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Foreign language professionally-oriented competence of students of non-linguistic specialties (on the example of athletes)

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Abstract

Relevance. The relevance of considering the features of professionally-oriented training of students of non-linguistic specialties is due to the need to improve the methods and techniques of work in the study of foreign languages, the emergence of developments in terms of the implementation of narrow-profile English or other foreign in a professional environment.

Purpose. The purpose of this work was to identify the nature of teaching and learning foreign languages on the example of student-athletes in the Kazakh Academy of Sports and Tourism, as well as the analysis of student questionnaires to determine the level of knowledge and practical skills in a foreign language. This work is aimed at the analysis of multi-level foreign language professionally-oriented competence: phonetic, lexical, word-formation, morphological, syntactic and communicative in the training of athletes.

Methodology. The study uses the methods of analytical-synthetic, comparative analysis, the method of studying and summarizing pedagogical experience and the method of questioning.

Results. Two surveys were conducted among students of 1-5 courses in the educational program "Physical Culture and Sports": the first one determined the level of professionally oriented education, the second – the level of formation of language competencies. In this study, the main directions of the implementation of the Academy's activities were considered: holding mass events aimed at learning a foreign language, training foreign specialists and exchanging experience with international companies, adopting teaching experience from foreign teachers.

Conclusions. The attention is focused on some exercises developed for the training of athletes, including phonetic, lexical, morphological, word-formation, syntactic and communicative ones. In the future, this work can be used to develop new teaching methods, courses for teaching foreign languages and strategies for the formation of professionally oriented and communicative competence.

Keywords: professional environment; pedagogical activity; education; communication; specialized vocabulary.

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Introduction

Consideration of foreign language professionally-oriented training often takes place in the context of philological specialties. But in modern conditions, knowledge of a foreign language is a very important parameter of a comprehensively developed personality. Therefore, the analysis of professional activity in the framework of foreign language education is necessary for understanding the labour market as a whole. For sports specialties, the use of foreign languages, primarily English, is important in the context of foreign competitions, the exchange of pedagogical experience with foreigners, and the maintenance of professional and friendly relations with other athletes [1; 2]. The analysis of foreign language training of students of sports specialties is relevant, since this makes it possible to further improve the methods and forms of work in the training of athletes in Kazakhstan.

Studies of pedagogical experience also make it possible to identify the main gaps in students' knowledge of a foreign language and understand how it is possible to eliminate them as soon as possible. The formation of ideas about different pedagogical experiences allows finding out the similarities and differences in approaches and introduce new methods and forms of work in order to increase the level of a foreign language. It should be borne in mind that professional training is not enough today, because every professional in his field must have communication skills, including in foreign languages, and be able to use various online sources for advanced training [3-6]. That is why this study is relevant in the context of a holistic foreign language professionally-oriented training of students of non-linguistic specialties.

The more languages a person knows, the wider his horizons, understanding of the world and the mentality of other peoples. The exchange of professional experience and the adoption of sports experience will be much faster if each athlete knows at least one foreign language, for example, English [7]. The implementation of foreign language education strategies developed in different parts of the world makes it possible to determine which mechanisms should be used and which can be dispensed with. Foreign language literature and video materials allow student-athletes to improve their professional skills, and vice versa: by improving professional skills, advancement in terms of learning English is inevitable [8-10]. In this context, learning a foreign language is the key to success or even a guarantee of success. The analysis of pedagogical experience helps in determining the primary tasks in the foreign language teaching of students, as well as in monitoring knowledge in the learning process. The study of the process of introducing narrowly focused vocabulary into a foreign language course shows how important it is to be aware of terminological concepts that are close to professional activities [11]. This work is relevant in the context of training athletes-athletes in a multi-level language range: from phonetics to fluency in speech, from the construction of phrases to the formation of coherent statements, from understanding morphological subtleties to syntactic patterns.

In the article, O.S. Khoroshailo [12] focuses on new approaches to the study of foreign languages in higher education institutions, since the role of a foreign language in professional activities in non-linguistic fields is

constantly growing. The author shows how the communication skills and abilities of a modern student have changed. M. Vorobel et al. [13] aim to optimize the methods of teaching English in the field of physical culture and sports using information and communication technologies. The paper considers the key factors of professionally oriented education, focuses on the cultural aspect in the study of foreign languages, the formation of communicative competence in the sports field. The concept of multilingual education in Kazakhstan is aimed at developing professionally oriented competence in a foreign language. The basis of the study by A. Alzhanova and A. Chaklikova [14] was a survey of undergraduate students at L.N. Gumilyov Eurasian National University. The authors emphasize that the introduction of information technology improves the intonation of speech, contributes to the expansion of vocabulary and grammatical correctness.

