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Principles of implementing linguodidactic approaches in the pre-professional level students' terminological vocabulary formation

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Abstract. The phased transition to trilingual education in secondary schools in Kazakhstan led to the need to undertake professionally oriented foreign language teaching, as well as updating curricula and learning materials through the integration of subject content with language learning. The effectiveness of studying comprehensive subjects depends on proficiency in subject-specific target terminology. The article mainly focuses on the principles of implementing linguodidactic approaches in the pre-professional level learners' specialized vocabulary formation, providing insights for teachers according to terminology teaching. This paper presents a short theoretical overview and practical research observations in the field of specialized vocabulary instruction to students. The purpose of the study is to identify an effective implementation practice of linguodidactic approaches in the content of specific lexical acquisition by pre-professional level students of the comprehensive subjects (Physics, Biology, Chemistry, IT/ Computer Science) taught in English. The study uses methods of observation, monitoring, and comparative analysis, as well as literary analysis of secondary education and its pre-professional level requirements in Kazakhstan and ESP methodology of teaching. The article formulates methodological recommendations for effective pre-professional classroom management as an efficient realization of linguodidactic approaches in terminological vocabulary teaching in the target (English) language.

Keywords: linguodidactics, terminology, approach, principle, vocabulary, pre-professional, methodology.

Introduction

The State Program for the Development of Education and Science for 2020-2025 in Kazakhstan mainly focuses on the future specialists' key competencies formation [1]. The essential modifications to the conventional education system of subject knowledge become imperative. The new trends in professionally oriented foreign language teaching in the sphere of secondary education require that not only the aim and the content but also the methodological approaches of specific subject teaching in foreign language should be reinterpreted. There is a growing need to examine the teaching of specialized terminology in foreign languages and its comparative application across diverse languages. The research contends that didactic principles should reflect the specific features of a foreign language as a tool of cognitive communication engaging students in the acquisition of sector-specific language, particularly terminological units, as an integral component of their pre-professional training.

This article considers the matters related to the professional foreign language education of students at the pre-professional level, with a specific emphasis on lexical acquisition, preferably in the subjects instructed in English such as Physics, Biology, Chemistry, IT or Computer Science. It is undeniable that the goal of imparting subjects in a foreign language to students is an essential aspect of the professional dimension of intercultural communication.

The proposed research hypothesizes that the effective instruction of specialized terminological vocabulary in a foreign language to pre-professional level students is carried out if it is based on linguodidactic competence-oriented and integration-based approaches. Consequently, these approaches are efficiently applied through the interconnected methodological principles of instruction, including communicative orientation, interactivity, differentiated teaching for various types of speech activities, awareness of native language influence, systematicity, and adherence to a cross-curriculum principle.

The purpose of the study is to identify the efficiency of the aforementioned linguodidactic approaches and the principles of their application in the instruction of specialized terminology within comprehensive subjects (Physics, Biology, Chemistry, IT/Computer Science) taught in English acquired by the pre-professional level students. The objective of the research is to analyze the implementation of these approaches in classroom management, highlighting both their advantages and drawbacks in the context of forming subject-specific vocabulary for pre-professional education in the target language (English). The research study pursues to provide methodological recommendations for effective pre-professional classroom management as an efficient realization of linguodidactic approaches in terminological vocabulary teaching in the target language (English). In the realm of acquiring specialized terminology in foreign (English) languages, the study focuses on the secondary linguistic identity of prospective specialists.

Materials and methods

As a scientific discipline, linguodidactics has its object and subject of research, categories, and principles that are actualized in the process of teaching in foreign language. Any efficient teaching process in a foreign language ultimately leads to the ultimate attainment of lexemes related to the subject matter.

The methodology of our research is based on its outlined purpose and objective and includes a group of research methods:

- literature review and content analysis on linguodidactics, its approaches and principles as well as English for specific purposes (hereinafter - ESP) and specifically terminology teaching;
- monitoring of classroom management, namely teaching specific terminology of subjects such as Physics, Biology, Chemistry, IT/Computer Science taught in English and English Language for comparative analysis;
- online sociological questioning (survey) as quantitative research techniques and interviews with teachers along with lesson observation as qualitative research.

