



## PROFESSIONALLY-ORIENTED TECHNOLOGIES FOR TEACHING FOREIGN LANGUAGES IN A NON-LINGUISTIC UNIVERSITY

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### Article Info

### Abstract

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Professionally oriented  
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Modular approach  
Distance learning

This article examines the trends and conditions for the effective implementation of professionally-oriented technologies for teaching foreign languages in the system of higher technical education. Currently, the most well-known and promising professionally-oriented technologies of teaching foreign languages are communicative, contextual learning, modular, and information technologies. Distance education is designed to meet the individual educational needs of each student, to provide an opportunity for students to use cyber-libraries, to solve special tasks related to the development of the creative component of education. Information professionally-oriented technology is aimed at creating a personalized educational product, has an interactive character and involves all the curricula of educational activity in the process of learning and using a foreign language. Advantages of distance learning are lack of geographical restrictions, adaptability, ability to access various sources of information, ability to obtain information of various volumes and contents. It saves time and material costs.

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## 1. Introduction

Qualitative changes in the social life of society, the democratization of various spheres of life of citizens, the process of comprehensive modernization of education has caused a great need for learning foreign languages, the knowledge of which allows people to adapt successfully to the drastically developing reality.

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The need for rapid and high-quality learning of foreign languages, especially by young people, makes it necessary to elaborate and promote more advanced professionally-oriented technologies for teaching foreign languages to higher school students.

Nowadays, the viable theoretical and practical prerequisites have matured for executing professionally-oriented technologies in the higher education system in a non-linguistic university. Meanwhile, until recently, professionally-oriented technologies of teaching foreign languages in higher technical schools remain insufficiently studied, which leads to a contradiction with the needs of social and educational practice. Taking into account this contradiction, this article examines the trends and conditions for the effective implementation of professionally-oriented technologies for teaching foreign languages in the system of higher technical education. Professionally-oriented technologies of teaching foreign languages are a complex system object of research, the main functional purpose of which is the process of mastering professional knowledge and cognitive skills system by students without extending time, encompassing optimal labor costs of the teacher and students, and simultaneous improvement of efficiency and quality (Hunter & Smith, 2012). The effectiveness of professionally oriented teaching technologies in higher education is ensured through providing such psychological and pedagogical conditions as personalized training of students, which encourages them to be simultaneously engaged in other promising activities of their choice (Madalieva, 2017). The efficiency of professionally oriented teaching technologies in higher education is determined by a sharp reduction of time for current assessment due to the introduction of a system for evaluating students' knowledge, skills and abilities during the educational process; by feedback assessment; by promoting professional development opportunities.

Professionally-oriented technologies of teaching a foreign language is considered to be a priority direction in the renewal of education. Learning a foreign language is not an end goal, but a means to increase the level of education, erudition within the scope of a specialty. Taking into account the majors, the study of a foreign language should be carried out in the following areas: work on special texts, the study of professionally-oriented texts for oral speech training, the study of the minimum vocabulary in the relevant specialty, the creation of manuals and aids by teachers to activate and bolster the grammatical and lexical knowledge and skills of students.

A foreign language as a means of forming the professional orientation of a future specialist is used when studying professionally-oriented language material; therefore, a two-way connection is established between the student's need to acquire special

knowledge and the success of mastering the language. A foreign language is an effective means of professional and social orientation in a non-linguistic university. To implement this potential, the following requirements must be met: a clear formulation of the goals of foreign language speech activity; the social and professional orientation of this activity; the students' success in solving particular problems; the development of students' ability to tackle the tasks creatively; a positive psychological climate in a student team (Makhankova & Fatkulina, 2015).

Analyzing an educational aspect of a foreign language, a specific feature is revealed that the language acts as a means as well as a goal of learning. A student learns the easiest language tools, masters different types of speech activity, which up to a certain degree are simultaneously the purpose of learning. Meanwhile, the students get used to master more complex language actions. The next specific feature of a foreign language as an academic discipline is its "pointlessness": unlike other disciplines of the curriculum, it does not provide a person with knowledge about the real world, since language is a means of forming, existing and expressing thoughts about the surrounding world. A foreign language is often claimed to be "boundless", i.e. it is impossible to learn the whole language, and the aspects for study are determined by the university curriculum (Matuhin, 2011).

