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Developing professionally oriented reading skills in university students of language major in the context of distant learning

Abstract. *This article is devoted to the problem of developing professionally-oriented reading skills within didactic possibilities of distant learning. Distant learning is considered as an alternative form of education, allowing to provide an individual trajectory for students, based on using a wide range of information technologies and their technical means, which can provide delivering educational material, possibilities to study it independently, and organize communication between teachers and students. The author describes technologies for creating an interactive training course for professionally oriented reading, methodology for developing professionally-oriented reading skills in the distant learning system, as well as the results of experimental training. The author defines the context of students' future professional activity as an important condition for the effectiveness of distant learning. The author considers linguistic, pragmatic, and cognitive competencies as components of communicative competence in teaching professionally-oriented reading.*

Keywords: *professionally-oriented reading skills; distant learning, information technologies; linguistic, pragmatic, and cognitive competencies; language major*

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Introduction

The entry of the world community into the era of informatization is due to the intensification of information processes and the development of communication means, which require education to be a continuous process and last throughout a person's life. All this cannot but affect the system of training specialists in higher educational institutions.

Global integration processes, affecting all spheres of human activity, pose new challenges to the theory and teaching methods. At the level of university language departments, such a task is to train a specialist who speaks a foreign language at a professional level as a means of communication for solving problems

of professional and social nature, as well as successful international cooperation. One of the means for solving this problem can be distance learning, which is designed to improve and develop traditional full-time and part-time forms of instruction, integrating the best that they have accumulated with using information technology tools in teaching.

The main part

Distant learning technologies are developing with the improvement of technical means and information carriers. Transition to the new millennium was marked by using the Internet in teaching, which became the reason for researchers' special attention to distant learning

theory and practice (works by V. Demkin, E. Gulbinskaya, I. M. Makarikhina, Ya. A. Elinskaya and others).

The first studies in the field of «computer-assisted teaching of foreign languages» and «computer-assisted language learning» in the Western tradition date back to the middle of the last century. At the present stage, theoretical and practical issues of introducing computers into the process of teaching foreign languages are being developed in various aspects:

- in ergonomic and psychological and pedagogical (works by G.K. Nurgalieva, T.V. Aslamova, E.S. Zakirova, M.I. Belyaev and others);
- in technical and software-information (works by L. A. Konyaeva, A. S. Meshcheryakov, D. V. Dmitriev, S. Yu. Neiman, S.G. Dahlke and others);
- in linguo-methodological and didactic (works by N. V. Elashkina, O. A. Rogova, and others).

However, with all the variety of approaches, the methodology of teaching a foreign language using information technology has not yet received a systematic consideration in the entire complex of problems included in it and deserves detailed study and further development. The most important and poorly studied are issues related to the content and organization of the process of distant learning a foreign language in a university.

To live and work in the information society, a specialist must be prepared for rapid perception and processing of large amounts of information, i.e. have a certain level of information culture [1]. One of the stages in developing information culture is mastering by students-future foreign language teachers' skills of receiving and comprehending information (in a foreign language), which, for university language educational programs, is, among other things, in developing reading skills in foreign language professionally-oriented texts. A study of the actual use of a foreign language by philologists has shown that most of them must read professionally-oriented literature, which confirms the legitimacy of considering teaching reading as one of the important tasks

of a university foreign language course. Reading professionally-oriented literature is carried out by a specialist or student in order to extract semantic information to meet the need for it and its further use in professional activity. Such reading can be called informative.

In the context of mass communication, a specialist has to use modern means of communication and work with Internet information resources, in which predominance of a foreign language communication environment is noted, which also indicates the need for developing foreign language professionally-oriented reading skills.

Distant learning is considered an alternative form of education, allowing to provide an individual trajectory of education, based on using a wide range of information technologies and their technical means, which are used to deliver educational material, study it independently, and organize communication between teachers and students.

The combination of ideas for system-developmental and technocratic approaches, developed in domestic studies of distant learning problems, allows us to consider distance learning as a special didactic system that presupposes continuity and connection of its individual components, to a high degree of technologization of all forms of educational process organization.

