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Makhmetova D.M. On lexical alternative and informative meaning of words in scientific texts // Pedagogy and Psychology №1 (26), 2016, KazNPU by Abay.

The scientific text and its lexical peculiarities are the important task in translation studies. Lexical peculiarities are closely connected with the grammar of source text and target language. Adequacy to the source language, the lexes of source language specifies the topicality of the research. The research goal is to evaluate translation quality in Russian/English language system. The paper discusses the role of synonyms in the process of translating the scientific text. The paper introduces the concept: «informative word meaning» for scientific and technical texts based on using the words of common lexis. The criteria of similar situations are shown. The paper presents the situations non-standard lexical units in source texts. The paper proposes the techniques for their translation.

Key words: lexis, synonyms, word, translation, standard, text, scientific, informative, meaning, chemistry, physics.

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SOME ASPECTS OF ESP FUNDAMENTALS

Abstract

Whereas General English Language teaching tends to set out from point A toward an often pretty indeterminate destination, setting sail through largely uncharted waters, ESP aims to speed learners through to a known destination. The emphasis in ESP on going from A to B in the most time- and energy-efficient manner can lead to the view that ESP is an essentially practical endeavor. English for Specific Purposes is introduced to take care of individual differences of learners - it is learner-centred oriented. This principle underlying this approach to teaching strives to emphasize motivating learners to learn by relating language teaching to field or subject of interest to learners: words and structures reflecting nuances of their pursuing subject specialism. This paper therefore presents the reasons for ESP as well as the fundamentals of ESP to the learner, the teacher, society, on syllabus designing, on material production, and on methodology for realizing ESP teaching goal.

Keywords: general English, English for specific purposes, approaches, subject of interest, discourse communities, communicative purpose, specialized varieties, syllabus designing, learning-centered approach, learners needs and interests, learners motivation, linguistic characteristics.
In recent years, the approach to language description for English for Academic Purposes developed by Swales (1990) has been embraced by ESP.

This approach has an evolving theory of language use in discourse communities, such as specific academic or professional groups, and views language as genres characterized by communicative purpose and distinct patterns of moves in them.

The key linguistic unit in this approach is genre, a type of communicative event, identifiable by its communicative purposes and recognized as such by the members of the discourse community that use it. Through the targeting of genres in specific discourse communities, ESP has tried to provide valid language description for learners.

**Introduction.** English for Specific Purposes is about specialized varieties of English, that is, varieties of English in the professions. English has a variety for law, Engineering, Business, Journalism, Science and Technology, Religion etc.

These fields of study found specific need for their language nuances to be studied and used by Hutchinson and Waters. According to Hutchinson and Waters, “ESP must be founded in the first instance on sound principles of learning, and it is with this purpose in view that we have proposed a learning-centred approach to ESP” [3]. Explaining further, they stress that “the central importance of the learners and their attitudes to learning is fundamental to influencing on ‘their motivation to learn and therefore on the effectiveness of their learning’”. This lent support to the development of courses in which “relevance” to the learners needs and interests was paramount.

The standard way of achieving this was to take texts from the learners specialist area—texts about Biology for Biology students etc. The assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners motivation and thereby make learning better and faster [8].

**The fields** or subjects of study mentioned by Ike [7] and advised to be studied by Hutchinson and Waters will fundamentally produce the result of increased motivation to learn.

The English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study Hutchinson and Waters [3]. English for Specific Purposes does not require teaching identifiable varieties of English in the language system governed by rules of usage—morphemes, words, phrases, clauses and sentences as in general English. ESP of course considers specialized words and grammar for every subject of study, but it is essentially, according to Hutchinson and Waters, “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” [3].

The central purpose of ESP is learners’ interest identified in three broad factors by Hutchinson and Waters [3] and Umera – Okeke [9].

The scholars define three concentric circles of the spread and use of the English language in the world—inner circle, outer circle and expanding circle. To the inner belongs native speakers, the outer has those who use English as a second language, and to the expanding are countries that use it as a foreign language. This spread makes English international, as Hutchinson and Waters report, “there is the expansion of demand for English to suit particular needs” [3]. This motivation to demand for English started after the Second World War in 1945.

The United States emerged from the war economically and technologically strongest, and to associate with the U.S. her language, English, must be learned, “not for the pleasure or prestige of knowing the language”, but because English was the key to the international currencies of technology and commerce. ...it created a new generation of learners who knew specifically why they were learning a language—businessmen and women who wanted to sell their products, mechanics who has to read instructional manuals, doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in English.
All these and many others needed English and most importantly, they knew why they needed it [6]. Corroborating the continuous expansion of English, Crystal [1] attributes “the present day status of English primarily to the result of two factors: the expansion of British colonial power, which peaked towards the end of the 19th century, and the emergence of the United States as the leading economic power of the 20th century”. A second reason for learner-centred English is introduced by a revolution in linguistics. Initially, a study of English was based on the study of the rules of the grammar of English. Hutchinson and Waters say that “the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication” [3].