Professionally-oriented training technologies provide professional orientation of the content of educational materials, as well as the activities that include techniques, methods, role games, business cases, simulations, etc. that form professional skills. Primarily, the professional orientation of the activity requires the integration of the academic discipline "foreign language" with the major subjects. Secondly, it sets a task for a foreign language teacher to train a future specialist taking into account interdisciplinary connections. A foreign language is a means of systematically replenishing their professional knowledge, as well as a means of forming professional skills. Thirdly, professionally-oriented training technologies involve the use of forms and methods of training that can ensure the formation of the necessary professional skills and future specialist skills (Kucheryavaya, 2012).

## **2. Methodology**

According to many experts (e.g. Barnes et al., 2000; Verbitsky, 2011; Abramova, 2010; Kucheryavaya, 2012; Matuhin, 2011), including the authors, currently the most well-known and promising professionally-oriented technologies of teaching foreign

languages are: communicative; technologies of contextual learning; modular technology; and information technology.

The use of new technologies, along with traditional teaching technology, can help the teacher in selecting more interesting and diverse educational material, implement a differentiated approach to each of the students, and thereby contribute to the better assimilation of the necessary knowledge and skills by students. The implementation is carried out in two directions: 1) the use of ICT to create the material base of lessons; 2) the use of ICT in the process of learning activities, i.e. in the classroom. To create the material base, it is necessary to develop the handouts and didactic materials for the introduction and consolidation of educational material, provide the feedback, the material for control check and self-control, materials for reading, writing, and translation. The material for such studies can be obtained from such sources as: a) educational and special literature; b) educational multimedia; c) Internet resources. To provide the use of ICT in the process of learning activities, the ready-made software tools are involved in the study process. To date, there is a lot of training software designed for teaching reading, writing, listening, speaking, explaining and revising various grammatical material with appropriate tasks and exercises. The teacher must choose the relevant material and make it accessible to students. The more advanced level is to create multimedia learning tools as well as software tools for developing and conducting computer tests. In the development of such software tools, the teacher can also use the resources of the Internet, which are free and shareware software tools.

Analysis of the works of (e.g Littlewood, 2008; McCafferty, Jacobs & DaSilva Iddings, 2006; Hall, 2011;) as well as direct observations of the educational process, allowed us to conclude that there are great potential opportunities inherent in professionally-oriented technologies, and the fundamental feasibility of their use in the process of teaching a foreign language.

The adherers of these technologies (Makhankova & Fatkulina, 2015) believe that professionally-oriented learning technologies can enhance the efficiency and quality of education, eliminate the contradictions between the conventional ways of learning and personalized techniques of learning, individual pace of learning and cognitive activity of the student; the necessity of differentiation of education and uniformity of content and learning technology; between the explanatory and illustrative method of teaching prevailing in universities and the activity - based nature of knowledge that would contribute to the development of the students' abilities and interests.

Professionally-oriented technologies for teaching a foreign language in non-linguistic universities define a new approach to the selection of the studied content. It should cover the areas of communicative activity, professional cases and situations, speech actions that take into account the professional orientation of students; the language material (phonetic, lexical, grammatical, spelling); a set of special (speech) skills that characterize the fluency level of a foreign language as a means of communication, intercultural situations; knowledge of national and cultural features and peculiarities of the country of the language being studied. There are certain structural elements of the content component that are distinguished within the model of professionally-oriented foreign language teaching: communicative skills (speaking, listening, reading, and writing) that are gained with general and professional vocabulary. The ultimate goal of professionally-oriented training is to develop the ability to conduct a conversation, to exchange professional information. The purpose of professionally-oriented listening training is to form the skills of perception and understanding of a foreign speaker. The resulting reading skills provide the ability to read publications of different functional styles and genres, including special literature. The final goal of training writing is to develop the communicative competence necessary for professional written communication, which is manifested in the skills of presentation, annotation, translation of a text with special terminology (Matuhin, 2011).