An initial literature review relies on an in-depth theoretical overview and analysis of linguodidactics and its approaches as a theory of language teaching in the scope of ESP and terminology teaching. The studied issue has been extensively studied by Foreign researchers, such as N.D. Gal'skova, R.K. Minyar-Beloroucheva, O.L. Kamenskaya, A.S. Markosyan, A. N. Kuznetsov, A. Krupchenko, Cook, Ellis, Shen, Cabré, Sager, etc. and as well as Kazakhstani researchers, such as S.S. Kunanbayeva, G.Zh. Menlibekova, A.E. Bizhkenova, K.N. Bulatbayeva, D.D. Shaibakova, Zh.Kh. Salkhanova and others.

Primarily, the chief task of educational institutions is to cultivate in students the techniques of reflection, understanding, activity, communication, the development of self-awareness, the ability to self-determine within history and culture, and the skill to set goals for their lifelong development [2]. Foreign linguodidactics is represented by such basic models of planning foreign language lessons: PPS (presentation, practice, production), ESA (engage, learn, include) (J.Harmer), one (observe, hypothesize, experiment) (M.Lewis), ARS (authentic, limited, clarification) (I.Notary), deep and, jungle way [3]. Hence, given our focus on the pre-professional level students' subject-specific vocabulary formation within the context of STEM subjects in English, it becomes vital to formulate its methodological concept and precisely define English for Specific Purposes (ESP) from the perspective of linguodidactics. Thus, most expert methodologists such as Hutchinson and Waters, Dudley-Evan, and St. John view learner-centered learning as a major learning technique in ESP teaching. They suggest that “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” [4,5]. One more researcher on ESP teaching J. Trim considered it as a language that “attaches a special (professionally oriented) vocabulary to that layer of the language that makes up its common core and remains unchanged regardless of the social (or professional) role performed by the speaker” [6]. Concerning acquirement of subject-specific vocabulary by learners, such researchers as D. Crystal, T. Roelcke, L.Hoffmann, R.Motos and I.Nagy claim that there is a connection to investigations from linguistics, in particular in studies of a certain kind of manner of speaking (a socio-, functo-, or technolect) known as *specialized languages*, or the “language of science.” A specialized language is more than just a specialized vocabulary since it involves grammatical aspects as well however, the vocabulary is the most salient part of a scientific sociolect and threshold concepts are no exception to this impression. Accordingly, there is a branch of linguistics of specialized languages. Interestingly, lexicographic work on specialized vocabularies distinguishes three classes of scientific expressions: “technical terms, semi-technical terms, and general vocabulary frequently used in a specialized domain” [7].

Furthermore, N.D. Gal'skova believes that linguodidactics as a science is designed to comprehend and describe the linguistic cognitive structure of the language personality, to justify the conditions and laws of its development, as well as its specifics as the object of learning/teaching, and the interaction of all subjects of this process [8]. Linguodidactics is a theoretical part of the methodology of teaching languages, which arose as a result of the integration of linguistics and methodology. The linguodidactic's object is the theoretical substantiation of the process of teaching languages and its research: concepts, the content of language education, organizational forms of learning, mechanisms of research, and design of the learning process. The subject of linguodidactics is the theoretical substantiation of the patterns of interaction between language teaching (the activity of the teacher), teaching (the activity of the student), the content of the educational material, and technology of mastering personalized knowledge [9]. A. Krupchenko and A. N. Kuznetsov study linguodidactics in the scope of profession-oriented education or Professional Linguodidactics (PLD), with a core task: to build a professional competence of a specialist in the Foreign Language teaching process. PLD as a new scientific branch of linguodidactics originated from ESP and has much in common with CLIL. ESP as a learner-centered approach based on analysis of learner needs gave rise to the emergence of PLD. Besides ESP specific methodology limited as to the language skills to be learned corresponds to the specific PLD principle of selectivity which guides the selection of skills, textbooks, manuals, equipment, teaching aids, etc. aimed at teaching/learning professional communication based on a specialist needs of the learners [10].