According to L. Zablotzka and I. Tsar [15], foreign language education is based on communicative competence, following the example of modelling real communicative situations. When using interactive teaching methods, the learning process becomes as comfortable as possible. Foreign language communicative competence is considered by the author as the readiness of students to communicate with native speakers. Learning a foreign language is a complex process that requires highly qualified teachers with developed professional and communicative competencies. In the work of K. Zhaiykbay and T. Kulgildinova [16] considered the target and content factors for the development of foreign language education from the point of view of personal-activity and discursive-competence approaches. The authors consider structuring, integration and generalization of accumulated knowledge in relation to foreign language education as linguodidactic tasks. A study by D. Wulandari and A. Noor [17] indicates how the learning environment affects the learning of a foreign language and how this is interconnected with personal characteristics. Professionally oriented training should be combined with the practical use of vocabulary at sports events, then this will bring positive results.

The purpose of this study was to study the main aspects of foreign language professionally-oriented training of students studying in non-linguistic specialties, using the example of student athletes in Kazakh Academy of Sports and Tourism, analysis of different parameters of foreign language teaching and language levels of the implementation of the foreign language learning strategy. Based on the purpose of this study, the following tasks were set:

- to analyse the overall level of foreign education of students in Kazakh Academy of sports and tourism;
- to conduct a survey of students at the academy on two parameters: the levels of language competence and the implementation of the main parameters of foreign language education;
- to form an idea of the work and results of the Academy in the process of foreign language training.

Materials and Methods

The theoretical basis of this work was the research of modern linguists dealing with the problems of foreign language education and its professionally oriented orientation. This paper analyses scientific sources related to the formation of different levels of foreign language competence, including lexical, phonetic, word-formation, morphological, syntactic. Theoretical works are related to various aspects, such as communication processes, gaming activities, language practice. For the analysis of pedagogical activity in the Kazakh Academy of Sports and Tourism, the website of the Academy, which contains educational programs for bachelors and masters in various specialties, information about the international activities of the company, invited foreign scientists, higher educational institutions that are partners, foreign students. Also, in the process of determining the level of foreign language training, student questionnaires were used in the Kazakh Academy of Sports and Tourism. The survey involved 15 students of 1-4 courses studying under the educational program "Physical culture and sport". The level of professionally oriented education and the level of students' language competence were determined on a five-point scale.

Benchmarking analysis in this paper was used to study learning parameters in the Kazakh Academy of sports and Tourism: the level of teaching a foreign language, the use of gaming methods of work, the involvement of foreign students and teachers, communication with foreign partners, the use of foreign content. Different language competencies were also compared: lexical, phonetic, word-forming, morphological, syntactic, communicative. The analytical-synthetic method was used to study scientific and critical literature, which examined key aspects related to the peculiarities of foreign language training of students, taking into account professional orientation. The main attention was focused on studying the pedagogical experience of different countries of the world, including the results of experiments, questionnaires, surveys conducted among students of non-linguistic specialties.

The questionnaire method was used to determine the state of foreign language training of students in the Kazakh Academy of Sports and Tourism. During it, the level of teaching a foreign language, communication with foreign partners, students and teachers, the use of foreign content and gaming activities was determined. The students also assessed the levels of formation of different language competencies, in particular, phonetic, lexical, morphological, word-forming, syntactic and communicative. The results of the survey were presented in this work in the form of tables indicating the percentages for the parameters stated above. The questionnaire method was used to review, analyse and summarize the pedagogical activities and pedagogical results of the Kazakh Academy of Sports and Tourism in relation to foreign language education. In the course of it, the parameters of not only educational activities were studied, but also the possibilities for teaching a foreign language outside the educational institution. The main strategies of lexical and communicative preparation of students at the academy were also considered.

Thus, in this study, the methods of comparative analysis, study, and generalization of pedagogical experience and questionnaires were used as the main ones for the analysis of pedagogical activity, and the analytical-synthetic method was used to study theoretical aspects and scientific-critical literature.