Improving the processes of receiving and transmitting information, as well as expanding possibilities of using technical means in teaching led to the development of three main distance learning technologies that have become widespread in the higher education system - «case technologies», TV technologies, and network technology (Internet learning).

Generalization of theoretical provisions and practical results, considered in several works on distant learning, showed that the main distinctive features of distant learning, indicating its feasibility, are:

- providing an opportunity to get an education without leaving one's place of residence and without interrupting one's main activity;
- ensuring wide access to world educational resources;

- providing an opportunity to receive educational services at any level of primary education and training;

- providing opportunities for organizing the self-learning process and creating prerequisites for self-education;

- significant expansion of people who have access to all types of educational resources without age restrictions;

- using unique educational programs through a combination of courses, capabilities of information technology tools;

- creating prerequisites for meeting the social order of society in a highly qualified specialist.

All this determines using distant learning technologies in the higher education system.

Penetration of leading pedagogical concepts into teaching practice has ensured orientation of modern distance learning process to the following provisions: - reliance on personality-activity approach, emphasis on students' independent cognitive activity; - preference for active forms of cognitive activity; - interactive nature of training; - differentiation of training; - improving trainees' information culture.

Analysis of domestic and foreign researchers' works devoted to using the Internet in education [2], [3], made it possible to determine that the Internet opens the following main opportunities for distant learning at a university:

- distributing materials using electronic mail, transfer of computer training courses to trainees;

- trainees' feedback with the teacher via What's app and e-mail, transmitting questions, test results, tests, term papers, and theses;

- discussing training materials, interviews with trainees, examinations in an interactive mode;

- free access to all necessary information by connecting to the database of almost any scientific, educational, information center;

- using hypertext training courses available over the network;

- using special software search tools and collecting necessary information on a specific scientific or educational question in the world's electronic archives in a short time.

Using network technology in distant learning of foreign languages at language departments at

the university provides an educational process with additional didactic potential, allowing students to realize the professional practical importance of knowing a foreign language. This didactic potential lies in the possibilities:

- to organize communication in a natural language environment;

- carry out an independent search for foreign language professionally significant information;

- to organize joint educational, cognitive, research, and creative activities with students of other educational institutions;

- to organize social and professional contacts with people in different parts of the world;

- to get acquainted with the culture, life, and professional achievements of other nations that can be applied in the future professional activity;

- to expand the social circle, which is often limited in several reasons of a psychological and social nature that allows students to express their individuality.

One of the ways to improve the professional competence of language university students is reading professionally-oriented literature. In most cases of reading special literature by students and specialists, the informative aspect of cognitive and communicative functions of reading as a verbal written message comes to the fore, which determines using the term «professionally-oriented reading».

Professionally-oriented reading is reading that involves meeting professional information needs, when a student or specialist assesses necessary information, assigns and uses it, and, finally, creates it again by himself [4].

Professionally-oriented reading is characterized by a number of specific features: - subordination to professional activity; - dependence on a reader's professional thesaurus; - performing professional communication function; - focus on obtaining professionally significant information; - the intended use of the information received.

Among the distinctive properties of informative reading, one can single out: - the reader's professional competence, - multiple references to the text, - reader's appropriation of necessary professional information; - reader's creation of his own information.

Depending on the planned result of reading activity, the following types of professionally oriented reading are distinguished, which make it possible to ensure the solution of almost all problems of a specialist's appeal to professionally-oriented printed sources arising in connection with his communicative and cognitive needs:

- evaluative reading is a speech activity, the end result of which is professional information selected from the text, suitable, from the reader's point of view, for subsequent appropriation;

- appropriative reading is a speech activity of a specific reader, carried out with the aim of appropriating new, necessary, interesting, professional information contained in the text, as a result of which there is an increase in the student's professional knowledge and satisfaction of his information professional needs;

- creating reading is a kind of reading activity, as a result of which the reader himself creates his own professional information [4].

This approach to teaching foreign language reading at the university language department allows for interconnected teaching of different types of speech activity in the context of vocational training, using reading as the leading type of speech activity.