In turn, various research assertions on linguodidactics and methodology can be found in the Kazakhstani scientific literature. According to Professor S.S. Kunanbayeva, «linguodidactics» can claim scientific independence as a scientific domain when it comes to natural or near-to-natural conditions for mastering the language, as a theoretical and methodological foundation for a new educational sphere introduced by researchers - «language education», designed to study the specifics and laws of the formation of verbal-linguistic ability in ontogenesis while mastering one's native language or in the conditions of multilingualism and multi-ethnicity of states for ensuring theoretical and technological data for the formation of a multilingual and multicultural personality [8]. As specified by Professor G.Zh. Menlibekova, the following components of the meta-subject (general-subject) content of education are interrelated in the key educational competencies: real objects of the studied reality and its cross-cultural knowledge, general learning skills, abilities, and methods of activity [2]. Linguodidactics as scientific research was additionally examined from a psycholinguistic perspective so that one of the units that drive the learning process is motivation as the foundation for achieving high academic results. The motivation for learning is cultivated within the school environment, during the development of the learner's linguistic persona [11]. Besides, there are various definitions of ESP, namely focusing on the issue of terminology teaching in Kazakhstani research works. Terminology, as the study of a specific vocabulary, has successfully adopted an approach to collecting lexical data based on corpora [12, p. 2497-2507]. Interdisciplinary knowledge about a particular professional domain and its specifics, within language teaching methodology or linguodidactics, tends to emphasize the systematization of the learner's terminological vocabulary. This will enable the grouping of terms from the perspective of their mode of expression to subject-specific content, because

of lexical and morphological interrelationships between them. Subsequently, this will lead to the students' effective specialized vocabulary acquisition for professional communication. Thus, it is vital to perceive subject-specific terminology as a system. This linguodidactic aspect, referring to the systematization of terms while teaching and learning process and considering the learner's individual needs and abilities, has become sufficiently widely predominant in the present time [13].

The phased transition to trilingual education in secondary schools was reflected initially in the State Program for the Development of Education and Science in Kazakhstan from 2016 to 2019 [14]. This transition affected teaching school subjects in three languages (Kazakh, Russian, English), especially STEM subjects (Physics, Biology, Chemistry, Computer Science) in English in pre-professional grades. This has led to the need to undertake effective principles and approaches to professional language education, as well as updating curricula and learning methods through the integration of subject content with language learning. So that this research study aimed to observe the learning practices at pre-professional levels, namely 9th grades in secondary schools. The research observation focused on teachers in Astana who taught STEM subjects in English and English language teachers (hereinafter EL teachers) on purpose to conduct a comparative analysis. Moreover, when it comes to multilingual education (subjects in Kazakh/Russian classes taught in English), it is significant to note that, the main objective in the learning process is to acquire subject-specific cognitive-communicative skills in the language of instruction (English) by students.

Thus, the main issue arose as to the extent to which the proposed linguistic and didactic approaches are effectively applied in STEM terminology training at the pre-professional level. This research query was addressed by interviewing and conducting an online survey among school EL teachers and STEM subject teachers taught in English. This survey aimed to identify both advantages and drawbacks in classroom management, specifically related to teaching specialized lexemes in terms of foreign content and linguistic education. The research observation and survey were conducted during the 3rd and 4th quarters of the 2022-2023 academic year.

Results and Discussion

The paper discusses a research study conducted in two state secondary schools of Astana, to be precise the parallels of pre-professional level 9th classes with one (Kazakh) language of instruction. Thus, the objects of our study were one Grammar school with classes of social-humanitarian direction, namely 4 groups in STEM subjects taught in English, and a Lyceum school (or Science school) with classes of natural-mathematical direction, namely 2 groups in English Language subject lessons. There were observed lessons of 2 EL teachers and 4 STEM teachers taught in English for further comparative analysis as well as 20 EL teachers and 8 STEM teachers as the respondents from both observed schools were interviewed for survey analysis.

The diagnosis aims to monitor the quality of the training process of the proposed comprehensive subjects in lexical units' attainment by students and the degree of effective application of methodological principles from a linguodidactic perspective. Moreover, the focus lies on the effectiveness and rationality of the subject tasks within one separate lesson for efficient assimilation of target lexemes. Consequently, the eventual achievement of subject-specific language acquisition should be reflected in the learning objectives at every stage of the teaching instruction and in each assignment.