Results

Foreign language professionally-oriented competence provides knowledge of professional vocabulary and the ability to use it in various communicative situations in professional communication. In addition, the subspecies of professionally oriented competence, in addition to lexical and communicative competence, include phonetic, word-formation, morphological and syntactic ones.

Levels of formation of foreign language professionally-oriented competence in the training of sportsmen-athletes on the example of English

Lexical professionally-oriented competence is aimed at obtaining lexical knowledge, skills for further personal and professional communication: teaching schoolchildren, students, communicating with foreign teachers, solving communication problems. It also provides for the formation of an understanding of the contextual meanings of words used in a sports dictionary, a comparison of the volume of meanings and the establishment of lexical-semantic relationships between words (introducing them into contexts) in order to carry out professional communication. The term base includes terms related to heavy (lifting the barbell overhead) and light (running, walking, jumping and throwing) athletics. The main lexical terms associated with the training of professional athletes include lexemes that can be conditionally divided into several lexico-semantic categories.

The first is the name of the types of competitions: "track and field" – athletics competitions taking place on a treadmill, as well as on a field with a treadmill, "long jump" – a sports competition with measuring the distance of a jump, "pole-vault" – a competition with jumping over a high crossbar using a pole, "heptathlon" – a sports competition for women that combines 7 types of athletics, "decathlon" – sports competitions for men, which includes 10 types of athletics, "shot put" – a sports competition in throwing a heavy metal ball, "steeplechase" – a competition with a run, overcoming obstacles and diving into the water, "field" – competitions including throwing, jumping and ski jumping, "high jump" – a competition involving jumping over a raised bar.

The second large lexical-semantic category provides for the study of the names of devices for participating in competitions: "baton" – a short stick or tube that is passed from one relay participant to another; "Starting blocks" – small rigid blocks used to fix the runner's legs before the race, "javelin" – a light object similar to a spear used for throwing, "hurdles" – vertical frames arranged in a row through which athletes jump, "discus" – a heavy disk used for throwing, "hammer" – a 16-pound ball made of metal, attached to a wire and used for throwing.

The third lexical-semantic category includes the designation of distances and field markings: "sprint" is a fast run over a distance of no more than 400 meters, "track"

is a track specially equipped for running, “lane” is a parallel lane marked on a treadmill, “marathon” – running a distance of 26 miles and 385 yards (42.195 km), “middle-distance” – running a distance from 800 to 5000 meters, “lap” – one circle around the treadmill, “bell lap” is the last lap around the treadmill. Other terms are also used: “foul” – dishonest or unfair action (throw, jump), “false start” – an unsuccessful start, “record” – the best performance recorded in a sports event, “athlete” – a person involved in athletics, “athletics” – sports in athletics.

In addition to studying terminology in athletics and weightlifting, there is also a parallel study of basic English vocabulary: for the Pre-Intermediate (A2) level, knowledge of 1500-2000 words is considered the threshold, for Intermediate (B1) – 2750-3250 words. Sports terms are studied along with general words, using news sites, newspapers, and sports magazines. This allows forming lexical competence, taking into account professional orientation. Since words are best remembered, as a rule, in contexts, attention should be paid to the use of terms, phrases, and phrases that are typical for describing sports competitions. Many words that are sports terms can be ambiguous, which often makes learning difficult. Therefore, it is rational to use exercises to determine the meanings of polysemantic words. For example, the word “field” has several meanings: 1) field, meadow; 2) field, playground; region, sphere; 3) entered into a dispute or competition; 4) screen area, data cell. As an athletics term, the word “field” has two meanings: 1) a piece of open land; 2) the name of the competition, including throwing, jumping and ski jumping. In the sentence “Some athletes prefer track events while others prefer the field events” the term “field” denotes the type of competition, in the sentence “Acquire skills related to your field” refers to a field of knowledge.

Improvement of phonetic skills is carried out using interactive methods, for example, the Elsa Speak program, which allows using unique technologies for artificial intelligence-based speech recognition, identify inaccuracies in student pronunciation, and offers special exercises to eliminate gaps. The training course is aimed at different levels of language proficiency, contains more than 400 lessons and 2000 words, and is also configured to track progress in pronunciation. In this program, the improvement of pronunciation occurs in parallel with the development of basic English vocabulary on various topics: “Basic”, “Lifestyle”, “Small talk”, “Work and career”, “Health”, “Holidays”, “Relationship”, “Education”, “Video call”. It is used by students to pass international exams, to work with foreign partners and students, as well as to travel abroad.

