INNOVATIVE APPROACH TO THE FORMATION OF PROFESSIONALLY ORIENTED LANGUAGE COMPETENCE IN STUDENTS OF TECHNICAL SPECIALTIES

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In modern Kazakhstan, there is the formation of a new education system focused on the world educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process. Innovative approach to the choice of methods of formation of professional competence as well as to the preparation of educational materials of the new generation, changing their functions and methods of use in educational practice are the main components of the modernization of education.

The expansion of international relations of Kazakhstan in the field of economic and technical activity, the creation of joint ventures and industries, has set the task of learning English as a tool in professional activity, the possession of which in modern conditions is one of the essential factors of professional and social career. In this regard, special importance is given to the English language training of students of technical specialties.

In the conditions of orientation of the Republic to the path of scientific, technical and industrial development, the social order in the educational field "foreign language" in the system of multi - profile non-linguistic universities is to train specialists who know foreign languages as a means of establishing personal, scientific and cultural contacts with native speakers and mainly as a tool for establishing professional communication for the effective exchange of experience in future practical production activities. Students' mastery of professional and communicative skills is impossible without purposeful formation of conceptual and terminological apparatus of the specialty, expansion of the information base on the material of authentic texts, mastering the strategies of teaching, skills to interpret, conduct discussions, argue, solve standard and professionally – oriented tasks. The achievement of these tasks, in turn, is impossible without the use of various technologies in the educational process, based on the principles of problem, interactivity, situativeness: modeling of professional-contextual situations, most associated with the future professional and practical activities of students, problem method and project work [1].

Currently, most technical educational institutions are faced with a serious problem: how to prepare highly qualified specialists who are fluent in a professional foreign language. Along with other humanitarian disciplines, foreign language is not a major subject in engineering. Consequently, these disciplines are usually allocated a minimum number of classroom hours. However, the professional future of a modern graduate of an engineering university often depends on the level of foreign language proficiency. One of the ways out in overcoming the difficulties is the way of introduction of new educational pedagogical technologies in educational activities, namely information and communication technologies in teaching a foreign language to students of technical specialties. Innovative methods in the educational system are innovations that are designed to find new solutions to problem situations and to optimize the learning process, along with the organization of favorable conditions for the assimilation of material and improve the quality of education.

At present, there is an urgent need to update and modernize the methods and principles of teaching a foreign language in professional and technical institutions in favor of innovative technologies that meet international requirements, increase the motivation of students and their learning outcomes.

In this article, we will consider only some innovative technologies and optimal methods of formation of foreign language communicative competence, which can be successfully applied in foreign language classes for students of technical directions.

1. Business game. Game activity, being one of the effective methods stimulating educational and cognitive activity, allows to use all levels of assimilation of knowledge. An important point in this case is the compatibility of the game method with the entire educational process. Business game is a simplified reproduction of the workflow. Players are faced with tasks that may arise in the real life of an employee of any organization. Here is an example of a small role-playing game for students of motor transport specialty. Before this game, students have previously studied the vocabulary in a foreign language, calling the different types and models of cars. Students are divided into pairs. Each pair is given a card with the task. One of the students is a customer who has a card with significant information about him (for example: a Guy, 23 years old, a businessman, likes to drive a car and travels a lot for business and pleasure). The card of another student indicates that he is a seller-consultant of the automobile center, and must, based on the characteristics of the personality of the buyer, pick up his car, asking questions and arguing their advice. Also in the cards of each of the students are given phrases and vocabulary that helps them to communicate, for example "I recommend. ", "You should/shouldn't buy. ", "You need a car which."etc. Later students can act out the situation in front of all the other students, followed by reflection.

Business game activates the creative abilities of the individual, as it involves the imagination, and allows you to see what does not fit into the framework of previously acquired knowledge; holistically perceive a number of interrelated problems, extract information from memory at the right time, as well as fill in the missing information, doing independent search.

2. Project technology. The project method in education is a didactic means of activation of cognitive activity of students, development of creativity and at the same time formation of certain personal qualities. Three "whales" on which this technology rests: independence, activity, effectiveness. An important question is where and how to work on the project. In terms of higher education, the form of extracurricular work on the project is unjustified, but it is possible to use such a form as a mini-project, which is carried out in stages over several sessions, without additional time [2].
The peculiarity of the project technology implementation in the process of foreign language learning by engineering students is that the process of mastering a foreign language is directly related to professional knowledge, skills and the ability to apply them in practice. Thus, the creation of the project becomes personally significant and motivating for students [3].

An example of using the technology of the project in the form of intermediate control with students of the specialty "Construction". Students perform the project "My Dream House" in teams of 3 people. The project is presented as a multimedia presentation and reflects both the topics studied during the semester ("Building Structure", "Location", "Building Materials") and language material. Students use the plan provided by the teacher in the preparation of their project and distribute the roles among the participants of the project implementation team. The sample plan consists of the following questions: 1) What is the form of your building? 2) What are the materials you use for it? What are the advantages and disadvantages of them? 3) What structural components do you use and why? 4) What is the location of your building? 5) What is the plan of your building?

