ТОРАЙҒЫРОВ УНИВЕРСИТЕТІНІҢ ХАБАРШЫСЫ

ПЕДАГОГИКАЛЫҚ СЕРИЯСЫ
1997 ЖЫЛДАН БАСТАП ШЫҒАДЫ

TORAIGHYROV UNIVERSITY

ВЕСТНИК ТОРАЙГЫРОВ УНИВЕРСИТЕТА

ПЕДАГОГИЧЕСКАЯ СЕРИЯ
ИЗДАЕТСЯ С 1997 ГОДА

№ 1 (2025)
ПАВЛОДАР

_____

SRSTI 14.35.07

*G. K. Zhuzdenbay[1], M. E. Yermaganbetova[2]
[1,2]L. N. Gumilyov Eurasian National University,
Republic of Kazakhstan, Astana
*e-mail: galiya_duzdenbaeva@mail.ru
[1]ORCID: https://orcid.org/0000-0002-5890-4366
[2]ORCID: https://orcid./0000-0002-8147-0383

DESIGNING ESP PRACTICAL TASKS FOR IT STUDENTS

This study shares the possibilities of designing ESP practical tasks for teaching IT students. The aim of the study is to discover the students' needs for learning ESP and design new practical tasks closely connected with professional English practical tasks for IT students. Our study consists of phases accommodating to students' needs, analyzing the syllabus and manuals for teaching professional English for developing the practical tasks based on the students' needs in their future job, approving the new practical tasks by the experts. Data is collected using questionnaires and interviews of students and teachers. Participants of the pedagogical experiment are the 2nd and the 3d year students of «Computing Engineering» and «Business Informatics» educational programs and teachers of ESP from S. Seifullin Kazakh Agrotechnical Research University. The results contribute that ESP practical tasks have effect on the way IT students learn professional English and the way IT students think. The study information has practical investment for designing materials for ESP.

Keywords: analyzing, professional English, tasks, IT, developing model.

Introduction

Analyzing situation in Kazakhstan in the field of IT demands changes, specifically in the area of new professional English, designing practical target tasks to give skills for professional development. For Tomlinson materials development courses, can help teachers in training to develop their theoretical awareness of the process of language acquisition and of the optimum ways of facilitating it [1]. We agree with the next authors' opinion that ESP incorporates instructional materials and they facilitate the

students' equipping with the language knowledge and skills [2]. According to Strinvas M., ESP courses are designed for specific groups of learners with specialized language needs in particular professional and academic settings. These courses use customized instructional materials that offer the necessary language resources, support, stimulation, and motivation for learning [3]. In general, IT students get skills by means of professional English and communication with human around the world. Future IT specialists will use their knowledge in professional English to address their ability, transmit their projects in many areas of education to do their job well. It is very important for ESP teachers to use authentic English in educational process to get learners' results. We agree with this author's idea that «ESP grew out of the pressing demands of a fastdeveloping post war world in which satellite communication, rapidlygrowing international trade, multinational companies, digital technology, etc. made access to, and competence in, an academic/business/trade lingua franca inevitable. In that context, the develop-ments of language teaching methodology made ESP a plausible and cost-effective way of teaching English to non TESOL learners» [4]. The theoretical model of professional English for IT students and model for the designing ESP practical tasks are created in this research. Designing ESP practical task for IT students based on the students' needs. The study concentrates on giving the answers to the next questions: – 1. What are the IT students' needs of learning professional English? – 2. How does model of designing practical tasks help to improve the re-sults in professional English of IT students? The purpose of the study: – To find out the IT students' needs in learning professional English using practical tasks; – to find out the useful results of the theoretical model of professional English for IT field. The purpose of this pedagogical experiment is to study the necessity of learning ESP and ways to design practical tasks for IT students to improve their professional skills and to expand ESP educators' professional movement.