Phonetic exercises are aimed at identifying sounds that in English are denoted by the same letters, most often this concerns vowels. For example, if comparing the transcription of the following words: “marathon”

[mæɾəθɑ:n], “lane” [leɪn], “athletics” [æθ'letiks], “baton” [bə'tɑ:n], it is possible to notice different sounds, denoted by the letter “a” in writing. The complexity of the English vowel system leads to the fact that non-native speakers often make mistakes. Programs like Elsa Speak allow learning the correct pronunciation of basic English vocabulary. In foreign language education, attention should also be paid to the word-formation and morphological features of the English language. The study of derivational processes can be carried out with the involvement of vocabulary necessary for further professional work: “heptathlon”=“hepta”+“athlon” (an example of adding two independent words), “athletics”=“athlete”+“ics” (a suffix indicating the industry knowledge), “activity”=“active”+“ity” (suffix denoting property, quality), “movement”=“move”+“ment” (suffix used to form verbal nouns).

In order to form morphological skills, exercises are used to conjugate verbs, the correct use of service parts of speech, articles, singular and plural. Most often, these are tasks for filling in gaps in sentences and substituting one of the proposed options: “Has he/she/it been dreaming/dreaming?”. The formation of syntactic competence is characterized by the study of set phrases and sentences in English, necessary for communication in a professional environment. Such phrases can be attributed to it: “to break a record”, “to compete in a championship”, “to lose the competition”, “to score points”, “to win the cup”, “to set records”, “the long distance”, “in a good shape”, “in a good condition”, “to sustain an injury”, “to improve one’s skills”. It is possible also to study the following syntactic patterns. This may be sports commands: “On your mark, get set, go”, “Hold hard”, questions to the interlocutor: “What kinds of sports are you interested in?”, “Who is winning?”, “What team are you a fan of?”, etiquette formulas: “Thank you for hosting!”, “Good afternoon, dear colleagues”.

Communication skills are improved by learning new vocabulary based on authentic texts. Listening to audio/video content also improves speaking skills, taking into account professional orientation, in particular, based on the study of the functionality and situational use of lexical units in different contexts. Learning is carried out in the most natural conditions, and new denotative and connotative meanings are acquired in the process of speaking between the teacher and the student or students. During discussions, dialogues, problem-solving, round tables, and role-playing games, there is a communicative exchange between the participants in the dialogue, as well as adjustment to the speech features (phonetic, grammatical, syntactic) of each of them. A survey of students of 1-4 courses (15 people) who studied at the Kazakh Academy of Sports and Tourism, showed the following results for professionally oriented language competence (Table 1).

Table 1. Evaluation of professionally oriented language competence by students of the academy

Language competence	Grade				
	1	2	3	4	5
Lexical	9%	13%	19%	28%	31%
Phonetic	11%	17%	23%	27%	19%
Word-formation	9%	14%	21%	23%	33%

Morphological	11%	14%	17%	24%	34%
Syntactic	13%	16%	22%	21%	28%
Communicative	11%	17%	24%	23%	25%

Source: compiled by the authors.

The highest scores were obtained in morphological, word-formation and lexical competence, while the lowest scores were obtained in syntactic and phonetic competence.

Implementation of foreign language professionally-oriented training of athletes at the Kazakh Academy of Sports and Tourism

The Kazakh Academy of Sports and Tourism has three faculties: professional sports and martial arts, Olympic sports and tourism. Professional training of athletes is carried out in two departments: boxing and weightlifting, martial arts and athletics, and winter and complex technical sports. Personnel training under the educational program 6B01401 “Physical culture and sports” is aimed at training bachelors in the field of physical culture and sports. Upon graduation, a specialist must have the professional competencies of a physical education teacher and a coach in a particular sport, be ready for professional growth and social mobility. Training under the educational program 7M01401 “Physical Culture and Sports” provides for the training of highly qualified and competitive teaching staff in the field of physical culture and sports, which are in demand on the labour market. It provides for the possibility of implementing professional activities in any socio-economic conditions, self-study and the introduction of innovative technologies, if necessary.

