

Orynbayeva U.K.^{id}, Ospanova A.B., Boltayeva G.A.

Kazakh Academy of Sport and Tourism, Almaty, Kazakhstan

PECULIARITIES OF PROFESSIONALLY-ORIENTED TEACHING OF FOREIGN LANGUAGE TO STUDENTS OF PHYSICAL EDUCATION BY MEANS OF PROBLEM-BASED LEARNING TECHNOLOGY

Orynbayeva Ulserik Kydyrbaikyzy, Ospanova Aigul Bolatovna, Boltayeva Gulmaira Abenovna

Peculiarities of professionally-oriented teaching of foreign language to students of physical education by means of problem-based learning technology

Abstract. The article addresses the issue of teaching foreign languages to physical education students in a professional context. In the era of globalization and integration into the international educational and professional space, proficiency in foreign languages is crucial for future specialists in physical education and sport. The study aims to identify effective methods and features of teaching foreign languages that align with the professional training needs of these students. Methods used include analysis of scientific literature, pedagogical experiments, observation, and surveys to identify challenges and current needs in foreign language education within physical culture. The authors highlight the importance of integrating professionally-oriented topics and terminology into language instruction. Effective approaches discussed include the use of specialized vocabulary, working with professional texts, and conducting targeted practical classes. Professionally-oriented foreign language teaching is essential for the successful professional integration of physical education students. The article provides practical recommendations for educators and institutions to enhance the effectiveness of foreign language instruction and better meet the professional needs of students.

Key words: professionally-oriented foreign language, physical culture, technology, problem situation, approach, method, student.

Орынбаева Улсерик Қыдырбайқызы, Оспанова Айгүл Болатовна, Болтаева Гүлмайра Абеновна

Проблемалық оқыту технологиясы арқылы дене шынықтыру факультеті студенттерін кәсіби-бағытталған шетел тілін оқытудағы ерекшеліктері

Аңдатпа. Мақалада дене шынықтыру факультетінің студенттеріне шетел тілін кәсіби тұрғыда оқыту мәселесі қарастырылған. Жаһандану және халықаралық білім беру және кәсіби кеңістікке кірігу дәуірінде дене шынықтыру және спорт саласындағы болашақ мамандар үшін шетел тілін білу өте маңызды. Зерттеудің мақсаты – студенттердің кәсіби дайындығының қажеттіліктерін қанағаттандыратын шетел тілін оқытудың тиімді әдістері мен ерекшеліктерін анықтау. Қолданылған әдістерге дене шынықтыру аясында шетел тілін оқытудағы проблемалар мен ағымдағы қажеттіліктерді анықтауға бағытталған ғылыми едебиеттерді талдау, педагогикалық эксперименттер, бақылаулар мен сауалнамалар кірді. Авторлар тілді оқытуға кәсіби бағытталған тақырыптар мен терминологияны кіріктірудің маңыздылығын атап көрсетеді. Тиімді тәсілдерге арнайы лексиканы пайдалану, кәсіби мәтіндермен жұмыс істеу және мақсатты практикалық сабақтарды өткізу жатады. Дене шынықтыру факультетінің студенттерінің табысты кәсіби интеграциясы үшін шет тілін кәсіби бағытта оқыту қажет. Мақалада шетел тілін оқытудың тиімділігін арттыру және студенттердің кәсіби қажеттіліктерін толық қанағаттандыру үшін оқытушылар мен оқу орындарына практикалық ұсыныстар берілген.

Түйін сөздер: кәсіби-бағытталған шетел тілі, дене тәрбиесі, технология, проблемалық жағдай, тәсіл, әдіс, студент.

Орынбаева Улсерик Кыдырбайқызы, Оспанова Айгүл Болатовна, Болтаева Гүлмайра Абеновна

Особенности профессионально-ориентированного обучения иностранному языку студентов факультета физической культуры с использованием технологии проблемного обучения

Аннотация. В статье рассматривается вопрос обучения иностранным языкам студентов факультета физической культуры в профессиональном контексте. В эпоху глобализации и интеграции в международное образовательное и профессиональное пространство владение иностранными языками имеет решающее значение для будущих специалистов в области физической культуры и спорта. Цель исследования - выявить эффективные методы и особенности преподавания иностранных языков, соответствующие потребностям профессиональной подготовки студентов. Использовались такие методы, как анализ научной литературы, педагогические эксперименты, наблюдения и опросы, направленные на выявление проблем и текущих потребностей в обучении иностранным языкам в рамках физической культуры. Авторы подчеркивают важность интеграции профессионально-ориентированных тем и терминологии в преподавание языка. Среди эффективных подходов - использование специализированной лексики, работа с профессиональными текстами и проведение целевых практических занятий. Профессионально-ориентированное обучение иностранным языкам необходимо для успешной профессиональной интеграции студентов факультета физической культуры. В статье представлены практические рекомендации для педагогов и учебных заведений по повышению эффективности обучения иностранным языкам и более полному удовлетворению профессиональных потребностей студентов.

Ключевые слова: профессионально-ориентированный иностранный язык, физическая культура, технология, проблемная ситуация, подход, метод, студент.

Introduction. The relevance of the article - is that English can be particularly useful in the study of athletics. English is a widely spoken language in the world of athletics. We need to broaden our horizons and discover new opportunities to learn a foreign language. As we know, most athletics studies are often available in English. A good command of English helps us to effectively learn new trends and developments in the field of athletics. English-language specialized texts on athletics may include articles from the sport. Knowledge of a foreign language helps physical education students to communicate with athletes from other countries. They can participate in international projects and academic mobility programs.