The professionally-oriented teaching of a foreign language results in acquiring a professionally-oriented foreign language competence, which implies several aspects: information-thematic (subject plan); conceptual; speech (the ability to build a coherent statement orally or in writing to express the opinion in the process of communication); social-linguistic (the ability to adjust speech to communication situations); intercultural aspect (knowledge of traditions, customs, lifestyle of native speakers). These aspects of professionally-oriented foreign language competence can be successfully implemented in the system of interdisciplinary foreign language teaching (Nigmatullina, 2018).

Having analyzed the practical experience of teaching a foreign language at the technological university, the authors customized and implemented the combined professionally-oriented technology to activate the creativity of students, promoting students' autonomous responsibility for solving training professional cases. This professionally-oriented technology improves the efficiency of the educational process, provides personalization of pedagogical interaction between future specialists and teachers, involves students into reflective activities aimed at updating their experience,



activating professional and personal self-determination, developing the ability for professional and creative promotion. Some experts (Galskova, 2000; Obratsov & Ivanova, 2005) determine the main functions of this technology. These are a humanistic function that provides subject-subject relations between a teacher and a student during the educational process; a methodological function expresses the strategic orientation of the learning model to the formation of the language personality of a future specialist; a designing function allows structuring the content of foreign language training taking into account the features of the professional activity of modern engineers. Future engineers are trained by stimulating speech-thinking activity through modeling situations of professional communication.

Game imitating allows you to implement a non-standard form of organization of students during foreign language training. The basis of the professionally-oriented technology is a system of consistently complicated professional games in foreign languages. The main structural elements of this technology are: the developing situation, the subject of the game and the object of simulation, the integrated activities of teachers and students, the rules of the game. This technology demonstrates that personality and activity are prioritized in the educational process, thus implanting the personality into the surrounding world on the basis of modeling the upcoming professional activity (Makoviei, 2018).

The professionally-oriented game technology allows students and undergraduates to synthesize independently knowledge in the process of independent research (project method) and game actions. The professionally-oriented game technology develops the creative ability of the future engineer's personality, encourages extraordinary perception of the material and its independent processing, ensures the professional advancement. An important factor is the involvement of teachers and students in design and research activities, which result in cooperative R&D works. An effective educational environment can be designed for students with a different range of opportunities, allowing everyone to independently set the level of complexity of the educational material due to a huge bulk of studied information (Kashlev, 2005). Foreign language training should be carried out on the basis of a multi-level approach with a focus on international standards. At the beginning of the training, first-year students are divided into groups depending on the initial level of foreign language proficiency.

### 3. Findings

Starting to consider the communicative technology of teaching foreign languages, it should be noted that according to expert data (Hymes, 1972; Hunter & Smith, 2012; Verbitsky, 2011; Shamsutdinova, 1997), it is the most effective and in its indicators is close to the conditionally reference professionally-oriented technology of multi-level teaching of foreign languages in higher education. Ethnolinguist Dell Hymes (1972) introduces the concept of "communicative competence", linking linguistic competence with its sociolinguistic applicability in different situations of real life. Hymes defines communicative competence as internal knowledge of the situational relevance of a language; as abilities that allow being a participant in speech activity.

The problems of theoretical and practical approaches to the formation of communicative competence have been developing in the works of modern researchers (Bax, 2003; Hiep, 2007; Burns, 2010; Hunter & Smith, 2012), etc.

Let us summarize the findings into the table and elaborate its contents.

Table 1. *Correlation of the Professionally-Oriented Technologies and Pedagogical Techniques*

Pedagogical techniques	Professionally-oriented technologies				
	Communicative technology	Game productive technologies	Modular technology	Contextual learning	Information technology
✓ personalized training of students	+		+		+
✓ feedback assessment	+	+	+	+	+
✓ multi-level teaching			+	+	+
✓ participation in speech activity	+	+		+	+
✓ formation of communication skills	+	+			+
✓ a differentiated approach to students	+	+	+		+
✓ transition from academic to professional activities				+	
✓ collaborative collective forms of students work		+	+	+	
✓ high-quality selection of educational material			+	+	+

Pedagogical techniques	Professionally-oriented technologies				
	Communicative technology	Game productive technologies	Modular technology	Contextual learning	Information technology
✓ computerization of the learning process			+		+
✓ distance learning of foreign languages			+		+

In line with this approach, productive educational activity for mastering a foreign language, as a means of forming the communicative foreign language competence of the student, forms the basis of the educational process; and it is an educational goal in studying a foreign language. The productive educational activity involves creative cognitive activity that ensures self-determination and self-development of the individual through the realization and development of its internal potential, which is a condition for the self-development of the student in the educational, social, and cultural environment, student's social mobility and stability.