The discipline “Foreign Language” is aimed at improving the speaking, reading, listening and writing skills of students of non-linguistic specialities with the study of professionally oriented topics, it also provides training in effective methods of working with specialized foreign sources, including encyclopaedias, terminological and lexicographic dictionaries. In the course of learning a foreign language, the development of oral and written skills for the translation of sports texts takes place. The main skills that should be formed are the following: knowledge of a foreign language in a professionally oriented field in order to implement scientific communication; integration of acquired knowledge when changing the vector of professional training. Based on professional orientation, university graduates should be able to implement the following activities: pedagogical, coaching, research (basic) and organizational and managerial (additional).

The department of Kazakh, Russian and foreign languages is engaged in the study of foreign languages. The educational and methodological work of the department consists in teaching such disciplines as the Kazakh language, a foreign language, the Russian language, a professionally oriented foreign language, a communicative foreign language. The main task is to learn a foreign language at such a level that knowledge allows students to constantly improve their speech skills that are related to the sphere of their professional communication. The formation of students’ communicative competence involves the solution of communicative problems with the help of certain linguistic means in the context of speech situations from the public and scientific spheres. Intercultural

communicative competence is formed at the level of the basic standard A-2, B-1. For effective assimilation of foreign language patterns, training is used not only in Kazakh, but also in Russian and English.

The material and technical base of the university includes 5 classrooms with interactive whiteboards and 5 classrooms with TVs. For professionally oriented training, teachers use electronic textbooks and manuals: “English for Travel”, “English”, “English”. Online classes are actively held at Microsoft Teams, Webex, Zoom, interactive games, educational and educational films on various topics are used. Teachers are engaged in studying the theory, methods, and practice of studying. The main research topic of the department is “The use of innovative technologies in teaching languages as foreign languages”. Professional development of teachers takes place in international language centres: “StudyInn”, “British Council”, “InterPress”, “SDU”, “Orleu”. The right to participate in seminars and conferences of different levels is also provided: city, republican and international. A presentation of elective courses in online and offline format is being held by English teachers: G.A. Boltaeva, A.A. Berdysheva, R.A. Adilbekova, T.Zh. Akylbaeva, S.M. Minbaeva, A.A. Sadirova, S.S. Manteeva, A.D. Abdullayeva.

In the context of the implementation of the Multilingualism Program in Kazakhstan, teachers are actively introducing a variety of methods and forms of work, including situational games, creating supporting notes, conducting collective trainings, various kinds of discussions (for example, “Case Study”), as well as the implementation of creative tasks. An annual festival called “Knowledge Day” is held, as well as round tables, seminars, and trainings. Career guidance work is constantly carried out in educational institutions: schools and colleges. Internationalization of the educational process in the Kazakh Academy of Sports and Tourism takes place on the basis of attracting professional personnel from foreign higher educational institutions, developing educational programs together with teachers from foreign universities, conducting scientific research, participating in international programs and competitions. Depending on the needs of the academy, work is carried out with partner universities aimed at the professional development of the academy’s scientific staff, solving important scientific issues with the involvement of foreign teachers. In recent years, professors in the speciality “Physical culture and sports” Leipzig have been invited to the Academy University (Germany) – Ulrich Hartmann, University of St. Andrews (UK) – Ronald Maughan and Susan M. Shirreffs, Gazi University (Republic of Turkey) – Mehmet Guoglu.

The Department of International Relations of the Academy carries out work aimed at the broad integration of the university into the international academic space and the development of an effective system of communication with international partners. Among the main activities are: advising students on grant and scholarship programs, issuing invitations, providing passport and visa registration for foreign representatives, attracting foreign students,

developing scientific programs and creating documents for international cooperation. The preparation of foreign students is one of the most important steps towards the development of communication skills among Kazakh students, and also allows increasing the rating of Kazakh universities in the international education system. Education at the Kazakh Academy of Sports and Tourism are students from countries such as Uzbekistan, Iran, Kyrgyzstan, Ukraine, China, Vietnam, Russia, who take an active part in various events: meetings, olympiads, round tables.