The content of teaching foreign language professionally-oriented reading is considered as a kind of model of natural communication, where participants have certain foreign language skills and abilities, as well as the ability to correlate language means with norms of speech behavior that native speakers adhere to. *Linguistic*, *psychological*, and *methodological* components are distinguished in the content of teaching foreign language professionally-oriented reading.

The *linguistic* component is language and speech material presented in specially selected reading texts. Among the texts of professionally oriented literature, the greatest reader's interest is caused by popular science texts that combine scientific, informative, and artistic features, which indicates expediency of their use as educational texts. With the development of the global network as a means of information, it became possible to place scientific information in the network information space. Once on the

monitor screen, the text inevitably undergoes changes that cannot but affect its perception. A review of linguistics literature showed that issues of texts' structure and specificity on the Internet remain poorly understood. Generalization of the materials of a number of studies on this problem [5], [6], as well as our own observations, made it possible to conclude that popular science texts published in electronic editions, in general, retain features of a popular science text, and their differences are mainly due to the characteristics of the information space.

Change of the material medium changes the strategy of a text's graphic construction and specifics of its information space expansion. Hypertext is a typical strategy for building an electronic text on the Internet. Operating with verbal and non-verbal elements, allows one to give information in the most effective form, considering the essence of information and a user's individual psychological characteristics. The main distinctive characteristics of hypertext, ensuring its didactic potential, are multimedia, non-linearity, and hyper-textuality.

It is obvious that the specificity of the Internet as an educational space puts forward special requirements for presenting educational textual information. It is important that it is accurately, succinctly, and quickly transmitted, received and adequately decoded, and has an appropriate emotional impact on the learner. Therefore, to ensure accuracy and completeness of perception of information contained in a foreign-language popular science text presented on the Internet, there is a need for structural and semantic organization of the text. The structural and semantic organization of a text is understood as its following characteristics: scannability, capacity, integrity, and sufficiency, as well as its paralinguistic design. Thus, the perception of a text on the Internet is greatly influenced by a non-verbal component.

More detailed consideration of Internet text features in the future seems to be extremely important since the effectiveness of distance learning in foreign language professionally-oriented reading is largely determined by the nature of educational text material.

The *psychological* component of teaching foreign language reading content is made up of skills and abilities that are developed in students. There are highlighted technical, grammatical, lexical, and structural-compositional skills of a foreign language professionally-oriented reading, which ensure accuracy of text comprehension.

It is developing a complex of skills that make up teaching to read as a form of speech activity, that allows us to consider it not as a means of teaching, but as a goal of teaching. Skills of foreign language professionally-oriented reading are defined as a successful performance of an action (or activity) on the basis of existing knowledge with choice and application of the correct methods of work and taking into account certain conditions.

The student's speech-thinking activity during reading includes the following stages: - identifying the content (revealing the content essence, critical perception, distinguishing between the main and the secondary); - association, interpretation, generalization; - transforming the text content (compression, reorganization, selection of the desired content). Therefore, the skills associated with understanding the text are of particular importance (to determine the topic of the text based on its title or fragment; to determine the main idea in the process of reading; to highlight units of information in the text; to restore logical and semantic links, to correlate information units of the text being read with the available knowledge; to generalize and synthesize individual facts into semantic parts of the text as a result of establishing a certain connection between them; correlate individual facts with each other, determine the sequence (logical, chronological, etc.) of facts, events), and skills of subjective processing of information, which include skills of evaluative reading (to evaluate the stated facts; to navigate in the pragmatic attitude of the text), skills of appropriative reading (selectively direct one's attention to meaningful professional information; assign information by reading it, pronouncing it, writing it in the form of extracts, abstracts, translation; draw conclusions based on the text facts) and ability of creating reading (creatively process the assigned information,

forming one's own conclusions, judgments; create and verbally express new information orally or in writing).

The *methodological* component of teaching foreign language professionally-oriented reading content is associated with mastering learning techniques by students, developing skills in working in a new educational environment, knowledge of a new subject, developing independent reading skills, the independent overcoming of difficulties arising during reading, as well as developing students' attitude to reading as a way of extracting professionally significant information, which is favored by opportunities provided by networked learning technologies.

