

R.M. Tayeva* , N.Yu. Zuyeva ,
M.S. Ongarbayeva , A.T. Alimbayeva 

Al-Farabi Kazakh National University, Kazakhstan, Almaty,

*e-mail: rozt@mail.ru

TEACHING LANGUAGE DISCIPLINES FOR MASTER'S STUDENTS OF LANGUAGE SPECIALTIES

In this article some aspects of teaching foreign language, within the framework of educational programs for postgraduate training of master's students are considered. The content of the educational program "Foreign Philology" has allowed us to analyze two theoretical disciplines "Theory of Assimilation of a Second Language", "Speech Influence and Intercultural Communication", which, we believe, are in high priority and necessary for the future research and professional activities of postgraduates in this direction. Based on a comprehensive study of linguistic fossilization, the basic concept in the acquisition of a non-native language, it was determined that this process largely explains the difficulties that may be encountered in the future. The issue of the relationship between language and culture is an integral part of the study of modern philology. Therefore, special attention is paid to the cultural aspects that characterize the target language.

The idea is substantiated that educational programs in foreign language, in particular the educational program on specialty "Foreign Philology", largely make contribution to the development of specialists as competent, creative and in-demand experts, whose professionalism is determined both by linguistic, sociolinguistic and psycholinguistic skills, and the ability to operate with the methods of teaching foreign languages. Consequently, the content of the program should be based on a competence-based approach, which includes a set of principles that determine the goals of education, its structure, as well as an assessment of the educational process.

Key words: foreign language, educational program, foreign philology, master's program.

Р.М.Таева*, Н.Ю. Зуева, М.С. Оңғарбаева, А.Т. Алимбаева
Әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ.,
*e-mail: rozt@mail.ru

Тілдік мамандықтар магистранттарына шетел тілдік пәндерді оқыту

Мақалада магистратурада оқытын мамандарға жоғары оқу орнынан кейінгі даярлаудың білім беру бағдарламалары шеңберінде шетел тілін оқытудың кейбір аспектілері қарастырылған. Біздің ойымызша "Шетел филологиясы" білім беру бағдарламасының мазмұны магистранттардың осы бағыттағы болашақ зерттеулері мен кәсіби қызметі үшін басым және қажет деп саналатын екі теориялық пәнді "Екінші тілді игеру теориясы", "Сөйлеу әсері және мәдениаралық қарым-қатынас" талдауға мүмкіндік берді. Бұл үдеріс лингвистикалық фоссилзацияны, ана тіліндегі емес негізгі ұғымды жан-жақты зерттеу негізінде, болашақта туындауы мүмкін қиындықтарды едәуір дәрежеде түсіндіретінін анықтады. Тіл мен мәдениеттің арақатынасы туралы мәселе қазіргі филологияны зерттеудің ажырамас бөлігі болып табылады. Сондықтан зерттелетін тілін сипаттайтын мәдени аспектілерге ерекше назар аударылады.

Шет тіліндегі білім беру бағдарламалары, атап айтқанда "Шетел филологиясы" мамандығының білім беру бағдарламасы мамандардың құзыреттілікке, шығармашылыққа және сұранысқа ие сарапшылар ретінде дамуына ықпал етеді, олардың кәсіби шеберлігі тек лингвистикалық, әлеуметтік лингвистикалық және психолингвистикалық дағдылармен ғана емес, сонымен қатар шетел тілін оқыту әдістемесімен жұмыс жасау мүмкіндігімен де анықталады. Демек, бағдарламаның мазмұны білім берудің мақсаттарын, оны ұйымдастыруды, сондай-ақ білім беру үдерісін бағалауды анықтайтын принциптер жиынтығын қамтитын құзыреттілікке негізделген болуы керек.

Түйін сөздер: шетел тілі, білім беру бағдарламасы, шетел филологиясы, магистрлік бағдарлама.