Kazakh university partners Academy of sports and Tourism are the following foreign universities from around the world: Coventry University (Great Britain), University of Central Lancashire (Great Britain), University of Granada (Spain), University of Rome "Foro" Italico" (Italy), Keimyung University (South Korea), Universidad

de Flores (Argentina), National sports Academy Vasil Levski" (Bulgaria), University of Mumbai (India), JAMK University of Applied Sciences (Finland), Lithuanian sports University (Lithuania), Haliç University (Turkey), Wyższa Szkoła Gospodarki Bydgoszczy (Poland), Tourism College of Zhejiang (China). An active exchange of knowledge in professional and scientific terms is carried out with the following universities: Kyrgyz State Academy of Physical Training and Sports (Kyrgyzstan), Armenian State Institute of Physical Culture and Sport (Armenia), State University of Physical Education and Sport (Moldova).

Survey of students of 1-4 courses (15 people) who studied at Kazakh Academy of sports and Tourism, showed the following results in terms of assessing the level of vocational education on a five-point scale (Table 2).

Table 2. Evaluation of the level of professionally oriented education by students

Criterion	Grade				
	1	2	3	4	5
The level of teaching a foreign language	4%	11%	24%	28%	33%
Involvement of foreign students	9%	16%	32%	23%	20%
Application of game and interactive forms of work	3%	5%	17%	34%	41%
Attracting foreign teachers	15%	17%	33%	20%	15%
Formation of skills in the process of communication with partners of the academy	17%	19%	22%	26%	16%
Use of foreign literature, films, and other content	2%	9%	14%	32%	43%

Source: compiled by the authors.

Most of the ratings were positive: "4" and "5". The highest indicators are in terms of the use of gaming and interactive methods of work, as well as in the use of foreign literature and other content, the lowest in terms of attracting foreign teachers and communicating with foreign partners. Thus, foreign language education in the Kazakh Academy of Sports and Tourism is based on the implementation of the concept of multilingualism with the active introduction of English into the field of teaching. Students have the opportunity to study sports vocabulary, practice communication skills in practical classes, discuss video content in a foreign language and communicate with students and international partners.

Discussion

Lexical competence and vocabulary replenishment play an important role not only in the process of improving academic performance, but also necessary for communication, including professional one. B.J. Ali and G. Anwar [18] note that in order to obtain a positive result in the study of foreign vocabulary, it is necessary to use cognitive, metacognitive and social mechanisms. When analysing foreign language training in the Kazakh Academy of Sports and Tourism was found that active communicative actions help in the process of mastering different language patterns, including a positive effect on the expansion of vocabulary. In a study by N. Fan [19], the use of English as a foreign language by Chinese students was studied, assessing learning strategies related to improving vocabulary. The author proposes that the study of lexemes should be carried out using a cumulative strategy. The introduction of such a system in the study of

English by Kazakh students of Academy of Sports and Tourism would help in the parallel assimilation of both professionally oriented and basic vocabulary.

Researchers G. Stam and M. Tellier [20] note that when learning a second language, it is imperative to use sign language, and the need for their understanding and perception is due to the relationship between speech and gestures. They help to assess both the level of human development and the features of his thinking. In the professionally oriented preparation of students, it is also necessary to take into account the cultural and social factors of language development, which can help in the process of understanding native speakers of foreign languages. The practical use of the English language helps to assimilate lexical, syntactic and communicative patterns. Research H. Huzairin et al. [21] showed that the average score in English is higher for those students who perform online activities in it. Those who performed activities in Indonesian showed a lower level of English. In order to actively study English, students of non-linguistic specialities are advised to read foreign newspapers and magazines, watch professional video content, for example, about sports competitions and achievements.

A study by X. Zhang and X.F. Lu [22] provides for the study of the breadth and depth of vocabulary by analysing the English level of Chinese students as an example. It should be noted that the strategy of studying the forms and associations between words is a predictor of both the breadth and depth of the vocabulary. The breadth of the vocabulary among students of non-linguistic specialities is determined by the level of knowledge of the basic vocabulary, and the depth is determined by the knowledge of terminological units of a narrow focus [23; 24].

Gamification shows a significant degree of effectiveness in terms of increasing professional competence. K. Al-Dosakee and F. Ozdamli [25] believe that it plays an important role in the process of motivating students. In the study of professionally oriented education of student-athletes, it was indicated that the use of interactive and gaming methods of work, such as role-playing games, discussions, round tables, helps to learn English in the process of active communication between participants and contributes to an increase in the level of knowledge, taking into account professional orientation.