During our 9th-grade lessons observation, we analyze how teachers conduct the classroom management process in the scope of pre-, during, and post-learning stages. This analysis aims to provide a deep comprehensive understanding of the implementation of linguodidactic approaches in pre-professional level students' terminological vocabulary formation. In general, it is necessary to notice that gradual planning of lexical instruction is very significant for self-reflection for students, and it is also necessary for teachers to revise their teaching methods and learning materials. Initially, from a scientific standpoint, regarding the presentation and consolidation of subject-specific vocabulary acquisition, it is observed that not all STEM teachers with well-equipped classrooms apply consolidated interactive or digital tools and tasks to present and improve students' subject terminological vocabulary, and in comparison, with EL teachers. Some teachers rely only on the translation method by presenting subject-specific terms in English with their Kazakh and Russian equivalents without even simple tasks such as text analysis with exercises. Consequently, insufficient formation of the learners' subject vocabulary at the initial stage greatly impacts their cognitive-communicative pre-professional skills as a result.

Hereafter, the major issue that arose was concerned with the level of efficiency of the content and structure of the classroom management process and its advantages and drawbacks according to lexical instruction. This research question was addressed to STEM subject teachers and EL teachers of the two observed schools by interviewing and conducting an online survey using Google Forms. Teachers were asked related questions to classroom learning from linguistic and didactic perspectives to terminology teaching as part of the comparative analysis.

Revealing the linguodidactic approaches' effectiveness in the attainment of specialized lexemes was carried out based on the following principles: 1) communicative orientation; 2) interactivity; 3) differentiated teaching for various types of speech activities; 4) awareness of native language influence; 5) systematicity; 6) adherence to a cross-curriculum principle, 7) technology integration. For each of them, a questionnaire was compiled, consisting of 12 questions related to pre-professional students' lexical acquisition: questions to identify the level of planning classroom management; questions to identify the level of applying digital tools; questions regarding the level of teachers' collaborative work and task variability, as well as a questionnaire with questions to identify the level of theoretical and practical aspects of vocabulary instruction.

The comparative analysis of the answers to the survey is reflected in Figure 1.

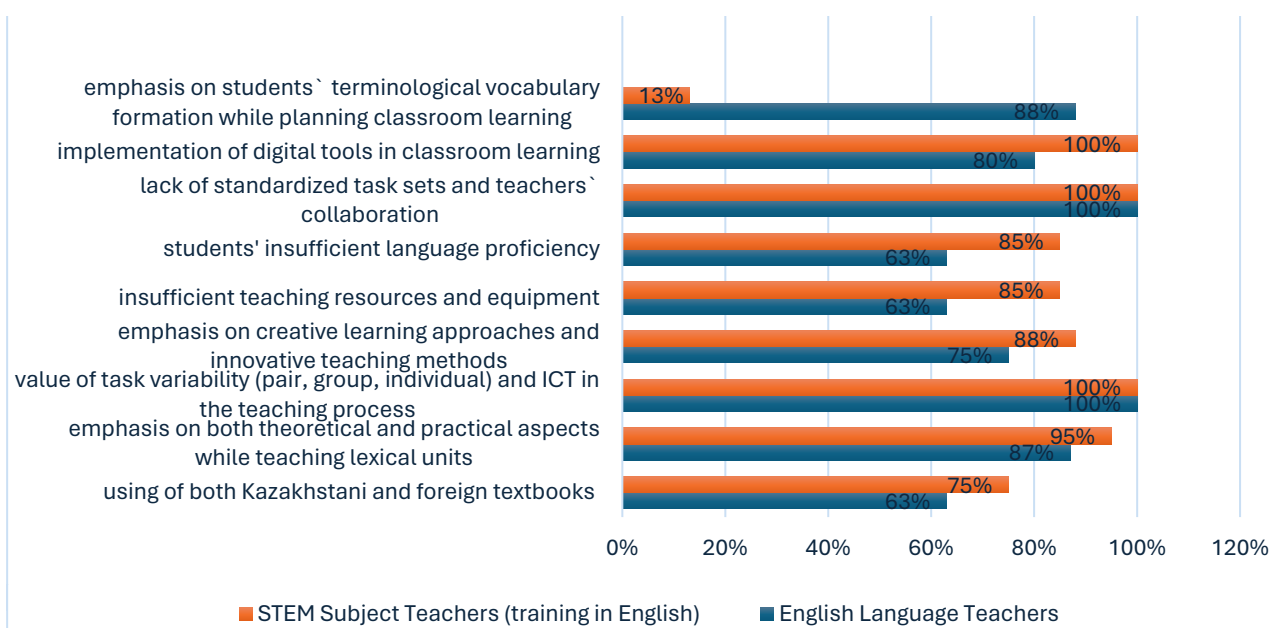


Figure 1. Classroom management in terms of pre-professional level students' lexical acquisition