In addition to general educational skills, students need special skills, which subject content does not constitute the mechanism of mastering a subject, but contributes to its rationalization: - the ability to use computer teaching aids; - the ability to use modern means of communication; - the ability to work with electronic reference books and dictionaries; - the ability to search for information on the web, to use electronic information retrieval systems.

Distant learning of foreign language professionally-oriented reading is based on the following didactic and methodological principles: scientific principle, principles of conscientiousness, accessibility, activity, systematicity and consistency, strength, individualization, the principle of providing suggestive feedback, the principle of reliance on students' experience in reading in their native language, the *principle* of accounting context of future professional activity.

Considering distant learning specifics, a teaching method can be defined as a certain organization of the student's activity with educational material. The method determines which properties and relationships are revealed in this material, which operations, and how exactly are developed in the student.

Informational-receptive, reproductive, problem presentation *method*, heuristic and research method [7], [8] are the methods of distant learning for foreign language professionally-oriented reading. Using these methods in distant

learning is aimed at stimulating, organizing, and implementing educational and cognitive activities and is distinguished by their interaction and interpenetration.

Distant learning methods for foreign language reading consist of a set of techniques based on reproducing, reconstructive, partially searching, and researching tasks [9], aimed at developing reading skills, which should have a speech-activity, professional and communicative orientation.

The main teaching *tools* using Internet technology are network courses, which are information and software systems, access to which is carried out through local and global networks. A network course is based on information about the subject area and tools for its study. Building up distance learning courses requires a serious scientific approach since in this case, a detailed study of teachers' and students' actions in the new educational environment is necessary.

The main feature of the *educational process* of distant learning in foreign languages is the indirect nature of its participants' interaction (telephone, e-mail, bulletin board, teleconference) and students' independent work with teaching aids.

Students' independent work in a distant learning system of a foreign language is considered as organized in distant educational space and controlled by students themselves due to their internal cognitive motives, carried out by them at the most convenient time for them in accordance with the time frame provided for by the curriculum, controlled by them in the process and result is an autonomous educational activity, carried out on the basis of its indirect systemic management by the teacher (tutor) and (or) the program.

Thus, autonomous learning activity is a specific form of activity in distant learning, which organization determines the quality of specialists' training. The ability to carry out autonomous learning activities is determined by the presence of learning motivation. The nature and strength of the learning motives depend on the significance of the learning activity's intended result for students. Orientation of distant learning

in foreign language professionally-oriented reading to the ideas of contextual approach [10] helps to take into account peculiarities of future specialists' motivation, individual psychological characteristics, life, cognitive and professional experience, its focus on practical results of learning, which allows providing students' active interaction with the outside world, learning content; to create such psychological, pedagogical and methodological conditions under which students' cognitive activity is internally motivated, and knowledge is not just a goal and an object of assimilation, but above all a means of carrying out the forthcoming activity.

Distant learning is defined by a combination of pedagogical and information technologies. Modern computer networks can provide transfer of knowledge and access to a variety of educational information on par and sometimes even more efficiently than traditional teaching tools. However, for their effective use in the process of acquiring knowledge and developing intellectual skills, it is necessary to coordinate the development of both technological, informational, and didactic and methodological components of the educational process.

Teaching technology, on the one hand, can be defined as a set of methods and means of processing, presenting, changing, and presenting educational information, and on the other hand, teaching technology is the science of how the teacher influences the student in the learning process using necessary technical or informational means. When organizing effective distant learning on the Internet, it is necessary, first, to rely on didactic and cognitive goals and objectives, since in the process of distant learning information technologies, in fact, perform the function of a means of implementing didactic tasks.

Distant learning process according to our methodology possesses the main characteristics of a technologically organized educational process: reliance on personality-activity approach, orientation towards diagnostic goals, systematic verification of current results, breakdown of training into separate training episodes, complete controllability of the learning process [11].