The sphere of study by I. Rudzinska and M. Jakovljeva [26] becomes an analysis of the strategies for learning English by athletes in the diachronic and synchronic context. The researchers analysed the questionnaires of 35 full-time and part-time students studying at the Latvian Academy of Sports Education. It was noted that an active sports life leads to a rapid acquisition of language patterns, with the majority of students rating their language skills as average [27; 28]. During the analysis of the educational process in the Kazakh Academy of Sports and Tourism, the following components were analysed: the level of teaching, the use of game forms of work, the attraction of foreign students and teachers, communication with foreign partners, as well as the use of foreign literature. Most students rated their level of knowledge as sufficient and high. S. Rizkiani [29] tries to find ways to improve the effectiveness of teaching in vocational schools. The conducted survey confirmed that the training of teachers is at a sufficiently high level. The Kazakh Academy of Sports and Tourism is aimed at constant cooperation with universities in different countries of the world, such as the USA, Spain, Great Britain, Lithuania, Latvia, Poland, and is also engaged in attracting foreign personnel to the Kazakh context.

Foreign language professional competence is formed at different language levels: phonetic, lexical, derivational, morphological, syntactic and communicative [30-32]. Kh. Bunyod [33] develops and theoretically substantiates different forms of lexical competence using a multi-level approach to the formation of foreign language communicative competence. The results of the study showed that lexical and morphological competence is best formed among student-athletes, while phonetic and communicative competence are at a lower level. In their work, C. Bardel et al. [34] analysed Swedish studies between 2012 and 2021 that looked at the topic of teaching foreign languages. At the same time, a variety of parameters were taken into account: changes in the language situation, and political and social changes. The authors discuss current trends and considerations for future research. It should be noted that foreign language training in Kazakhstan is influenced by the concept of multilingual education, which provides for the use of Kazakh, Russian and English in the learning process [35; 36]. Teaching subjects in English promotes the development of comprehension, memorization and speaking skills.

M. Michel et al. [37] is based on an analysis of the Dutch teaching experience since 1945. The authors show how communication between students, their parents and teachers, publishers and politicians affects the speed of learning foreign languages. The national policy of Kazakhstan is aimed at actively expanding not only the

Kazakh language, but also at increasing the number of people who speak several languages. The concept of multilingualism also provides for the introduction of foreign languages at different levels, including on the Internet. The globalization of the English language has led to the fact that students need to study a large amount of content not only in their native language, but also in the international language [38]. The work by M. Kremer and M. Valcke [39] shows the main didactic strategies for dealing with learning contexts. The study of a foreign language should take place with the mandatory inclusion of films, series, video/audio content in the course of discussions, which allows implementing the strategy of informal communication in the classroom, as well as delve into the culture and mentality of the people whose language is being studied.

F. Suraya et al. [40] shows in their work how exchange programs affect the learning of the English language. The results of the study when questioning students in such specialties as sports science, public health, physical education and coaching education in the period 2018-2019. showed that the main success factors in learning English are motivation and understanding of the importance of knowing English, as well as the constant practice of learning. The Kazakh Academy of Sports and Tourism provides communication with foreign students, teachers and foreign partners who constantly exchange professional experience in sports, which contributes to the development of communication skills. Methodical approaches to the formation of professionally-oriented lexical competence on the example of oral speech among students studying in the speciality of the hotel and restaurant business are considered in work I. Skril [41]. The author focuses on the fact that the development of communication and speech skills is impossible without understanding oral speech. For the development of listening skills, such types of work as reading foreign literature, watching films and media content in a foreign language, as well as active communication in an informal setting with specialists in their field are designed.

So, after comparing the research with the research of other authors, it can be noted that the multilevel formation of professionally oriented competence and the practical use of language skills in a professional environment have a positive effect on learning outcomes.

Conclusions

The formation of professional competence is closely related to foreign language communicative competence, since the knowledge of a foreign language today is necessary in a variety of fields of knowledge. And this applies not only to philological specialties, but also to technical, sports, and so on. It should be noted that teaching a foreign language should be aimed not only at basic skills, but also at a deep study of narrow-profile vocabulary, since such skills are necessary for further professional activity and career growth.