Р.М. Таева*, Н.Ю. Зуева, М.С. Онгарбаева, А.Т. Алимбаева
Казахский национальный университет им. аль-Фараби, Казахстан, г. Алматы,
*e-mail: rozht@mail.ru

Преподавание языковых дисциплин магистрантам языковых специальностей

В статье рассматриваются некоторые аспекты преподавания иностранного языка в рамках образовательных программ послевузовской подготовки специалистов, обучающихся на магистратуре. Содержание образовательной программы “Иностранная филология” позволило проанализировать две теоретические дисциплины – “Теория усвоения второго языка”, “Речевое воздействие и межкультурная коммуникация”, которые, как мы полагаем, являются приоритетными и необходимыми для будущей исследовательской и профессиональной деятельности магистрантов данного направления. На основе всестороннего изучения лингвистической фоссилизации, базового концепта при усвоении неродного языка было установлено, что именно этот процесс во многом объясняет сложности, с которыми можно столкнуться в дальнейшем. Вопрос взаимосвязи языка и культуры является неотъемлемой частью изучения современной филологии. Поэтому особое внимание уделяется культурным аспектам, которые характеризуют изучаемый язык.

Обосновывается идея о том, что образовательные программы по иностранному языку, в частности образовательная программа по специальности “Иностранная филология”, в значительной степени способствуют развитию специалистов в качестве компетентных, творческих и востребованных экспертов, профессионализм которых определяется не только лингвистическими, социолингвистическими и психологическими навыками, но также умением оперировать методикой преподавания иностранного языка. Следовательно, содержание программы должно быть основано на компетентностном подходе, который включает в себя набор принципов, определяющих цели образования, его организацию, а также оценку образовательного процесса.

Ключевые слова: иностранный язык, образовательная программа, иностранная филология, магистерская программа.

Introduction

In the context of the intensive development of political, business, economic and cultural relations of Kazakhstan with foreign countries, the expansion of the sphere of interstate and international communication (professional, scientific, personal), one of the conditions for the demand of a modern specialist in the labour market, the guarantee of his future scientific and professional activity is the possession of one or several foreign languages. The positive changes taking place in society, as well as the modernization of the education system, aimed at integrating our country into the world educational space, have changed both the context of learning foreign languages of international communication and conceptual approaches to their teaching.

English, for example, is now being taught not only as a compulsory subject in schools, colleges and higher education institutions but is also widely used as the language of instruction in an increasing number of disciplines related to the professional specialization of bachelor and master’s students. This requires the need for further improvement of the system of teaching foreign language, while the main trends in its modernization are internationalized, the

introduction of advanced methods and technologies, various academic programs, new textbooks and teaching aids, the implementation of joint scientific and educational projects, etc.

Unexpectedly for themselves, teachers of foreign languages were in the center of public attention: a huge number of specialists working in various fields of science, culture, education, business and technology felt the need for a deep study of a particular foreign language (primarily English) for use in different spheres of society as a means of real communication with representatives of foreign languages.

Experiment

All these facts determine the importance of training specialists who are professionally involved in teaching a foreign language. In this regard, the introduction of various language master’s programs, closely related to the teaching of foreign languages, to a large extent contributes to the further development of the foreign language education system in the Republic of Kazakhstan. This concerns, first of all, the master’s program “Foreign Philology – 7M021000”, opened at the Al-Farabi Kazakh National University in 2009.

This educational program has the aim to ensure the preparation of master's students for a professional career as qualified competitive multilingual specialists with critical thinking and able to navigate information flows in accordance with high academic standards, who have mastered the state and two foreign languages, as well as systematic knowledge of the fundamental sciences of a philological profile, foreign philology and modern methodology of foreign language education within the framework of scientific paradigms, skills and abilities of designing a foreign language educational process with the inclusion of the latest technologies, what allows graduates to engage in scientific, educational and administrative activities (Passport of Educational Program, 2018:5). This program makes a significant contribution to the development of the future professional career of master's students as creative, multilingual competitive specialists, whose professionalism is determined not only by sociolinguistic, psycholinguistic, linguistic and psychological views but also pedagogical knowledge and skills.