Teaching foreign languages using the game productive technologies, researchers (Abramova, 2010; Makoviei, 2018) understand the system of game exercises aimed at developing various foreign language speech skills. Games allow a differentiated approach to students, involve every student in the work, taking into account his interests, inclination, level of language training. Exercises of a game character enrich the students with new impressions, activate the vocabulary, perform a developing function, and remove fatigue. They can be diverse in their purpose, content, ways of organizing and conducting. Thus, game technologies that include a system of exercises with elements of role-playing activities, carry the potential for significant emotional impact, the formation of communication skills (Boltaev, 2019).

The use of educational technologies focused on productive learning activities involves enhancing cognitive activity, interest in knowledge, development of initiative, creative activity, creation of an interactive educational environment, a combination of independence and responsibility of the student as a subject of educational and cognitive activity for the process and result of learning a foreign language.

The main goal of the contextual learning technology, according to its developer (Verbitsky, 2011), is to create a new, sign-contextual type of learning that provides consistent transformation of the student's educational activity into the professional activity of a young specialist. According to many experts, the essential characteristic of such training is consistent modelling using the entire system of forms, methods and means of training (traditional and new) of the subject and social content of the acquired



professional activity with the help of three models: semiotic, simulative, and social. In their entity, they represent a dynamic model of the transition from educational to professional activities.

The originality and novelty of contextual learning technology are as follows:

The learning process is filled with personal meaning, ensures the transition from learning experience to professional work. The unit of content contextual learning is an educational problem; the structural unit of activity is the act; and the totality of traditional and new forms, basic and intermediate forms (e.g. lectures, role games, practical training, etc.), determines the relevant transition from academic to professional activities.

Sequential modelling with the help of three types of training models (semiotic, simulative, and social) allows us to adequately reconstruct the content of general and professional culture acquired by the student according to the profile of the university. Semiotic learning models include task systems that involve working with a text as a semiotic system aimed at processing symbolic information. Such tasks are focused on an individual assignment, characterizing a specific area of culture, fixed in a symbolic form and forming the bulk of educational tests (Obraztsov & Ivanova, 2005). In the models of this type, the subject area of activity is developed with the help of educational forms, within which tasks are performed, which are test presentations (written and verbal) of the educational problem or tasks that do not require a personal attitude to the material being studied. The unit of work of the student is a speech action, i.e. listening, speaking, writing, and translating.

In simulative learning models, learning tasks involve the student going beyond the actual texts as sign systems. At the same time, the student purposefully selects information from these sources with situations of future professional activity, where this information acts as a regulation means. Hence, the unit of work is considered to be a subject action, the purpose of which is not only to assimilate the information contained in the text but also to achieve on its basis a practical useful effect in educational terms (Kucheryavaya, 2012).

In social learning models, tasks are dynamically developed in the collaborative collective forms of work of participants in the educational process. This enables a mechanism of communication and interaction, resulting in experiencing by the student and the teacher a new collaborative effort; forming the subject, as well as the

social competence of subject teaching. All this is done by combining interactive groups that represent special models of future professional media. The most clearly defined ways to integrate into such media can be worked out in a business game. Some experts believe that if you apply "purely" game-based or mostly game-based teaching of foreign languages, then contextual learning will become even more effective (Lafford, 2005).

