

**D. Sabitova<sup>1</sup>, K. Shashkenova<sup>1</sup>, S. Khan<sup>2</sup>**

<sup>1</sup>*Civil Defence Academy named by Malik Gabdullin MES of the Republic of Kazakhstan, Kokshetau, Kazakhstan*

<sup>2</sup>*Sh.Ualikhanov Kokshetau University, Kokshetau, Kazakhstan*

**FEATURES OF TEACHING THE DISCIPLINE  
«INFORMATION AND COMMUNICATION TECHNOLOGIES»  
IN PROFESSIONALLY ORIENTED ENGLISH**

*Annotation.* The article demonstrates the changing attitude of people in matters of learning English based on the results of the English Proficiency Index study, which determines the level of English proficiency in different countries of the world. Based on the analysis, the relationship between the study of disciplines in the field of information technology and the English language is revealed, leading to an increase in the quality of training of specialists. The article presents various methods of studying professionally-oriented English: the essential characteristics of methods in learning a foreign language and the possibility of their application for the study of the discipline "Information and Communication Technologies" are revealed.

*Keywords:* Language for Specific Purposes method, Content Language Integrated Learning method, English, information and communication technologies, teaching methods.

Today's requirements of the educational space are aimed at obtaining high-quality education that meets the needs of modern society. The Kazakh model of education is a vivid example of multicultural education, in which Kazakh, Russian and English languages are intertwined. It is obvious that knowledge of the English language contributes to the cultural development of the individual, opens a "window" into the world educational environment, develops intercultural values and is the key to successful professional education.

In the context of globalization, knowledge of languages is becoming one of the key competencies in the training of specialists. However, in Kazakhstan, according to the EF English Proficiency Index, there is a negative trend in the level of English proficiency. So, in 2021, Kazakhstan took 96th place among 112 countries with the position of "Very low level", in 2020 – 92nd place [1]. Despite the fact that the Asian region is characterized by stability and active positive dynamics, changes in the level of English proficiency in Kazakhstan are insignificant and situational in nature (Figure 1).

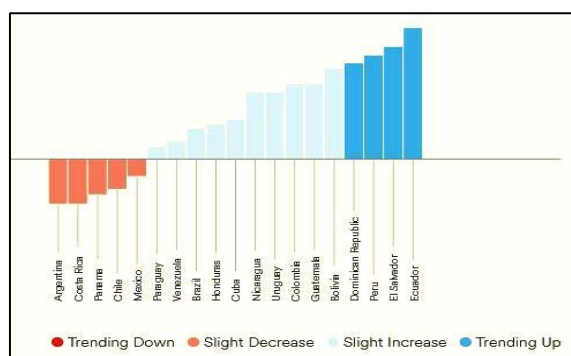


Figure 1 – Change in the Education First English Proficiency Index indicator in relation to the previous year

According to the 2019 study, the cities of Nur-Sultan, Almaty, Karaganda and Kokshetau are leaders in Kazakhstan in terms of English proficiency, while the lowest rates were in the cities of Taraz, Kostanay, Shymkent and Atyrau.

Consulting, information technology, engineering and fast-growing user products are absolute leaders in terms of English language (Figure 2). This is due to the fact that engineering, information technology, as well as consulting have a direct terminological connection with the English language, which is a valuable asset in the workplace.

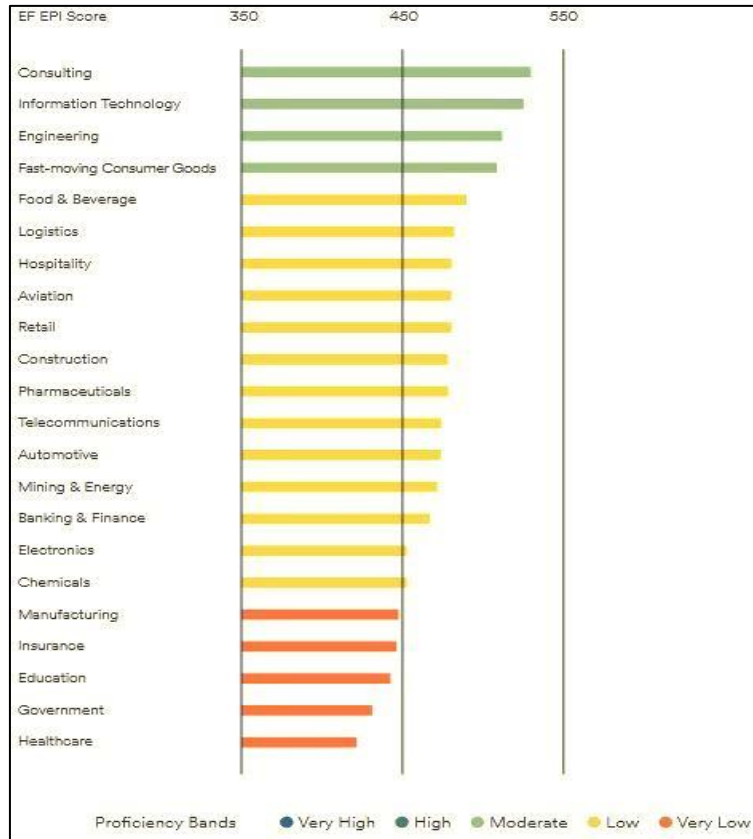


Figure 2 – The Education First English Proficiency Index by branches of human activity