When designing an educational site, we considered basic requirements for developing interactive systems for distance learning: reliance on basic didactic and methodological principles of distant learning foreign languages; psychological characteristics of computer-mediated communication and its influence on pedagogical process; ways of organizing and presenting educational material [12].

Methodology of teaching foreign language professionally-oriented reading proposed in this paper is a system of tasks for texts that ensure developing professionally-oriented reading skills using capabilities of information technology, using professionally-oriented reading materials, taking into account specific goals of training a specialist.

The main goal of our course is to contribute to developing students' communicative competence through building up skills in a foreign language professionally-oriented reading. Achieving practical goals of distant learning for foreign language professionally-oriented reading is ensured by solving individual problems, which include:

- organizing independent students' work in reading professionally-oriented literature;
- developing foreign language reading skills;
- providing reference and information support by providing linguistic or extra-linguistic information (through using automatic dictionaries, electronic encyclopedias, etc.) in order to develop ability to independently overcome language difficulties;
- checking the correctness of understanding and interpretation of what has been read text.

The distance learning course for foreign language professionally-oriented reading includes - educational materials, consisting of texts for reading and assignments to them, means of assistance, contributing to developing skills to overcome difficulties independently; - means of communication and user management, allowing to control and coordinate students' activities; - editing tools; - planning and administration tools.

Studying a foreign language, a student must master not only a certain amount of linguistic knowledge but also join native speakers' culture

in this area of activity, i.e. in addition to acquiring linguistic knowledge, students are faced with the task of acquiring knowledge in their major. The problem of developing communicative competence based on a specialist's thesaurus level in the field of a particular professional activity requires consideration of issues related to selecting textual material.

The principle of authenticity was chosen as the main principle in selecting textual material [13]. An authentic text is defined as a text borrowed from native speakers' everyday practice and possessing reliable linguistic and cultural information.

Learning to understand foreign language professionally-oriented texts is important because general concepts in different languages have different semantic and culturological scopes, as well as linguistic characteristics of an authentic text.

Selecting educational texts of professionally oriented literature is based on the following criteria: - authenticity of the text material; - variety of texts within the professional field; - representation in the system of texts by various authors; - saturation of texts with cultural, linguistic, and cultural information; - intercultural nature of topics and texts, which allows taking into account learners' native language and native culture; - adequacy of texts content for students' language training; - taking into account the amount of students' background knowledge on a given topic; - presence in the texts of information that expands students' knowledge in the specialty.

Effective assimilation of the training content is facilitated by the methodological organization of corresponding linguistic and extra-linguistic material. Developing skills of understanding the text and various types of professionally oriented reading is carried out based on tasks of open and closed type, performing organizing, teaching, and controlling functions. Content of independently performed tasks determines the essence of students' independent work in reading and is also a factor that predetermines productivity of distant learning in foreign language reading. The most effective are open tasks of partial search and research types [9], which make it possible

to implement a cognitive-intellectual approach in distant learning of foreign languages [14], to optimize the managing learning process, to implement various models of mental activity

Distinctive features of methods used for teaching vocationally oriented reading are, firstly, that training is carried out based on professionally significant information, which allows the material to be mastered and introduced into the activity goal, and not into its means, and secondly, it is not carried out only for generalizing knowledge, but also for developing practical skills, which, in turn, contributes to building up certain psychological qualities of the future specialist.

The course provides for a form of communication between students and Internet resources (See Picture 1. The course “CLIL at school” (Content and Language Integrated Learning, Zoom Conferencing with 3rd year students of educational program (6B01703) Foreign language: two foreign languages) - work with reference materials (grammar reference books, electronic dictionaries, search engines, etc.), which contributes to developing skills to independently overcome language difficulties in the process of reading professionally oriented literature.

Picture 1. The course “CLIL at school” (Content and Language Integrated Learning, Zoom Conferencing with 3rd year students

of educational program (6B01703) Foreign
language: two foreign languages)

Within the framework of the interactive course, the educational process, which is based on students' independent work with educational materials and interactive communication with teachers via e-mail, is based on the following stages: introductory stage, work on the course, completing the course or analyzing how much success the learning process passed.