It should be noted that the goal of the educational program is closer to the goals of similar programs of foreign universities, which are known for the quality of education in the global educational space, but it also takes into account the national characteristics of the education system of Kazakhstan with its rich past and traditions. Thus, the master's program in foreign philology is focused on the scientific study of a foreign language (in particular, English) and its literature; their historical development and functioning in modern, cultural, social, linguistic and literary processes in which they are embedded (State Compulsory Educational Standards of the Republic of Kazakhstan, 2006).

The educational program is developed on the basis of professional standards and principles of formation of competences of graduates. The implementation of the educational process in the system of graduate education is also carried out in accordance with the national framework of qualifications, professional standards, Dublin descriptors of the second cycle and the European qualifications frame (State Compulsory Educational Standards of the Republic of Kazakhstan, 2008).

Progressive trends in higher education, as well as advances in such areas of knowledge as applied linguistics, general linguistics, contrastive linguistics, psycholinguistics, comparative literary studies, literary hermeneutics, the methodology of other philological studies, etc., are directly reflected in the educational program when

teaching such disciplines, as "Theory of Second Language Acquisition", "Speech Influence and Intercultural Communication", "Literary Analysis and Interpretation of a Literary Text" and some others, which are included in the curriculum of the specialty.

In these conditions, the whole range of disciplines (compulsory and elective) of the master's program, which is conducted mainly in a foreign language, takes on a special meaning and sets several goals and objectives, among which priority is training, which ensures the further development and formation of a personality of a new type, "secondary language personality" (Haleeva I.I., 1989), which allows it to be an effective participant in intercultural communication, which is in demand by modern society for progressive, harmonious and creative development, and the development of a system for the formation of such a personality in the process of learning foreign languages, as well as in the future in the process of teaching foreign languages (Halyapina L.P., 2007).

It is known that the successful development of a secondary linguistic personality is impossible without knowledge of national, cultural, historical characteristics, social norms, spiritual values, beliefs, traditions and customs of the country of the target language, the norms of verbal and non-verbal behaviour of representatives of various linguocultural communities, i.e. without knowledge of the so-called socio-cultural background. At the same time, the provisions on the originality of languages and cultures, the complexity of the conceptual content of these concepts, as well as the existence of close ties and parallels between the structures of culture and language are fundamental.

Results and Discussions

The issues of co-study of a foreign language and culture are most clearly reflected in the discipline "Speech Influence and Intercultural Communication". At the same time, as A.V. Shchepilova notes, the development of sociocultural competence is associated with certain difficulties in identifying the cultural content of education, since this component is "dissolved" in the linguistic and the discursive content of education (Schepilova A.V., 2006).

The course "Theory of Second Language Acquisition", which is taught in English, is also of particular importance for master's students since people professionally engaged in teaching a foreign language must be familiar not only with the best

methods of teaching a foreign language but also with various research approaches and directions of studying the features of mastering a second/foreign language (Krashen S.D., 2009).

The difficulties faced by undergraduates in the study of the discipline are large because modern literature on the problems of mastering a second/foreign language is replete with various approaches and techniques that influenced the development of linguodidactics, which is an interdisciplinary science that takes into account the data of psycholinguistics and cognitive science and the linguistic characteristics of native and studied languages (Akimova I.I., 2018).

The analysis of scientific, methodological and linguistic literature indicates the active formation of diverse approaches, theories and models.

One of the concepts that arouse the interest of researchers and is fundamental in the study of the specified course “Theory of Second Language Acquisition” is the so-called “fossilization”. This concept “fossilization”, introduced into the modern science of language by Larry Selinker, translated from English means “fossil, fossilized remains”.

This term is used to describe the process of incomplete acquisition of a second (foreign) language, i.e. people who study or acquire a new language since they do not achieve perfection in mastering it. The student’s speech contains linguistic forms that distinguish his language from the speech of native speakers. In his speech, such linguistic structures may regularly appear that are incorrect, erroneous, different from the norms of the studied language. At the same time, the student often knows the rules and the correct language forms and from time to time uses them correctly.

For example, along with irregular forms (Do you playing tennis? I am study English at the University. This film we already seen), completely regular forms (Are you playing tennis? Do you play tennis? I study English at the University. We have already seen this film).