Materials and methods

The explanatory and interpretive data methods are set up in this study. They are fixed on the outcomes of language test determining a students' level of ability and assessing of the questionnaires' answers concerned to IT students and ESP teachers. Then these outcomes have been demonstrated against the conceptual framework of ESP learning and teaching. These methods have brought on the outcomes presented by this article to designing of ESP practical tasks for IT students. For Sitti Nurpahmi the significant part of ESP course design, the process of gathering information about the impact of teaching practice on student learning, analyzing and interpreting information, and responding to and acting on the results, is valuable for several reasons, they are important because instructors illustrate their teaching methods, to support their techniques» [5]. For B. Ruzhekova-Rogozherova, the essence of ESP programs, both theoretically and practically, involves primarily teach-ing specific language competencies, including vocabulary, grammatical functions, and situational

communication, interaction, receptive and productive skills, the ESP manual and study materials first preparation stage is supposed to be needs analysis [6]. For Ellederova E. ESP course books may differ slightly from general English course books. First, they are likely to be designed for students whose language level is B1 (according to CEFR) and higher [7]. According to Woodrow L. the consideration for ESP course designers is the need to prepare students for new digital modes of communication, which can be further subdivided into synchronous and asynchronous communication [8]. In fact, technology gives creative information and can be used as an intellectual instrument by designers of materials. It supplies original information and expands ways of curriculum designing and approves for online networked measurement forms. Sitti N. takes the view that course design is a series process – need analysis, interpreting need analysis data, creating syllabus, material writing, classroom teaching and evaluation [9]. Tomlinson is of the opinion that materials as are anything which is used by teachers or learners to facilitate the learning of language [10]. It is important for ESP teachers to know the fieldspecific terminology for good results in teaching professional English. Examples include for IT field, where students study different daily ESP tasks, which cover just information about their future profession. There are three forms of pedagogical experiment are gathered in this study: questionnaires, inter-views and curriculum. The quantitative section consists of question-naires for students and teachers from S. Seifullin Kazakh Agrotechnical Research University (KAZATRU), which is located in Astana. The qualitative section consists of interview with ESP teachers and IT teachers from this university. The research setting is gathered in the Faculty of Computer Systems and Professional Education (FCSPE). The profile of this faculty is education and training of IT specialists for Kazakhstan. This faculty has four educational programs: «Buisnes-informatic», «Software Engineering», «Computer Engineering» and «Digital Agricultural Systems and Complexes». The data source is collected from the 2nd, the 3d and the 4th year students of all these educa-tional programs. The research procedure is divided into analyzing students' needs to find the problem, studying current syllabus and the materials for IT students. These steps are analyzed descriptively to identify the theoretical model of designing new relevant practical tasks for learning professional English by IT students. The practical tasks are assessed by experts in ESP and IT adopting them as a new material. It is able to analyze as follow in (Figure 1).

learners'needs analysis of professional English

study

analysis learners	current analysis	actual analysis

theoretical model of ESP

Designing of practical tasks

evaluation of new practical tasks

adoption the new tasks

final practical tasks of professional English for IT field learners
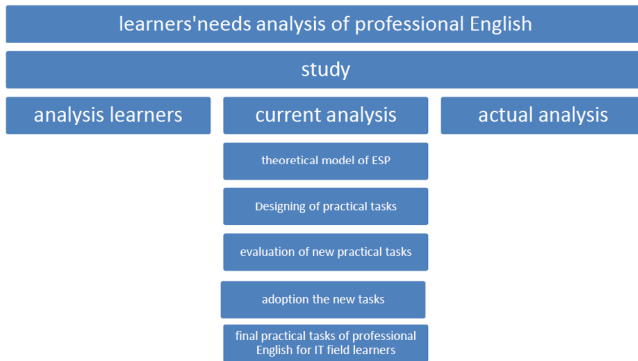
Figure 1 – The research changes procedure

In this pedagogical experiment firstly, the questionnaire for students is collected from upper students on the 5th and the 6th semester who has finished their job training and continue to interview for some students with different background from the school program. Secondly, the questionnaire and interview are collected from the ESP teachers and IT specialists who has taught on this term and during the experiment analyze the current material of professional English for information. Finally, the ESP material used by ESP teachers is identified and recorded at S. Seifullin KAZATRU and L. N. Gumilyev ENU. The model of designing ESP practical tasks for learning professional English by students in IT field is presented (Figure 2)

Core skills

Vocabulary

Functional Languge skills
Communication Skills

Industry-Specific Terms
Acronyms and Abbreviations

Reading and Comprehension

Writing
Listening
Speaking

Technical writing
Presentations
interpersonal Communication

Global communication
Cultural Competence

Etiquette and Norms
Case Studies
Project Work

Assessment and feedback
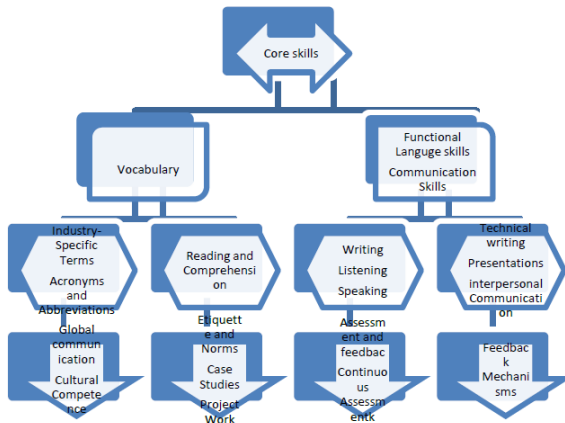Continuous Assessmentk