Experimental training was carried out using the distant learning portal of the East Kazakhstan University named after Sarsen Amanzholov, in 2020-2021. The experiment involved 40 third-year students enrolled in the educational program (6B01703) Foreign language: two foreign languages, from which control and experimental groups were formed.

The experimental learning goal was to confirm the main hypothesis of the study. In accordance with the goal, the following tasks were solved:

1) to check if training is organized according to the suggested methodology for developing professionally-oriented reading skills, as well as increasing accuracy, completeness, and depth of understanding professionally-oriented literature;

2) to confirm that the network course, created based on the developed methodology, is a means of organizing independent work in foreign language professionally-oriented reading in the

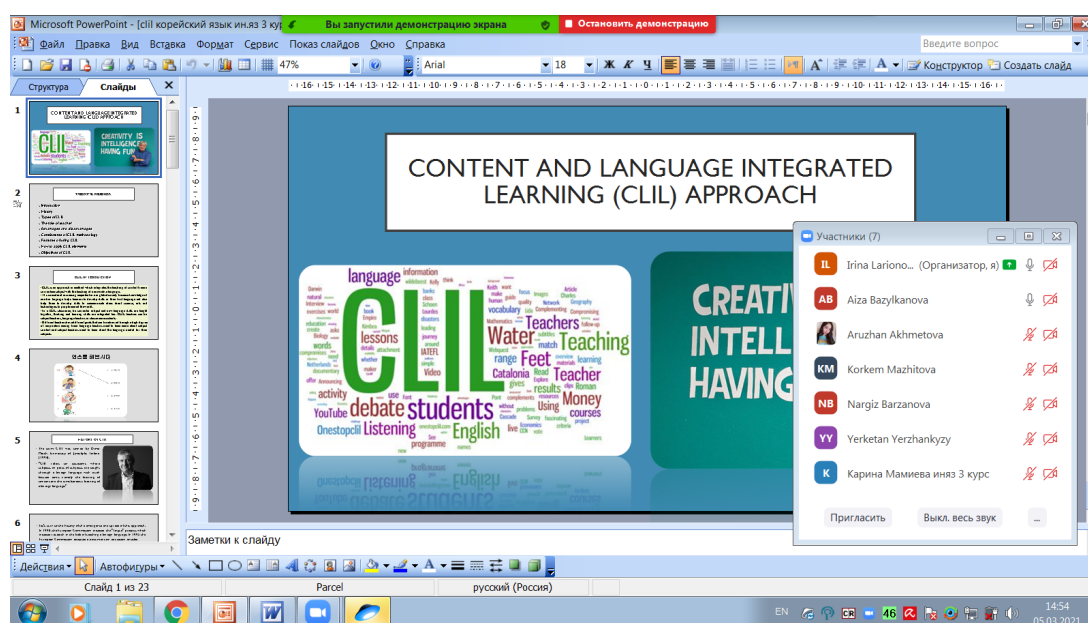


Table 1. Level of foreign language professionally-oriented reading skills

Indicators in complex (accuracy, completeness, depth)	Before experimental work		After experimental work	
	Control group	Experimental group	Control group	Experimental group
	48,3%	51,7%	51,3%	89,1%

distance learning system, which has a positive impact on cognitive motivation.

To solve the first task, a comparative analysis of the level of foreign language professionally-oriented reading skills was carried out, as well as students' understanding of texts in terms of accuracy, completeness, and depth, at the beginning and at the end of our experimental work. Detailed report of the statistical analysis is reflected in Tables 1 (see Table 1. Level of foreign language professionally-oriented reading skills) and Table 2 (See Table 2. Indicators of comprehension of professionally oriented text)

Based on the results of the experimental work, we can conclude about significant improvement