It is noted that these linguistic forms are considered to have disappeared from the speech of students (in these examples, these are incorrect forms of education Present Simple, Present Continuous, Present Perfect, wrong word order) since the student knows the appropriate grammatical rules, can use them correctly and often uses them in his speech the correct form. He continues to learn a language if he studies it in the so-called artificial language environment, in the classroom, or he continues to live in the natural environment of native speakers of a second language, but stops progressing and

remains at the achieved level, his language remains “fossilized”.

Scientists note that fossilization can take different forms and we can talk about fossilized pronunciation, vocabulary, syntax, grammar, etc.

So, for example, according to many foreign scientists, in particular, according to the data cited by Larry Selinker, only 5% of adults achieve complete success in mastering a second language, i.e. begin to use it in the same way as native speakers (its language is no different from the language of its native speakers), while the remaining 95% do not achieve full success in the new language: the absolute success affects, as we know from observations, a small percentage of learners – perhaps a mere 5% (Selinker L., 1972).

Master’s students should understand the reasons that explain fossilization since it is this concept that largely explains the difficulties that their future students may experience in the process of learning a foreign language. Thus, one of the main reasons for fossilization, according to some scientists, is a factor associated with physiological (neurobiological) changes that occur in a person after reaching puberty (Han Z.H., 1998: 101).

It is known that children learn their native language quickly and easily. Scientists note that by the age of 5, any normal child almost completely mastered the grammar of his native language, more precisely the language of the society in which he lives. As for the second/foreign language, its acquisition/learning by adults is often a big contrast to how children learn their native language.

As an example, Chinese scientist, laureate of various academic and scientific awards in physics, Professor Chien-Shiung Wu is often cited, who, having arrived in the United States at the age of 24, lived in an English-speaking environment for 56 years, perfectly used English in her scientific professional activity, but could not get rid of her accent. It should be noted that such examples are cited as evidence of the “physiological” nature of the reasons for the fossilization of the second/foreign language, which, as in the case of Professor Chien-Shiung Wu, was not associated with either insufficient motivation or low IQ level.

Conclusion

This paper discusses only some issues related to the content of the master’s educational program “Foreign Philology” which was designed to provide in-depth theoretical and practical training of specialists with a master’s degree in the humani-

ties in the specified direction of scientific and pedagogical activity following academic standards in a competitive educational environment. Analyzing theoretical disciplines “Theory of Second Language Acquisition” and “Speech Impact and Intercultural Communication” we have come to conclusion that these are the basic disciplines for the development of scientific and teaching activities of future highly qualified specialists competitive in the domestic and international labor market, demonstrating skills of scientific analysis and synthesis, creative scientific research and applying at a professional level their knowledge, understanding and ability to

solve problems in a new environment, in a broader interdisciplinary context. In this perspective the leading role in the system of philological education of master's students is assigned to the department of Foreign Philology and Translation Studies of the faculty of Philology and World Languages of Al-Farabi Kazakh National University which is responsible for providing educational programs in Foreign Philology and offers courses on a wide range of subject areas, prepares qualified lecturers, translators and scientific editors studying a number of world languages, world literature, Kazakh, Russian, European and American cultures.