The data obtained disclosed that there are some differences between EL and STEM teachers' ideas about practicing linguodidactic approaches and principles in classroom learning related to students' lexical acquisition. The qualitative findings gained from the teachers' interviews clarified the survey results and revealed that teachers faced challenges according to the following issues:

Firstly, a significant issue is the absence of clear planning for the analysis of new specific vocabulary and ready-made lexical tasks. Consequently, teachers compile these tasks by themselves without any collaboration work, which is time-consuming and leads to biased and fragmented learners' lingual results.

Secondly, the substantial issue is that curricula of the STEM disciplines in English are given briefly compared with Kazakh or Russian, and teachers are forced to search for additional learning and teaching materials themselves or translate lexical materials from Kazakh or Russian languages. Additionally, here is worth mentioning the lack of subject-specific learning materials in English, including bilingual and trilingual dictionaries. Teachers are required to use online thesaurus and resources for interpreting and translating new terms, which can be incorrect and mostly time-consuming too.

Thirdly, an essential issue is the insufficient number of hours for STEM subjects. Specifically, there are not enough hours for laboratory practices of these subjects, when students may have opportunities to retain and apply new terminological units in practice. Thus, it may negatively influence their academic progress results in the process of specialized lexical consolidation.

Thus, the results of our research study on the practice of teaching STEM subjects in English in comparison with EL teaching experience in the schools of Astana suggested that STEM teachers are confused in presenting and consolidating subject-specific terminology related to the

appropriate stage of classroom management. This point was revealed while analyzing learning materials, which did not have all four language skills (listening, reading, speaking, writing) revision work and consolidated vocabulary in one required task. Hence, from our point of view, the learning tasks for pre-professional level students' vocabulary acquisition should include the use of terminology on the subject with tasks such as matching synonyms or lexical units' multiple choice; the correct pronunciation and spelling of subject-specific terms; speaking on the topic with the use of related terms; using the terms and the lexical concepts to solve practical cases orally and in written form as an essay and others. This is related to the principle of considering the native language which can be implemented not only as a translational equivalent method for the assimilation of new terms but also as a means of seeking similarities in cross-linguistic meanings and usages through exercises involving matching and other techniques. Additionally, it is necessary to emphasize the linguodidactic principle of systematicity. This includes not only the systematic planning of teaching stages but, in our research, also the systematicity of exercises and tasks as a scaffolding strategy ensuring the revision of lexical units or terms in both the speech level and the variation of language elements depending on the communicative situation. This contributes to the mastering of language skills in foreign language speech.

It is worth noticing that following the communicative principle of instruction, during the familiarization stage with new lexical units, students are typically introduced to new vocabulary. In this process, the newly presented lexical units for student acquaintance should possess a contextual and situational character. Primarily, new terms can be introduced not in isolated sentences but within specialized meaning-bearing paragraphs as microtexts. Subsequently, at the consolidated stage of a lesson, students should be presented with a cognitive or communicative task: either to comprehend the content of a specialized text in the target language or collaboratively generate a text in pairs or groups during the solution of the assigned task. The same terms can be exposed to reading and listening to authentic foreign-language communications or discussing issues as problem-solving tasks. For instance, this can be achieved through interactive assignments such as role-playing, and case analysis. Teachers can use such interactive technologies to integrate a language and a non-linguistic subject, the result of which is the ability of students to communicate on the topic of required discipline in English.

Teaching the STEM subjects in English and conducting specialized terminological work would be more efficient if the subject teachers worked closely in teamwork. Teachers' collaboration in achieving learning goals and outcomes due to proposed principles of competence-oriented linguodidactic approach, namely, according to our research, in students' specialized vocabulary formation is crucial. Equally vital is the integrative application of all aforestated principles in the formation of the terminological vocabulary of pre-professional level learners.