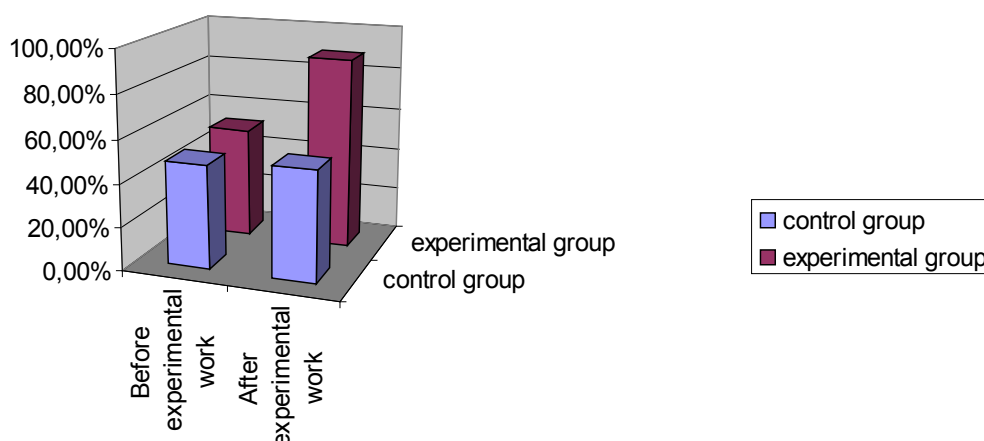
in the level of professionally-oriented reading skills and state that the suggested methodology can be successfully used in the process of distant learning of a foreign language at the language faculties of higher educational institutions.

During experimental training according to the suggested methodology, all students achieved quite high indicators of accuracy, completeness and depth of understanding of professionally oriented texts (See Diagram 1. Level of foreign language professionally-oriented reading skills in the complex)

These indicators increased significantly during the period between the first and second experimental measuring both in the control

Table 2. Indicators of comprehension of professionally oriented text

Indicators	Before experimental work		After experimental work	
	Control group	Experimental group	Control group	Experimental group
accuracy	49,1%	48,5%	51,8%	88,5%
completeness	50,5%	51,2%	53,7%	91,5%
depth	31,8%	32,7%	34,2%	78,9%

Diagram 1. Level of foreign language professionally-oriented reading skills in complex

group and in the experimental group. So, we can conclude, that there has been significant improvement in comprehending texts of professionally oriented literature.

The solution of the second task was facilitated by: determining the motivational-value orientation of students in reading texts of professionally oriented literature, considering students' correspondence with the teacher, as well as analyzing an anonymous questionnaire conducted at the end of training.

According to the results of the questionnaire survey, 78% of the students participating in the experiment had a high level of motivation to read professionally-oriented literature using distant learning tools, and 26% of the students showed an average level of motivation.

In the process of working on the course, it was possible to achieve a high degree of motivational stability. This is confirmed by the fact that all the work was sent to the teacher within a certain time frame, as well as by the fact that the trainees asked many questions about the course (as in organization and content), and many of them admitted that they would not ask such questions to a teacher in a regular classroom for several subjective reasons.

The use of e-mail as a means of proxy communication increases the possibility of informal communication without pressure from the teacher. The students themselves express satisfaction with the results achieved, and all of them answered positively when asked whether they liked working with the course. Many noted that the content of the texts offered for reading aroused their interest, expanded their professional and general cultural knowledge.

Some students in the experimental group note that while working on the course, they began to more confidently navigate the pragmatic setting of the text, separate the main from the secondary, understand words meaning in the context, and work with foreign languages search engines. All this indicates that the selected materials for reading and methods of organizing independent work in the suggested methodology increase students' cognitive motivation. Thus, the results of experimental learning, in general, confirm

the correctness of our hypothesis and prove the effectiveness of the suggested methodology for improving understanding of professionally oriented tests, which contributes to developing communicative competence of students in reading, as well as improving their information culture.

Conclusion

In conclusion, it can be noted that using the didactic potential of information technology means in distant learning a foreign language in a university linguistic faculties provides learning process with a number of advantages: - conditions are created for emergence of internal motivation for activity, students' cognitive motivation, students' interest stability in learning a foreign language increases; - organizing students' independent work ensures effective management of assimilating knowledge process through managing educational material, effective control of students' actions; - allows for a more complete account of students' individual characteristics by providing an opportunity to work at a place convenient for them and using different ways of implementing tasks, depending on the level of their training.