Литература

- Passport of Educational Program “6M021000 – Foreign Philology”. – Al-Farabi Kazakh National University, 2018. – 23 p.
- Государственный общеобязательный стандарт образования Республики Казахстан. Магистратура. Специальность “6N0205 – Филология”. ГОСО РК 3.09.277 – 2006.
- Государственный общеобязательный стандарт образования Республики Казахстан. Послевузовское образование. Магистратура. Специальность “Иностранная филология”. ГОСО РК 7.09.014 – 2008.
- Халева И.И. Основы теории обучения пониманию иноязычной речи. – М.: Высш. шк., 1989. – 236 с.
- Халыпина Л.П. Методическая система формирования поликультурной языковой личности посредством Интернет-коммуникации в процессе обучения иностранным языкам: автореферат. дисс. ... кан. филол. наук. – СПб., 2006. – 49 с.
- Щепилова А.В. Теория и методика обучения французскому языку как второму иностранному. – М.: Гуманитар. изд. центр ВЛАДОС, 2005. – 245 с.
- Krashen S.D. Principles and Practice in Second Language Acquisition. Pergamon Press, 2009. – 209 p.
- Акимова И.И. О соотношении методики и лингводидактики и необходимости национально-ориентированных грамматических описаний русского языка как иностранного // Международный научно-исследовательский журнал 7(73). – 2018. DOI: <https://doi.org/10.23670/IRJ.2018.73.7.030>
- Selinker L. Interlanguage // International Review of Applied Linguistics, 1972. – 209 p.
- Han Z.H. Fossilization: from Simplicity to Complexity, in International Journal of Bilingual Education and Bilingualism. – Clevedon: Multilingual Matters, 1998. – P. 95-128.
- Master's Programme German Philology // Retrieved from <http://www.uibk.ac.at/studium/angebot/ma-germanistik/index.html.en>
- Michael Byram, Adelheid Hu. Routledge Encyclopedia of Language Teaching and Learning. – London: Routledge, 2001. – 736 p.

References

- Akimova I.I. (2018). O sootnoshenii metodiki i lingvodidaktiki i neobhodimosti natsionalno-orientirovannykh grammaticheskikh opisaniy russkogo yazyika kak inostrannogo [About the Relationship between Methodology and Linguadidactics and the Need for Nationally-Oriented Grammatical Descriptions of the Russian as a Foreign] *Mezhdunarodnyj nauchno-issledovatel'skij zhurnal 7(73)*. DOI: <https://doi.org/10.23670/IRJ.2018.73.7.030>
- Gosudarstvennyj obshcheobyazatel'nyj standart obrazovaniya Respubliki Kazakhstan. Magistratura. Special'nost' “6N0205 – Filologiya”. (2006) [State Compulsory Educational Standards of the Republic of Kazakhstan. Master's degree. Specialty “6N0205 – Philology”]. GOSO RK 3.09.277. (In Russian)
- Gosudarstvennyj obshcheobyazatel'nyj standart obrazovaniya Respubliki Kazakhstan. Poslevuzovskoe obrazovanie. Magistratura. Special'nost' “Inostrannaya filologiya”. (2008) [State Compulsory Educational Standards of the Republic of Kazakhstan. Post-graduate Education. Master's degree. Specialty “Foreign Philology”]. GOSO RK 7.09.014. (In Russian)
- Haleeva I.I. (1989) *Osnovy teorii obucheniya ponimaniyu inoyazyichnoy rechi*. [Foundations of the theory of teaching understanding of foreign language speech.] M.: Vysshaya shkola, 236 p. (In Russian)
- Halyapina L.P. (2006). *Metodicheskaya sistema formirovaniya polikulturnoy yazyikovoy lichnosti posredstvom Internet-kommunikatsii v protsesse obucheniya inostrannym yazyikam*. [Methodical system for the formation of a multicultural linguistic

personality through Internet communication in the process of teaching foreign languages.] PhD report. St. Petersburg, 49 p. (In Russian)

Han Z.H. (1998). Fossilization: from Simplicity to Complexity. *International Journal of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters, p. 95-128.

Krashen S.D. (2009). *Principles and Practice in Second Language Acquisition*. Pergamon Press, 209 p.

Master's Programme German Philology. Retrieved from <http://www.uibk.ac.at/studium/angebot/ma-germanistik/index.html.en>

Michael Byram, Adelheid Hu. (2001). *Routledge Encyclopedia of Language Teaching and Learning*. London: Routledge, 736 p.

Passport of Educational Program "6M021000 – Foreign Philology". Al-Farabi Kazakh National University, 2008. 23 p.

Schepilova A.V. (2005). *Teoriya i metodika obucheniya frantsuzskomu yazyiku kak vtoromu inostrannomu*. [Theory and methodology of teaching French as a second foreign language.] M.: Gumanitar. izd. centr VLADOS, 245 p. (In Russian)

Selinker L. (1972). Interlanguage. *International Review of Applied Linguistics*, p. 209