The essence and basic features of the game in comparison with traditional forms of training differ in the following peculiarities:

- the intensification of the educational process due mainly to the use of game contextual training is effective and economical, since, as a rule, it does not require large costs to purchase the means of its support, and the form of the game itself is closest to the real professional conditions of future specialists;
- game contextual training allows designing the educational process as a set of games of different levels, purposes and complexity, with the sole goal of training a highly qualified specialist who meets all the requirements and can start performing the professional duties in full and at high-quality level after graduation;

educational and especially pure games by nature and qualities interact most successfully and effectively, i.e. they are combined with the influential patterns on the process of professionally-oriented learning of such leading factors as psycho-physiological, as well as with the factors of educational and methodological support (e.g. special equipment, devices, music) and can be used at any stage of learning a foreign language, because the set contains phonetic, grammatical, lexical, communicative, audio games, mixed games, etc. The scientifically based combination of games with other factors provides a much greater effect than the use of games in the "pure" form (Kashlev, 2005).

Modular professionally-oriented learning technologies are characterized by high concentration and high-quality selection of educational material, which allows the student to learn autonomously, and the teacher to carry out motivational management of his teaching, i.e. the creation of motivation, organization, coordination, consultation and control.

According to Shamsutdinova (1997) the system-modular approach to the content of education means that the entire content of training should be a system of modules of disciplines, each of which, in turn, is a system. The name "module" in this case

represents a set of disciplines combined into a system in their strict sequence, mutual subordination and makes up their relatively complete circle of functioning and development of the object under study during a certain period of time. The main principles of the developed system-modular organization of the training content are goal-setting, complexity, continuity.

The use of a modular professionally-oriented technology for teaching a foreign language is quite a complex problem. A specific feature of a foreign language, in contrast to other subjects, is the unequal volume of the sections of the subject, which is a certain inconvenience for designing the training module. Furthermore, artificially created modules are closely related to each other throughout the teaching of foreign languages and it is difficult to isolate them from each other.

According to Pisarenko (2010), the technology of modular training course is promising, but it draws attention to the fact that using modular training restricts differentiation in the pace of learning; there is a mismatch between the volume and content of the learning tasks at the lesson. Other authors note that modular training narrows the scope of using various forms of presentation of information, it is mainly confined by a text.

Taking into account the disadvantages of modular training listed above, most researchers (Shamova, 2008) suggest implementing modular training at some particular stages:

determination of the students' knowledge level and skills before studying a specific topic; selection of educational information to be assimilated; formation of complex, integrating, and didactic goals; selection of educational material for modules and educational elements; transformation of educational material into training elements (modules, submodules, micromodules); selection and combination of traditional and innovative teaching technologies, forms of organization of educational and cognitive activities of students; selection of diagnostic tools for the assessment of students' learning proficiency on the module; defining conclusions, i.e. evaluation of the effectiveness of modular training technology. In general, the described model of system-modular structuring of the content of education and some elements of its implementation in the educational process open up a number of opportunities for its elaboration, i.e. flexibility of continuity between compulsory and higher education, relevant professional adaptation, gradation, complexity, variability, individuality, and other areas.

As a result of the analysis of the demonstrated modular technology, including submodules and micromodules of the technology under consideration, most researchers noted the most important advantage, namely, almost every submodule can be used in the computerization of the learning process. The so-called pre-machined selection and processing of texts related to the module content, grammatical rules, etc. are minimized. Submodules, micro modules, and the module as a whole can be introduced into the computer program, covering issues of phonetics, vocabulary, grammar, stylistics, listening, communication, etc. The teacher has the opportunity to easily identify and analyze the connections and relationships of related subjects and determine their impact at each stage (level) of teaching a foreign language (Kunanbaeva, 2005).

Information professionally-oriented technologies involve the development of information and computer bolster for training courses and provides a set of unified methodological, psychological and pedagogical, software and technical, organizational tools designed for autonomous cognitive activity of students and learning management, which ensures an increase in the efficiency and quality of professional training (Scrivener, 2005).

Among many existing computer technologies, the most promising is the technology of distance learning of foreign languages via computer telecommunications networks on the Internet.

The uniqueness of the didactic properties of computer networks when mastering a foreign language is that productive learning of various types of foreign language speech activity can be carried out remotely due to:

- the opportunities provided for two-way telecommunication between the student and the teacher, as well as training partners, e.g. native speakers;
- access to a huge volume and variety (constantly updated with new sources) of language information stored in the memory of network computers (servers).