Survey analysis of the current state of distant learning a foreign language in domestic and foreign practice and analysis of existing Internet resources for teaching a foreign language made it possible to determine priority direction in creating a methodology for distant learning a foreign language. Taking into account the real didactic capabilities of new information technologies mean in teaching foreign languages and specifics of vocational training in university linguistic faculties, it is reading professionally-oriented literature.

From the standpoint of system-structural approach, we developed the methodological system of distant learning for foreign language professionally-oriented reading using information technology, and determined goals, content, principles, methods, teaching aids, leading forms of organizing students' educational activities.

The leading form of educational activity in the distant learning system is students' independent work with educational materials. One of the effective means of organizing students' independent work in reading professionally-oriented literature is an educational website designed with considering capabilities of new information technologies, specifics of teaching foreign language professionally-oriented reading on the basis of personal activity approach to teaching a foreign language.

Modern means of distant learning synthesize productive pedagogical and information technologies, thereby providing preconditions for implementing a fundamentally new approach to teaching and upbringing in a new educational environment. Pedagogical technology includes

careful design, organization, and implementation of the educational process with the unconditional provision of comfortable conditions for students and teachers means of implementation of which are information technologies.

Theoretically and experimentally, we confirmed the effectiveness of the suggested distant learning methodology for foreign language professionally-oriented reading as a means of organizing independent reading work for students of university language departments. We have revealed the dependence of cognitive motives and improving students' communicative competence on organizing independent work, embodied in the specific content of independently performed reading tasks in the distant learning system.

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Университеттің тіл мамандықтары студенттері арасында кәсіби бағдарланған әдебиеттерді оқу дағдыларын қалыптастыру

Аңдатпа. Бұл мақала кәсіби бағдарланған оқудың мәні мен қашықтықтан оқытудың дидактикалық мүмкіндіктерін қарастыруға арналған. Автор университеттің тілдік мамандықтары бойынша қашықтықтан оқыту жүйесінде кәсіби бағдарланған оқу дағдыларын қалыптастыру әдістемесін сипаттайды. Автор студенттердің болашақ кәсіби қызметінің контекстін қашықтықтан оқыту тиімділігінің маңызды шарты ретінде анықтайды. Автор лингвистикалық, прагматикалық және когнитивті құзыреттілікті кәсіби бағдарлы оқуды оқытудағы кәсіби құзыреттіліктің құрылымдық компоненттері ретінде қарастырады. Мақалада тілдік университет студенттерінің кәсіби бағдарлы оқуы үшін қашықтықтан оқытудың әдістемелік жүйесі негізделеді, виртуалды ақпараттық блоктардың жасалу ерекшеліктерін ескере отырып, оқу мәтінін дайындауға қойылатын талаптар айқындалады.

Түйін сөздер: кәсіби бағдарланған оқу, қашықтықтан оқыту, ақпараттық технологиялар, лингвистикалық, прагматикалық және когнитивті құзыреттілік, университеттің тілдік мамандықтары

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Формирование умений чтения профессионально-ориентированной литературы у студентов языковых специальностей вуза

Аннотация. Данная статья посвящена рассмотрению сущности профессионально-ориентированного чтения и дидактических возможностей дистанционного обучения. Автор описывает методику формирования умений профессионально-ориентированного чтения в системе дистанционного обучения на языковых специальностях вуза. В качестве важного условия эффективности дистанционного обучения автор определяет контекст будущей профессиональной деятельности студентов. Автор рассматривает лингвистическую, прагматическую и когнитивную компетенции в качестве структурных компонентов профессиональной компетенции при обучении профессионально-ориентированному чтению. В статье обосновывается методическая система дистанционного обучения профессионально-ориентированному чтению студентов языкового вуза, определяются требования к подготовке учебного текста с учетом специфики оформления виртуальных информационных блоков.

Ключевые слова: профессионально-ориентированное чтение, дистанционное обучение, информационные технологии, лингвистическая, прагматическая и когнитивная компетенции, языковые специальности вуза.

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