It has been emphasized that the effectiveness of all mentioned principles is achievable only through their comprehensive implementation as one whole system. This comprehensive aspect aligns with the previously discussed recommendations for integrating contextual relevance, implementing authentic materials, multimodal approaches, and digital resources to enhance the acquisition of specialized vocabulary and language skills among pre-professional level students. Consequently, a fundamental question arises regarding the methodology of teaching holistically. Scrutinizing all the existing principles we would like to suggest our linguodidactic point of view

in terminology teaching as an “organizational-objective principle” of comprehensive lexical instruction. Under the organizational-objective principle we proposed adopting an action plan strategy. Thus, the action plan should encompass the following stages: 1) creating a positive learning environment through the collaborative buddy system between learners, 2) encouraging goal setting relevant to SMART criteria (specific, measurable, attainable, relevant, time-bound), 3) providing variability aligned with subject-specific needs through projects, debates, etc., 4) using technology to support learner agency through AI resources such as GPT Voice to Voice, Bard, Bing and others, 5) self-reflection by using online quizzes and platforms such as Quizizz, Memrise, Words in a Sentence, Write&Improve, Edvibe, 6) motivation through incentive games such as Mystery Box according to the targeted subject-specific lexes.

Conclusion

In contemporary secondary education in Kazakhstan, didactic issues according to vocabulary acquisition have become a highly discussed query in the scholarly community. The research study has shown the common issues of the teaching and learning process for subjects taught in a foreign language, such as the subject and language integration process, cognitive-communicative instruction, and the practical functionality of subject-related lexical units. This integration-based teaching approach to subjects taught in a target language can be achieved by the following aspects:

– Teaching subjects in the target language (in our study - Physics, Chemistry, Biology, IT/ Computer Sciences) is integrated subject learning through language, where the subject is the content and language is the form.

– Implementing specific terminological tasks in the target language in curricula related to the subjects for improving students` lexical competence to understand and perform subject knowledge in practice.

At the educational institution, it is essential to develop students` ability and experience in self-evaluation to encourage their self-regulation and autonomous learning for further motivation. This ability helps to make significant changes in the teaching process in the scope of the learner-oriented approach.

Hence, summarizing our research based on the analysis of proposed principles in foreign linguistic teaching, we propose the following recommendations on the peculiarities of implementing linguodidactic approaches in the scope of students` subject-specific terminological vocabulary formation:

– to improve teaching and learning practices for increasing the students` linguistic competence by integrated applying basic didactic principles such as a communicative orientation of instruction by creating real-life case study tasks, interactivity and differentiated instruction for various types of all language skills activities by using various pair/group work methods, collaborative output vocabulary tasks and project-based techniques, consideration of the influence of the native language, systematicity, and a cross-curriculum principle;

– to apply an organizational-objective principle of comprehensive lexical instruction by adopting an action plan strategy with gradual stages such as a collaborative positive audience, goal

orientation, task variability, digitalization of the classroom management, learners` self-reflection, and motivation process;

- to strengthen the theoretical training of teachers in specialized terminology of STEM subjects in English by organizing workshops and conferences on terminology teaching for sharing innovative pedagogical and professional teaching experience between experts from universities and sector-specific organizations and teachers who taught in multilingual classes for practicing collaboration work even while structuring the content of lexical tasks considering the learner-centered approach;

- to provide schools with appropriate subject-related literature in English, including specialized bilingual and trilingual dictionaries and glossaries, and unified methodological recommendations from an educational linguistics perspective.

Thus, the linguodidactic approaches and principles overviewed by us and their comprehensive implementation through the proposed organizational-objective principle should be used in teaching subject knowledge terminology, this diversifies such a demanding tuitional process as mastering special vocabulary, lexical structures and speech situations inherent to professional communication.

Authors` Contributions

Yessengeldinova A.T.

- Conceptualization (formation of the research idea, purpose, objectives and hypothesis of the research);
- Development of methodology and analysis of research materials;
- Conducting the research and pedagogical experiment (data collection, analysis and interpretation of results);
- Preparation, editing and critical review of the paper's content;
- Approval of the final version of the scientific paper for publication (being responsible for all aspects of the work, data accuracy, and integrity of all parts of the paper).

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- Conceptualization (formation of the research purpose and hypothesis);
- Development of methodology and analysis of research materials;
- Conducting the research and pedagogical experiment (analysis and interpretation of results);
- Critical review of the paper's content;
- Approval of the final version of the scientific paper for publication (being responsible for all aspects of the work, data accuracy, and integrity of all parts of the paper).

Sultanbekova S.A.