Distance education is designed to meet the individual educational needs of each student, to provide an opportunity for students to study with highly qualified specialists from other countries without leaving their place of residence, to use cyber-libraries, to publish their works, to solve special tasks related to the development of the creative component of education and difficult to achieve in ordinary education, etc.

For distance learning of foreign languages via the Internet, the most acceptable organizational form is based on the independent work of students with preprepared and placed at the students' disposal educational materials. The training materials developed for distance learning courses in a foreign language via the Internet is the main source of didactic information for the student and their value is much higher in the learning process than training materials in the full-time educational process and, therefore, significantly determines the quality of the materials (Kizesova, 2007).

The placement of educational material on the server has a number of features. Electronic training manuals placed in the server memory can be quickly adjusted as the need arises. At the same time, additional tasks may be added to the content of educational materials intended for laggards or, conversely, for the most successful students, the right to choose the method of submitting educational material is established by the student himself.

#### **4. Discussion and Suggestions**

According to the authors of this article, information professionally-oriented technologies are aimed at creating a personalized educational product, have an interactive character and involve the co-creation of all subjects of educational activity in the process of learning and using a foreign language. In the traditional teaching of foreign languages, a teacher typically focuses on the average student because of the overload, a teacher is not able to work with each student individually, and computer distance learning program via Internet, on the contrary, makes learning a foreign language personalized, offering the necessary measures, giving the opportunity to think fix , slowly possible errors, remind the rule, that is, each student gets an individual rhythm and tempo (Griffiths & Keohane, 2000).

Our university has successfully implemented a corporate platform for online conferences and distance learning, Microsoft Teams. The platform completely replaces Zoom, Google Docs, and other tools. In addition, the platform can be integrated with many applications that are often used in the work. Currently, 44 million people use the application every day, and during the COVID-19 pandemic, the platform broke the record for the number of active users.

This service provides extensive opportunities for organizing remote training and allows you to: 1) create teams to organize training in groups of students; 2) provide students with access to educational materials and files; 3) allocate and check individual and group assignments, issue them to students, monitor timely completion and perform verification; 4) students can learn deadlines, submit written assignments and



receive an assessment; 5) create virtual teams, giving students the opportunity to make presentations or share a digital whiteboard. Teachers and students can interact using not only the whiteboard, but also text, audio, or video. Microsoft Teams is compatible with the Office suite, which means that users can work in Word, Excel, PowerPoint, etc. 6) organize webinars, video lectures, or practical online seminars that can be recorded for offline viewing.

Let us list the advantages of distance learning. The lack of geographical restrictions. Adaptability. The ability to access various sources of information. The ability to obtain information of various volumes and contents. Save time and material costs.

It is impossible not to mention the disadvantages of distance education. There is not enough close communication between the teacher and the students. There is a strong dependence of the quality of distance learning on the technical equipment of equipment. Students can feel subjectively being overloaded with information. We can mention high complexity of the development of lessons and courses as well as lack of practical knowledge in the absence of a system of training specialists for conducting classes in the format of distance learning.

Distance learning technology allows you to solve the problems of forming the information and communication culture of students, to develop their creative potential. This is relevant today and is very popular.

## 5. Conclusion

It should be noted that the authors consider the following methods chosen for this study, i.e. communicative professionally oriented teaching technology taking into account the ideas of contextual technology of teaching foreign languages, modular professionally oriented teaching technology (based on optimal selection and proper content arrangement) and information professionally-oriented learning technology (i.e. distance learning of foreign languages on the Microsoft Teams platform) are not accidental. We compared the above-mentioned technologies in terms of the effectiveness and quality of teaching foreign languages in a non-linguistic higher school with the main indicators, conditionally accepted as a reference professionally-oriented technology of multilevel foreign language teaching. On the one hand, the comparison allowed them to rank and, on the other hand, to show that in recent years these technologies have been levelled by borrowing useful innovations from each other and the common strive for achieving the reference indicators.

Currently, these technologies are the most advanced, effective and widely used in the practice of organizing the educational process in higher education, and according to the available forecasts of major scientists and research organizations of higher

education institutions in Belarus and abroad, these technologies will remain basic for a long time in the XXI century.

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