In the actual use of language, spoken and written language differs; the language of one subject of study differs from the language of another subject of study. Hutchinson and Waters further explain: “if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners course” [3,116]. Expatiating this reason, Kristen Gatehouse adds: “if language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible” [4, 59]. A third reason for the development of ESP is the contribution of educational psychology to laying emphasis on the central importance of the learners and their attitudes to learning. Kristen Gatehouse throws light on Hutchinson and Waters third reason on the origin of ESP. According to her, learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners’ needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. To this day, the gatehouse in ESP circle is learner-centered or learning-centered [4]. Okeke affirms thus learner-interest-determined focus and points out that “texts were taken from the learner’s area of specialization and English lessons developed from them. This increases the learners motivation and makes learning better and faster” [9, 211]. Fundamentals of English for Specific Purposes The meaning of ESP and the reasons for ESP emphasize one fundamental essence – the interest of the learner. A consequence upon which the dictum “Tell me what you need English for and I will tell you the English that you need” became the guiding principle of ESP and this increased specialization in language learning [3]. Based on this, the Fundamentals are considered.

The underlining expectation of ESP is interest elicitation, interest recognition, readiness of the learner to learn and positive result attainment.

In conclusion we can say ESP therefore offers the opportunity of banding learners according to ability and interest, and designing courses for “specific disciplines” and filling up these courses with the language appropriate to these activities (disciplines) in terms of grammar, lexis, register, study skills, discourse and genre. In so doing, learners specialize in the language of their choice field of study. Will be at home in a discussion of their specialties and excel at doing anything about innovation or renovation carried out in their professional areas.

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Аннотация

Искакова А.О. Арнаіы мақсаттагы ағылшын тілі түсінігінің кейір аспектикалық түрлі нерседеңдеріңіздер. /Абай атындағы ҚазҰП, Педагогика және психология №1 (26), 2016.

Ағылшын тілі курсында жалпы білім беру пәрі ретінде, ереже бойынша өз әлдіна мақсат қоюы, ол - мәдениет аралық субъектісі ретінде және тұлғаны қалыптастыру әдет болу үрдіс білім алуышының денеғінше белінуіне және қәтілікпі түрде әңкілтап әткіліктердің әяктауына қарамастан нәкты А нүкте сізінен басталады, сондықтан қарақ арнаїы мақсаттагы ағылшын тілі нәкты қауіптік шек арасында ереже тікпей оқыту технологиясының пайдалана отырып, белгіленген мақсаттар мен әзіркітілікте жетуді қоюйды. Бұлдайді жұмысын, яғни тілінде арнаіы мақсатта оқытуына мәні жоғанды нәкты тәжірибелі көп жылы және қарқынды келуге мүмкіндік береді.

Арнаїы мақсаттагы ағылшын тілі артұрлар дәреже білім алуышының, әлардың қызғылуылықтарына қарай шығармаланан. Бұлдайды принцип пізіндегі білім алуышының мотивациясына акцент жасайды отырып, тілге ұйырату мағұыны мен оқыту үрлісінде оқушының сәздік көрінісін қою көбейтеді тәлаптармен тығыз байланыс орындау көздейді. әңкілтап әткілік тұрғылыми білім алуышының пәндік мамандандыру нерседерін бінеңеңді.

Тұтын сөздер: жалпы білім беретін ағылшын тілі, арнаіы мақсаттагы ағылшын тілі, оқыту әдістері, қызғылуылық пәні, дискурс, коммуникативті мақсат, мамандандырылған сфера, оқу жоғарын оңдеу, тәлаптар мен қызғылуылық батьтында оқыту, мотивация, білім алуышының тілік ерекшеліктері, пәндік мамандандыру нерседері.

Аннотация

Искакова А.О. Некоторые аспекты понятия “английский для специальных целей” /Педагогика и психология №1 (26), 2016, ҚазҰПУ имам Абая.

В то время как курс английского языка как общеобразовательного предмета, как правило, ставит своей целью формировать личности как субъекта межкультурной коммуникации и процесс этот начинается с конкретной точки A, отталкиваясь от уровня знаний обучаемого и довольно часто не имеет определенных четких границ его завершения, английский язык для специальных целей стремится достичь определенных целей и известных границ, причем в конкретные временные рамки, используя наиболее эффективные обучающие технологии. Такой подход позволяет прийти к мнению, что преподавание ЯСП является, по существу, чисто практической, прикладной задачей.

Английский для специальных целей сконцентрирован на индивидуальных различиях и интересах обучаемых. Подобный подход, лежащий в основе этого подхода к обучению стреется сделать акцент на мотивации учащихся, установивая тесную взаимосвязь содержания обучения языку с конкретными целями и потребностями учащихся: лексическое наполнение учебного процесса, определенные языковые структуры отражают ноансы предметной специализации обучаемых. Данная статья, анализируя различные подходы, представленные в зарубежных исследованиях, рассматривает соответственно основы ЯСП, исходя из интересов обучаемого, преподавателя, принципов формирования учебных программ и методологии реализации его главных целей.

Ключевые слова: общеобразовательный английский, английский для специальных целей, образовательные подходы, предмет интересов, дискурс, коммуникативная целая, специализированные сферы, разработка учебного плана, обучение, ориентированный на потребности и интересы, мотивация, языковые особенности обучающихся, ноансы предметной специализации.