Feedback Mechanisms

Figure 2 – The model of designing ESP practical tasks for IT field

The model of designing ESP practical tasks is made to develop practical tasks for learning professional English students in IT field. It is connected with the IT field, with lingo digital competence, communication skills, cultural competence of IT specialists, knowledge of terminology, practical application, assessment and feedback.

Results and discussion

Based on the research students' needs skills are: 1) understanding and using IT-specific terminology, 2) building professional relationships and networking in the IT industry, 3) participating in team discussions, pair programming collaborative projects reading and understanding technical manuals, documentations and research papers. Here is a de-tailed breakdown: 1) Strengths of technical writing: a) focus on creating clear, concise and well-structured technical documents: b) emphasis on realworld applications like reports, annuals and documentation. The researcher added more basic competences based on the students' needs analysis result which are about grammar, vocabulary, pronunciation, listening, speaking, reading, writing and content related to IT field such as; people in IT sphere. The education program «Information technology» of discipline «Professional English» and group of educational programs «Business information», direction of training «Bachelor degree» and field of education sciences is «Information Technology sciences». The course «Professional English» has total 90 hours, including 12 hours of self-study work, two meetings quiz before mid and final test, and two meetings for mid test and final test, so the learning activities have 30 meetings. The experts evaluated the new English materials for IT students of the Faculty of Computer Systems and Professional Education (FCSPE) in S. Seifullin KAZATRU to know the quality of these tasks. The new materials are validated by ESP experts of reading based on their own field in the questionnaire given. Those questionnaires were used to know the quality of the new English materials for IT and also to get the feedback from the experts. According to the comments and sug-gestions from the expert from IT, «these practical tasks are very good for enriching the types of materials that can be used to improve the ability of IT students to speak English by learning individual, partner or in a group». By this study research the students will be elevated their knowledge about IT not only from the textbook but from the research and it's good to support their knowledge to prepare job training pro-gram on the next semester. In lasting round, introduction, the table of content and also references organized to guide the learners or other reader to find the necessities of the material were designed the knock out as much as attractive and fit the cover.

Finally, the syllabus and material of English for IT can be used for those who need them.

Conclusions

Analyzing the data helps to form a particular shape: existing ESP mate-rial is good and related to students' needs, but it demands to add the recent practical tasks connected with IT field. The practical tasks can help the future IT specialists to become lingo-digital personality, to speak and understand more in IT job sphere around the world. The new practical tasks in teaching professional English for IT students should be designed through TBLT. The future aim may affect expanding the suggested model's achievement by extension more relating factors to assist in also by assessment of ESP studying measurements. The model is able to carry new detailed and significant interpretation by seeing a broader spectrum of addition..

References

1 **Tomlinson, B.** Developing Materials for Language Teaching Third Edition Edited by Brian Tomlinson Edited by Brian Tomlinson Web Supplement [Electronic resource]. – URL: DOI https://a.co/d/8aFg4vA (access date - 09/29/2024).

2 S**toller, F. L., Robinson M. S.** Innovative ESP Teaching Practices and Materials Development [Electronic resource]. – URL : DOI https://doi.org./10.1007/978-3-319-70214-8_3 (access date–09/29/2024).

3 **Strinivas, M.** Designing Customized ESP materials: Principles, Pro-cedure, and Practice Meer Innovative ESP Teaching Practices and Development / Strinivas M. Designing Customized ESP materials: Principles, Procedure, and Practice Meer [Electronic resource]. – URL: https://www/for-tel/org/wp-content/uploads/2021/10/ issue (access date - 09/09/2024).

4 **Mohammad Ali Salmani Nodoushan** English for Specific Purpos-es: Traditions, trends, directions [Electronic resource] //– URL: https://files.eric.ed.gov/fulltext/ED604335.pdf(access date- 09/29/2024).

