitative analysis and processing of the results of the obtained data were with the direct participation of the research candidate in the implementation, testing and implementation of research results in educational practice with the coverage of 64 students and 8 teachers.

Results and discussions

As shown by experimental work, the improvement of the professional and research function of students of a pedagogical university is facilitated by: systemic training in the subject of research, workshops on professional activities, creative independent work, and the acquisition of practical experience in research activities.

The availability of didactic kits made it possible to design an individualized educational process and implement an activity-based and self-developing approach to the learning process on the part of students

After the completion of the work of students in two professionally oriented classes, a final section of experimental training was conducted. Comparison of the results of this slice with the slice at the initial stage of experiential learning revealed quantitative and qualitative changes in the level of proficiency in professional communication among students and, thus, helped to evaluate the effectiveness of the proposed methodology for teaching intercultural professional communication. In the diagram below, we can show the analyses of the student's readiness to the specialized French learning Student readiness for professional training activities



Each of the stages of the implementation of professional language activities has its own purpose in the formation of competence. The first stage contributes to the formation of goal setting skills, develops the ability to plan their activities, systematize the knowledge of SF, and skills to search for information in foreign sources.

For the final slice, we used similar input tests for the possession of the mental professional lexicon and for the possession of communication tools appropriate to the context of the situation. Indicators of the level of formation of professional communicative competence in the course of experimental learning consecrated in Table

From the results presented in table 1 it can be concluded that the level of formation of the professional communicative competence of students of experimental groups has increased significantly. So, for example, if at the beginning of the experimental work a low level in the achievements in the EG showed 20.9%, and in the CG 28.1%, then at the end of the experiment there were practically no students with a low level in the EG (only 4.1%) while in the CG there was practically no change:

Indicators of the level of specialized language usage of students (in%)

№	Indicators	Stages of the experiment	Low		Levels		High	
			EG	KG	EG	KG	EG	KG
1.	Completeness of use of professional terms	Start	35,2	45,2	49,8	40,4	15,0	14,4
		the end	6,3	44,0	63,2	40,4	30,5	15,6
2.	Accuracy of achieving the communicative goal in functioning	Start	20,9	36,3	63,2	54,6	15,9	9,1
		the end	the end	the end	the end	the end	the end	the end
3.	The amount of recoverable information in the process of learning specialized vocabulary	Start	15,8	18,5	67,0	68,0	17,2	13,5
		the end	3,2	19,0	68,5	67,5	28,3	13,5
4.	Student activity in the grammar usage	Start	11,5	12,4	63,4	66,5	25,1	21,1
		the end	-	14,2	45,6	67,3	54,4	18,5
		Stages of the experiment	Low		Average		High	
			EG	KG	EG	KG	EG	KG
1.	Completeness of use of professional terms	Start	35,2	45,2	49,8	40,4	15,0	14,4
		the end	6,3	44,0	63,2	40,4	30,5	15,6
2.	Accuracy of achieving the communicative goal in functioning	Start	20,9	36,3	63,2	54,6	15,9	9,1
		the end	the end	the end	the end	the end	the end	the end
3.	The amount of recoverable information in the process of learning specialized vocabulary	Start	15,8	18,5	67,0	68,0	17,2	13,5
		the end	3,2	19,0	68,5	67,5	28,3	13,5
4.	Student activity in the grammar usage	Start	11,5	12,4	63,4	66,5	25,1	21,1
		the end	-	14,2	45,6	67,3	54,4	18,5

The beginning -28.1%, the end -28.3%.

Given the above results, professionally oriented language level were carried out systematically. Following them, first students learned how to work independently, and after that, they acquired the necessary knowledge, skills and abilities when working on tasks. At the same time, they not only carried out different types (depending on the stage of work), but also received all the necessary information for organizing such work in their professional activities.

The teaching approaches are a mixture of problem solving and practical workshops that incorporate teamwork, collaborative learning, and whole class input and discussion. This offers learners a flexible approach to learning with a special emphasis on peer teaching which is important given the range of abilities.

Conclusion

The solution to the problem posed led to the development of a scientifically grounded methodological theory that reflects the features of the content of teaching a foreign language in a university of student preparation and its organization, which is designed to ensure effective preparation of graduates of a higher school for professional communication in a foreign language [14].

The scientific validity of the developed methodological theory, based on the latest data from the modern science of teaching foreign languages in this type of educational institution and careful experimental verification, suggests that such a textbook is able to effectively fulfill the current social order of the state. The research results can be considered as a modern model of a foreign language textbook designed to prepare for professional communication in a foreign language at an advanced stage of study in a university.

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