- Development of methodology and analysis of research materials;
- Conducting the research and pedagogical experiment (analysis and interpretation of results);
- Critical review of the paper's content;
- Approval of the final version of the scientific paper for publication (being responsible for all aspects of the work, data accuracy, and integrity of all parts of the paper).

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Бейіндік деңгейдегі білім алушылардың терминологиялық сөздік қорын қалыптастыру кезінде лингводидактикалық тәсілдерді іске асыру қағидалары

Аңдатпа. Қазақстанның орта білім беретін мектептерінде үш тілде оқытуға кезең-кезеңімен көшу шетел тіліне кәсіби-бағдарлы оқытуды енгізу, сондай-ақ оқу бағдарламалары мен оқу материалдарын пән мазмұнын тілді оқытумен интеграциялау арқылы жаңарту қажеттілігіне алып келді. Жалпы білім беретін пәндерді оқудың тиімділігі берілген пән үшін нысаналы терминологияны меңгеру ерекшелігіне байланысты. Мақалада тілдік емес пәндердің мұғалімдеріне терминологияны оқыту бойынша практикалық идеяларды ұсына отырып, бейін алды деңгейдегі оқушылардың мамандандырылған сөздік қорын қалыптастыру кезінде лингводидактикалық тәсілдерді іске асыру қағидаларына мән беріледі. Сол сияқты мақалада студенттер үшін мамандандырылған сөздік қорды оқыту саласындағы қысқаша теориялық шолу және практикалық зерттеу бақылаулары берілген. Зерттеудің мақсаты - ағылшын тілінде оқытылатын жалпы білім беретін пәндердің шеңберінде (физика, биология, химия, АТ/информатика) бейін алды деңгейдегі білім алушылардың пәнге бағдарланған терминологиялық лексиканы меңгеру мәнмәтінінде лингводидактикалық тәсілдерді енгізудің тиімді тәжірибесін анықтау. Зерттеуде қадағалау, мониторингілеу және салыстырмалы-салғастырмалы талдау әдістері, сондай-ақ Қазақстандағы орта білім беру мен оның бейін алды деңгейіне қойылатын талаптарға және арнайы мақсатқа арналған тілді оқыту әдіснамасына шолу жасалды. Мақалада оқыту (ағылшын) тілінде терминологиялық сөздікті меңгертуде лингводидактикалық тәсілдерді тиімді іске асыру ретінде бейін алды деңгейдегі оқу процесін оңтайлы ұйымдастыру бойынша әдістемелік ұсынымдар берілді.

Түйін сөздер: лингводидактика, терминология, тәсіл, принцип, сөздік, бейіндік, әдістеме.

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Принципы реализации лингводидактических подходов при формировании терминологического словаря у обучающихся предпрофильного уровня

Аннотация. Поэтапный переход к трехязычному образованию в средних школах Казахстана привел к необходимости внедрения профессионально-ориентированного обучения иностранным языкам, а также к обновлению учебных программ и материалов путем интеграции предметного содержания с изучением языка. Эффективность изучения общеобразовательных предметов зависит от усвояемости специфической для данного предмета целевой терминологией. Основное внимание в статье уделяется принципам реализации лингводидактических

подходов при формировании специализированной лексики у обучающихся предпрофильного уровня, предоставляя учителям неязыковых дисциплин практические идеи по обучению терминологии. В данной статье представлен краткий теоретический обзор и практические исследовательские наблюдения в области обучения студентов специализированному предметному словарному запасу. Цель исследования заключается в выявлении эффективной практики внедрения лингводидактических подходов в контексте освоения предметно-ориентированной терминологической лексики обучающимися предпрофильного уровня в рамках общеобразовательных дисциплин (Физика, Биология, Химия, ИТ/Информатика), преподаваемых на английском языке. В исследовании используются методы наблюдения, мониторинга и сравнительно-сопоставительного анализа, а также литературный обзор среднего образования и требований к его предпрофессиональному уровню в Казахстане и методологии преподавания языка для специальных целей. В статье предлагаются методические рекомендации по организации учебного процесса на предпрофильном уровне как эффективная реализация лингводидактических подходов в преподавании терминологического словаря на изучаемом (английском) языке.

Ключевые слова: лингводидактика, терминология, подход, принцип, словарь, предпрофильный, методология.

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