5 **Sitti Nurpahmi.** ESP COURSE DESIGN AN INTEGRATED AP-PROACH [Electronical resource] – URL : https://www.researchgate.net/publication/324917254 (access date - 11/13/2024).

6 **Ruzhekova-Rogozherova, B.** The ESP Manual: Principles of De-signing Study Materials [Electronic resource]. – URL : https://www.researchgate.net/publication/327823806 (access date - 11/13/2024).

7 **Ellederova, E.** ESP course book design: Issues to consider and design-based re-search as an effective solution / Eva Ellederova. [Electronic resource]. – URL: https://www.researchgate.net/publication/366557851 ((access date - 09/29/2024).

8 **Woodrow, L.** Introducing Course Design in English for Specific Purpose/ Lindy Woodrow. [Electronic resource]. – URL: https://api.semanticscholar.org/CorpusID:217126400 (access date - 09/29/2024).

9 **Nurpahmy, S.** ESP COURSE DESIGN: AN INTEGRATED AP-PROACH / Sitti Nurpahmy[Electronic resource]. – URL : https://www/researchgate.net/publication/324917254(access date - 09/29/2024).

10 **Tomlinson, B.** The Importance of Materials Development for Language Learning in book: Issues in Materials Development (pp.1-9) [Electronic resource]. URL : https://www.researchgate.net/publication/314923624 (access date – 11/13/2024).

*Г. К. Жүзденбай[1], М. А. Ермаганбетова[2]
[1,2]Л. Н. Гумилев атындағы Еуразия ұлттық университеті,
Казақстан Республикасы, Астана қ.

АТ СТУДЕНТТЕРІНЕ АРНАЛҒАН ESP ПРАКТИКАЛЫҚ ТАПСЫРМАЛАРЫН ҚҰРАСТЫРУ

Бұл зерттеуде АТ мамандықтарының студенттерін оқыту үшін а рнайы мақсатта ағылшын тілінде практикалық тапсырмаларды әзірлеу мүмкіндіктері талданады. Зерттеудің мақсаты студенттердің ағылшын тілін арнайы мақсаттар үшін оқудағы қажеттіліктерін анықтау және АТ (ақпараттық технологиялар) мамандарының кәсіби дағдыларына байланысты практикалық тапсырмаларды әзірлеудің теориялық моделін жасау болып табылады. Зерттеу жұмысы студенттердің қажеттіліктерін талдауға және кәсіби ағылшын тілін оқытуға бағытталған. Зер ттеу жұмысы студенттердің қажеттіліктерін талдауға, кәсіби ағылшын тілін оқытуға арналған оқу бағдарламалар ы мен оқу құралдарын талдауға, студенттердің болашақ мамандығына деген қажеттіліктеріне негізделген практикалық тапсырмаларды әзірлеуге талпынуға және сарапшылардың жаңа практикалық тапсырмаларын талдауға бағытталған кезеңдерден тұрады. Деректер АТ мамандықта рының студенттерімен және кәсіби ағылшын тілі мұғалімдерімен сауалнамалар мен сұхбатта р арқылы жинақталады. Педагогикалық экспериментке қатысушылар

*Г. К. Жузденбай[1], М. Е. Ермаганбетова[2]
[1,2]Евразийский национальный
университет имени Л. Н. Гумилева,
Республика Казахстан, г. Астана.

РАЗРАБОТКА ПРАКТИЧЕСКИХ ЗАДАНИЙ ПО АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СТУДЕНТОВ IT-СПЕЦИАЛЬНОСТЕЙ

Данное исследование анализирует возможности разработки практических заданий по английскому языку для студентов IT специальностей. Целью исследования является анализ потребностей студентов в изучении профессионального английского языка и разработке теоретической модели для разработки практических заданий, связанные с профессиональными умениями IT специалистов. Исследование состоит из этапов, направленных на анализ потребностей студентов, анализ учебной программы и пособий по обучению профессиональному английскому языку, попытку разработки практических заданий на основе потребностей студентов в их будущей профессии, анализ новых практических заданий экспертами. Данные собирались с помощью анкетирования и интервью со студентами IT специальностей и преподавателями профессионального английского языка. Участниками педагогического эксперимента являются студенты 2 и 3 курсов образовательных программ «Вычислительная техника», «Бизнес-информатика» и преподаватели профессионального английского языка Казахского агротехнического исследовательского университета им. С. Сейфуллина.

Ключевые слова: Анализ, английский язык для специальных целей, задания, IT, разработка, модель.