Considering this fact, the cadets of the Academy, when studying the discipline "Information and Communication Technologies", actualize the issue of knowledge of professionally oriented English with a technical bias. The difficulties facing the trainees are a combination of mastering not only English words, but also highly specialized technical terms in English in the field of information and technical sciences. Knowledge of the basic level of English is a prerequisite for studying fifteen topics of the working curriculum, each of which, in turn, is a separate section of computer science as a whole. Thus, a cadet who does not know how to express his thoughts in English using the simplest nouns and verbs in English has a language "barrier" in front of English-language technical terms. Therefore, the teacher of the discipline "Information and Communication Technologies" in English needs to combine existing teaching methods of this subject, which is the integration of English and computer science [2].

According to the results of the survey conducted among the cadets of the Academy, 87% of respondents claim that the classes "Information and Communication technologies

(in English)" contributed to an increase in the level of English language proficiency, while 12% do not notice the dynamics of language competence and 1% of respondents note a negative impact (Figure 3).

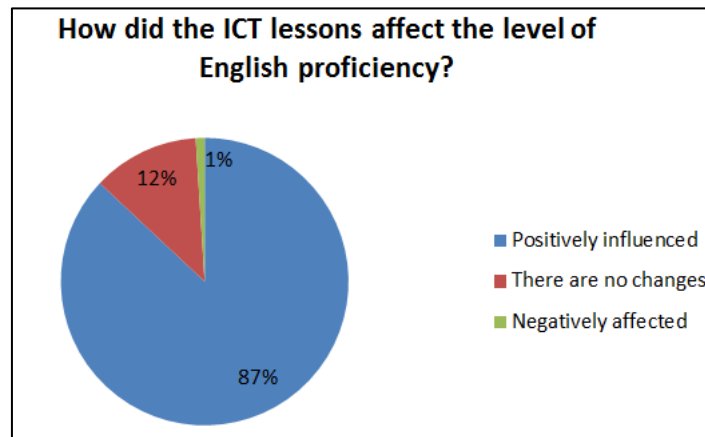


Figure 3 – Results of the survey of cadets of the Academy

One of the fundamental approaches to learning a foreign language by a non-linguistic university is the LSP (Language for Specific Purposes) method, which translates as "language for special purposes". This method is widely used in teaching a foreign language that satisfies the urgent and specific needs of students who need this language as a tool in their education, training or work. The development of LSP programs is based on needs analysis, which is the "engine", motivation for learning a foreign language. For example, English-speaking nurses who work in hospitals with a high percentage of patients whose native language is Spanish need to learn Spanish for the very specific purpose of communication between nurses and patients.

The LSP approach has become widely known since the 1960s of the XX century. With the growth of scientific and technological progress and the influence of the United States of America on the world stage, the role of English has increased, which has become an international language of communication. The need to know English gave "the key to the world markets of currencies, goods and technologies." The changes taking place on a global scale have led to the emergence of a new direction of LSP – the direction of ESP, which stands for English for Specific Purposes, which means "English for special purposes". If earlier knowledge of a foreign language was an indicator of a good education, then the modern generation understands why and why they study English. So, for IT specialists, when purchasing technical means, it is necessary to understand the annotation in English on the installation and operation of equipment. For businessmen to promote their products to the international market and cooperate with other countries, they need a mandatory knowledge of English. For specialists in the medical field, in order to use modern medical equipment in practice, they also need knowledge of an international language.

"English for special purposes" is a priority for such areas as computer science, business, economics, etc. This teaching concept is based on three main factors, such as "an increase in demand for English for its use in certain areas, new trends in linguistics and teaching methods, as well as a shift in emphasis on the interests of the learner" [3-5]. So, the ESP course focuses on one occupation or one profession, such as technical English,

Scientific English, English for medical professionals, English for waiters, English for Tourism, etc. ESP differs from standard English language training in that the one who conducts the training must not only speak standard English, but also must be knowledgeable in the technical field.

The next widely known method of learning professional-oriented English is the CLIL method [6]. The abbreviation CLIL stands for Content Language Integrated Learning, which means "subject-language integrated learning" in English. When applying this approach, two goals are achieved – the study of the subject and the study of the English language.