3. Case-study. One of the options for teaching English as a foreign language for technical specialties is the use of the case method. Unlike the traditional lecture teaching where student participation in the classroom is minimal, the method of case study is the active learning method, which requires participation and involvement of the student in the classroom. When solving cases, students are not only in a situation of foreign language communication, but also update their professional knowledge. In addition, each of the situations is not the only correct solution, so students do not master the ready knowledge, and they "develop" it, which contributes to its better assimilation and increases motivation.

Here is an example of a possible case for students of motor transport specialty. A group of students is given the following situation: the company engaged in the manufacture of parts for the car receives a letter from the consumer as follows:

"Good afternoon! We write to you because of problems with the last delivery of parts. Our organization has ordered 1000 dashboards from you. Unfortunately, 50 of all delivered boxes were

empty. Could you send us the missing parts as soon as possible? We would be grateful if such a situation were not repeated in the future. We send you a scanned copy of the receipt. With respect.»

First, the details of the situation are discussed with the teacher. After that, the situation is discussed by the students in the group. The task of the students is part of comprehensive review of the situation, the adoption of measures for follow-up actions, such as verifying the veracity of the information, discuss the shipment details with the guide and masters, the settlement documentary questions, writing response letters and supporting further cooperation with the customer, etc. After that, students present their solution.

4. Video lecture. Video lectures typically involve lecture material outlined by the teacher as a video record, which can be represented to the student in a delayed mode. In addition to compliance with the substantive requirements applicable to the traditional classroom lecture, a video lecture must satisfy the following specifications:

- maximal simplicity and accessibility of the presentation.
- inclusion of a large number of accompanying (visual) material in the video lectures [4].

Before watching the video lecture, students must fulfill a terminological dictionary (glossary) with definitions and translations. While working with video lecture, for example, on the topic "The mechanism of elevator", students of specialty "Lift maintenance and service" must first read all the materials and do all the given exercises on this topic. Only after that can students start watching video lectures, during which they must fill in the missing words and phrases in the analogous text of the lecture which they have. Having watched the video, students can be asked questions for checking comprehension. This approach is effective in terms of authenticity that contributes to the intensification of the educational process and creates favorable conditions for the activation of cognitive activity of students.

In addition, many resources can be used to teach English to technical specialties' students:

1) internet resources, such as social networks (creation of specialized groups and communities in which communication can be carried out in a foreign language, in which you can add various materials, tasks, discussions, etc.), Skype program (video conferencing, video chats, etc.), e-mail.

2) various professionally oriented websites. Speaking about the students of engineering: the website How Stuff Works www.howstuffworks.com (information in English (texts and videos) on the principles of operation of certain mechanisms and devices); the website Wise Geek www.wisegeek.com (General information about some phenomena in different scientific fields); TED website www.ted.com (video lectures and articles on different topics and research areas), etc.

3) e - learning courses - a resource containing a set of teaching materials implemented in the information learning system.

Quizlet - the goal is very simple – to help students to learn and memorize the material they need, and teachers – to find and use new learning tools. Quizlet has many fascinating materials created by users from all over the world, which can be changed and used at your discretion. The system allows you to quickly create a large number of cards-shifters, reviving them with a whole heap of useful functions - sound, pictures, automatic mixing, the ability to choose which side of the card is shown first, etc. In addition to the cards Quizlet automatically creates mini-tests with different types of tasks from the words you entered, you just have to print and put down the assessment.

Kahoot is a service for creating online quizzes, tests and surveys. Students can answer the tests created by the teacher from tablets, laptops, smartphones, that is, from any device that has access to the Internet. Tasks created in Kahoot allow you to include photos and even video clips. The pace of the quizzes, tests is adjusted by introducing a time limit for each question. If desired, the teacher can enter points for the answers to the questions: for the correct answers and for the speed. Using this service can be a good way to get original feedback from students.

One of the features of Kahoot is the ability to duplicate and edit tests, which allows the teacher to save a lot of time.

Socrative. Educational platform created specifically to test the knowledge gained. Inside of it-templates of various tests and tasks that need only to be filled with their material. A big plus of

Socrative is an automatic report on the test, which is sent to the e-mail of the teacher, significantly reducing the time spent on the verification and evaluation of control works. It is also worth noting the function of controlling the time allocated to the stages of the work: at the choice of the teacher, students can perform the test at their own pace, or in the mode of strict control of time by the teacher. The system also allows the teacher to track in real time how many people have already completed the work and how many correct answers are given.

Conclusion. Professionally oriented foreign language training for technical specialties requires a new approach to the selection of content. It should be focused on the latest achievements in a particular field of human activity, timely reflect scientific achievements in areas that directly affect the professional interests of students, provide them with an opportunity for professional growth. The selection of content is designed to promote a comprehensive and holistic formation of the student's personality, preparing him for future professional activity. It is of great importance to apply innovative technologies of teaching a foreign language at the lessons. They not only increase the motivation of students and improve their results, but also aim to simulate situations of real professional communication and solve problems related to future work, which undoubtedly contributes to the formation of students as high quality specialists.

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