The communicative competence of students of non-linguistic specialties is formed on the basis of solving communicative tasks in different communicative conditions, including in the professional sphere. The Kazakh Academy of Sports and Tourism provides

knowledge of a foreign language at the A-2 or B-1 level. In the context of the concept of multilingual education in Kazakhstan, the priority areas are the parallel study of Kazakh, Russian and English, including the use of these languages in professional communication. In this work, the main professionally-oriented competencies were analysed, correlated with different language levels: phonetic, morphological, word-formation, lexical, syntactic and communicative. It should be noted that Kazakh students of Academy of Sports and Tourism rated their foreign language skills high on the morphological, word-formation and lexical level, lower results are presented on the phonetic, syntactic and communicative levels.

When evaluating the level of professionally oriented training in the Kazakh Academy of Sports and Tourism, the following criteria were taken into account: the level of teaching a foreign language, the use of gaming and interactive forms of education, the involvement of foreign students, the formation of skills in the process of communicating with partners of the academy, the involvement of foreign teachers, the use of foreign literature, films and other content. In this work, some exercises were also considered, which should be paid attention to in professionally oriented training. For example, the main terminological units (words and phrases) necessary for the training of student-athletes were considered. Also, attention was focused on the differences between basic and narrowly focused vocabulary and the need to distinguish them. Some methods used for the formation of professionally oriented competence were also indicated: role-playing games, discussions, discussion of

films and media content, reading literature in a foreign language.

The work of the department of international relations of the Kazakh Academy of Sports and tourism. It was aimed at maximizing the integration of the academy into the world scientific and academic community, establishing communication with international partners. Attention was focused on the preparation of foreign students, and work with foreign partners-universities. One of the priorities of the academy was the exchange of pedagogical experience between students and teachers from different foreign countries. Teaching a foreign language in the Kazakh Academy of Sports and Tourism takes place with the active introduction of foreign languages into everyday professional activities, and not just in foreign language classes. In this work, the purpose of the study was realized, since the main criteria for the formation of professionally oriented competence were considered. Priority areas in the future will be the following: the development of concepts and strategies for professionally oriented teaching of foreign languages, methods based on the multi-level formation of language competence, and programs to attract international universities, students, and teachers.

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Conflict of Interest

None.

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RETRACTED ARTICLE

Іншомовна професійно орієнтована компетентність студентів немовних спеціальностей (на прикладі спортсменів)

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Анотація

Актуальність. Актуальність розгляду особливостей професійно-орієнтованого навчання студентів немовних спеціальностей обумовлена необхідністю вдосконалення методів і прийомів роботи при вивченні іноземних мов, появою розробок з точки зору реалізації вузькопрофільної англійської або іншої іноземної в професійному середовищі.

Мета. Метою даної роботи було виявлення характеру викладання та вивчення іноземних мов на прикладі студентів-спортсменів в Казахській академії спорту і туризму, а також аналіз анкетування студентів для визначення рівня знань і практичних навичок з іноземної мови. Метою даної роботи є аналіз багаторівневої іншомовної професійно-орієнтованої компетенції: фонетичної, лексичної, словотвірної, морфологічної, синтаксичної та комунікативної у підготовці спортсменів.

Методологія. У дослідженні використано методи аналітико-синтетичного, порівняльного аналізу, метод вивчення та узагальнення педагогічного досвіду, метод анкетування.

Результати. Серед студентів 1-5 курсів освітньої програми «Фізична культура і спорт» було проведено два опитування: перше визначало рівень професійно-орієнтованої освіти, друге - рівень сформованості мовних компетенцій. У цьому дослідженні були розглянуті основні напрямки реалізації діяльності академії: проведення масових заходів, спрямованих на вивчення іноземної мови, стажування іноземних фахівців та обмін досвідом з міжнародними компаніями, перейняття досвіду викладання у іноземних викладачів.

Висновки. Увагу зосереджено на деяких вправах, розроблених для підготовки спортсменів, серед яких фонетичні, лексичні, морфологічні, словотвірні, синтаксичні та комунікативні. У подальшому ця робота може бути використана для розробки нових методик викладання, курсів для викладання іноземних мов та стратегій формування професійно орієнтованої та комунікативної компетентності.

Ключові слова: професійне середовище; педагогічна діяльність; освіта; комунікація; фахова лексика.