To improve the quality of material assimilation in the "Information and Communication Technologies" classes, a survey was conducted, the results of which are shown in Figure 4.

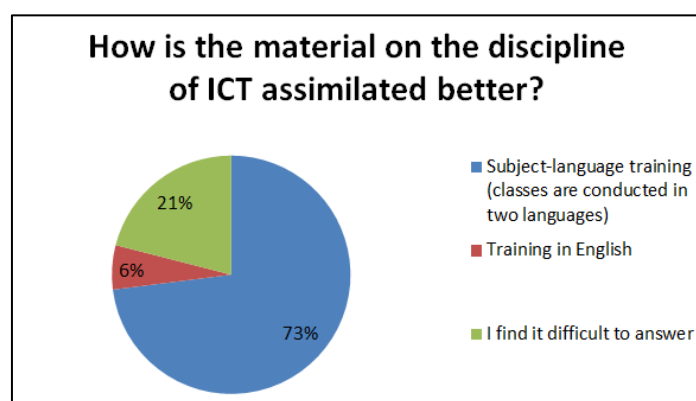


Figure 4 – Results of a survey of cadets of the Academy to improve the quality of assimilation of material in the classroom "Information and communication technologies"

Lecture materials are well absorbed by the Academy cadets by combining ESP and CLIL methods, since the study of theoretical material in English is achieved through the language of instruction (Kazakh and Russian) – a 50/50 bilingual immersion model is used, so English and the language of instruction are used equally throughout all lectures and practical classes. Most of the borrowed words from English help to easily memorize technical terminology. For example, words such as "information", "technology", "operation system", "communication", "object", "database", "collection", "computer", "projector", "flash drive", "printer", "modem", "menu", "program", "formatting" and other words are understood intuitively by cadets and do not require special memorization.

Modern slang, which is used by the younger generation in everyday life, for example when communicating on social networks, is also taken from English. So, the word "trend", which is used in the Russian version of "trend", denotes a direction, a trend. For example, the word "set" in translation from English means a set, a set, is also used in everyday life in the English version. It cannot be said that all technical terminology in English is completely borrowed, most of it requires mechanical memorization. Therefore, each lesson in the discipline "Information and Communication Technologies" begins with a glossary, terms that need to be learned mechanically and with systematic repetition, they are easy to manipulate with oral answers in lectures and practical classes. The cadets' interest in the discipline "Information and Communication Technologies" appears due to the teacher's explanation of the need to acquire knowledge and apply it further in practice after

graduation, as well as in everyday life. Thus, knowledge of the operating system, specialized software and technical terms in English will help cadets in choosing and purchasing communication equipment for work purposes or for home use, as well as contribute to understanding the annotation to the technique and its characteristics. The number of software is growing every day, so knowledge of commands, menus and operations in English will help in learning a new software product.

In conclusion, it should be added that the acquired knowledge of the discipline "Information and Communication Technologies" will help graduates of the Academy to properly operate the existing software and hardware complexes in the territorial divisions of the Ministry of Emergency Situations of the Republic of Kazakhstan.

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Д. С. Сабитова<sup>1</sup>, К. К. Шашкенова<sup>1</sup>, С. И. Хан<sup>2</sup>

<sup>1</sup>Қазақстан Республикасы ТЖМ М. Ғабдуллин атындағы  
Азаматтық қорғау академиясы, Көкшетау, Қазақстан

<sup>2</sup>Ш. Уәлиханов атындағы Көкшетау университеті, Көкшетау, Қазақстан

#### «АҚПАРАТТЫҚ-КОММУНИКАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАР» ПӘНІН КӘСІБИ БАҒДАРЛАНҒАН АҒЫЛШЫН ТІЛІНДЕ ОҚЫТУ ЕРЕКШЕЛІКТЕРІ

*Аңдатпа:* Мақалада әлемнің әртүрлі елдеріндегі ағылшын тілін меңгеру деңгейін анықтайтын English Proficiency Index зерттеу нәтижелері негізінде ағылшын тілін үйрену мәселелерінде адамдардың қарым-қатынасының өзгеруі көрсетілген. Жүргізілген талдау негізінде мамандарды даярлау сапасын арттыруға алып келетін ақпараттық технологиялар мен ағылшын тілі бағыты бойынша пәндерді оқыту арасындағы байланыс анықталды. Мақалада Кәсіби бағытталған ағылшын тілін үйренудің әртүрлі әдістері келтірілген: шет тілін оқытудағы әдістердің маңызды сипаттамасы және оларды «Ақпараттық-коммуникациялық технологиялар» пәнін оқу үшін қолдану мүмкіндігі көрсетілген.

*Түйінді сөздер:* арнайы тәсілдерге арналған Тіл әдісі, мазмұнды тілді интегралды оқыту әдісі, ағылшын тілі, ақпараттық-коммуникациялық технологиялар, оқыту әдістемесі.

Д. С. Сабитова<sup>1</sup>, К. К. Шашкенова<sup>1</sup>, С. И. Хан<sup>2</sup>

<sup>1</sup>Академия гражданской защиты имени М.Габдуллина  
МЧС Республики Казахстан, Кокшетау, Казахстан

<sup>2</sup>Кокшетауский университет имени Ш. Уалиханова, Кокшетау, Казахстан

#### ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ «ИНФОРМАЦИОННО- КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ» НА ПРОФЕССИОНАЛЬНО- ОРИЕНТИРОВАННОМ АНГЛИЙСКОМ ЯЗЫКЕ

*Аннотация:* Статья демонстрирует изменение отношения людей в вопросах изучения английского языка на основе результатов исследования English Proficiency Index, который определяет уровень владения английским языком в разных странах мира. На основе проведенного анализа выявлена связь между изучением дисциплин по направлению информационные технологии и английского языка, приводящая к повышению качества подготовки специалистов. В статье представлены различные методы изучения профессионально-ориентированного английского языка: раскрывается сущностная характеристика методов при изучении иностранного языка и возможность их применения для изучения дисциплины «Информационно-коммуникационные технологии».

*Ключевые слова:* метод Language for Specific Purposes, метод Content Language Integrated Learning, английский язык, информационно-коммуникационные технологии, методика обучения.

**Information about the authors / Сведения об авторах / Авторлар туралы мәлімет**

*Дана Сайранқызы Сабитова* – техника ғылымдарының магистрі, Қазақстан Республикасы ТЖМ М. Ғабдуллин атындағы Азаматтық қорғау академиясы жалпы техникалық пәндер, ақпараттық жүйе және технологиялар кафедрасының аға оқытушысы. Қазақстан, Көкшетау, Ақан Сері көшесі, 136. E-mail: [danasabitova@mail.ru](mailto:danasabitova@mail.ru)

*Көгершін Қалыбекқызы Шашкенова* – техника және технология магистрі, Қазақстан Республикасы ТЖМ М. Ғабдуллин атындағы Азаматтық қорғау академиясы жалпы техникалық пәндер, ақпараттық жүйе және технологиялар кафедрасының аға оқытушысы. Қазақстан, Көкшетау, Ақан Сері көшесі, 136. E-mail: [talgat\\_kogershin@mail.ru](mailto:talgat_kogershin@mail.ru)

*Сергей Иннокентьевич Хан* – техника ғылымдарының кандидаты, доцент Ш.Уәлиханов атындағы Көкшетау университеті. Қазақстан, Көкшетау, Абай көшесі, 76. E-mail: [isivt@mail.ru](mailto:isivt@mail.ru)

*Сабитова Дана Сайрановна* – магистр технических наук, старший преподаватель кафедры общетехнических дисциплин информационных систем и технологий Академии гражданской защиты им. М. Габдуллина МЧС Республики Казахстан. Казахстан, Кокшетау, ул. Акана Серэ, 136. E-mail: [danasabitova@mail.ru](mailto:danasabitova@mail.ru)

*Шашкенова Көгершін Калыбековна* – магистр техники и технологий, старший преподаватель кафедры общетехнических дисциплин информационных систем и технологий Академии гражданской защиты им. М. Габдуллина МЧС Республики Казахстан. Казахстан, Кокшетау, ул. Акана Серэ, 136. E-mail: [talgat\\_kogershin@mail.ru](mailto:talgat_kogershin@mail.ru)

*Хан Сергей Иннокентьевич* – кандидат технических наук, доцент, Кокшетауский университет им. Ш. Уалиханова. Казахстан, Кокшетау, ул. Абая, 76. E-mail: [isivt@mail.ru](mailto:isivt@mail.ru)

*Dana Sabitova* – Master of technical sciences, Senior Tutor of the Chair of general technical disciplines of information systems and technologies of the Civil Defence Academy named by Malik Gabdullin MES of the Republic of Kazakhstan. Kazakhstan, Kokshetau, 136 Akana Sere street. E-mail: [danasabitova@mail.ru](mailto:danasabitova@mail.ru)

*Kogershin Shashkenova* – Master of technics and technology, Senior Tutor of the Chair of general technical disciplines of information systems and technologies of the Civil Defence Academy named by Malik Gabdullin MES of the Republic of Kazakhstan. Kazakhstan, Kokshetau, 136 Akana Sere street. E-mail: [talgat\\_kogershin@mail.ru](mailto:talgat_kogershin@mail.ru)

*Sergey Khan* – candidate of technical Sciences, Sh. Ualikhanov Kokshetau University. Kazakhstan, Kokshetau, 76 Abaya street. E-mail: [isivt@mail.ru](mailto:isivt@mail.ru)