In this regard, the purpose of this article is to determine the features and effective methods of teaching foreign languages corresponding to the requirements for professional education of physical training students using problem-based learning technologies.

The object of this article is the process of teaching foreign languages in higher educational institutions.

Therefore, the choice of a professionally oriented foreign language for specialized 'landed' should be based on the needs of a particular specialist. The main aspects of this area will be considered. Teaching a foreign language in the context of fitness requires the consolidation of the main provisions that ensure the full and practical assimilation of the material by students.

In today's context, communication is becoming a crucial aspect of an athletics specialist. It can be developed in their future professional career. The importance of the professionally oriented FL in non-linguistic universities has grown significantly. The State Educational Standard for Higher Vocational Education emphasizes the need to consider the professional context in foreign language teaching. It focuses on the future professional tasks of graduates. Professionally oriented foreign languages are recognized as a key priority in the modernization of education. Foreign language communication is becoming an integral part of professionally oriented foreign languages. An analysis of pedagogical and methodological literature shows the necessity of teaching foreign languages in non-linguistic university faculties. Today, the goal is not only to master communication skills in a foreign language, but also to acquire specialized knowledge in the student's chosen field.

Phases 76 and 77 of the 100 Concrete Steps programme of the National Plan highlight the following priorities: 'improving the quality of human capital, updating teaching standards and training qualified personnel in higher education institutions with a view to disseminating this experience to other educational

institutions in the country'. This requires encouraging the professional mobility of teachers and facilitating their continuous professional development, strengthening their ability to independently solve their tasks [1].

'The main goal of the education system is to create the necessary conditions for obtaining quality education. It is aimed at education development and professional self-realization of personality on the basis of national and universal values, achievements of science and practice. This is the development of creative, mental and physical abilities of the personality, formation of strong moral foundations, promotion of a healthy lifestyle and enrichment of consciousness by creating opportunities for the development of individuality' [2].

In addition, the President of the Republic of Kazakhstan K. Tokayev stated in his speech that 'we need to restructure the entire system of vocational education to promote the development of skills in demand in the labor market. It is necessary to establish the main priority in education and training of future specialists [3].

In the National Development Plan of Kazakhstan until 2025, the priority is to improve the efficiency of state planning of the quality of civil service personnel. Taking into account the requirements of the XXI century competitiveness.

U.K. Orynbaeva, M.K. Akhmetova, T.J. Zhylytyrova, A.K. Bekdualieva note that the requirement of the development of modern society to the content of general education is to educate young people at the level of world science and progress. It forms their ability to think. It improves their creative experience and norms of attitude to the world [4, p. 151].

G.M. Juraeva notes that the use of a foreign language is necessary to acquire new professionally significant knowledge. It deepens professional experience, the specialist expands his competence not only to solve his own professional tasks, but also to better understand the position of the profession in society as a whole [5].

The preparation of professionally competent specialists is a state task. Therefore, universities and educational institutions involved in the training of specialists should be equally responsible for this.

A competitive specialist should have theoretical knowledge and practical skills in the chosen fields of knowledge. He should be able to solve professional tasks in the relevant professional fields of activity. In addition, they should acquire general cultural and professional competences in the fields studied. Nowadays, the labor market increasingly requires professionals who are able and willing to engage in interpersonal communication.

A foreign language stimulates the language to expand the sphere of international cooperation. This

increases the attention of the social significance of foreign language education [6, p. 13]. In the context of the orientation of the Republic of Kazakhstan on the path of scientific, technical and industrial development of the social mission in the field of education “foreign language” in the system of multidisciplinary non-linguistic universities is the training of specialists. This means that it is necessary to identify persons who have mastered a foreign language as a means of establishing personal, scientific and cultural contacts with native speakers and as an instrument of establishing professional communication for the effective exchange of experience in future practical production activities.

Teaching foreign languages for professional purposes is increasingly considered as one of the key areas of modernization of education. There is an urgent need to revise the general concept of learning, especially when it comes to professional teaching foreign languages. Foreign language knowledge becomes an integral part of professional activity.

In the area of language instruction and sports communication, a focus on improving the effectiveness of foreign language education for students pursuing careers in physical education and sports is essential. This connects the teaching process to the dynamics of interaction between physical education students and the international sports community. Foreign language instruction examines the connection between culture, language, and education. It plays a key role in understanding the unique aspects of language teaching for athletics.

E. Bakytzhan, A. Zhaitapova, A. Ospanova note in their article that the formation of students' communicative competence involves the solution of communicative problems with the help of certain linguistic means in the context of speech situations from the public and scientific spheres [7].

Many scholars have made important contributions to the research of foreign language teaching in the context of physical education and sport. It helps better to understand that professionally oriented foreign language can be effectively integrated into the educational process and professional practice in this field.

The analysis of the works of A.A. Verbitsky, I.I. Khaleeva, T.A. Dmitrenko, L.N. Lazarenko, F.M. Zinnurova, A.A. Rybkina showed the term “professionally-oriented teaching” is used to designate the process of teaching FL in a non-linguistic university. It focused on reading literature on the specialty, learning professional vocabulary and terminology and on communication in the field of professional activity.

The teaching of professionally-oriented foreign languages in non-linguistic fields is aimed at developing an active and creative personality who can effectively

apply their linguistic knowledge in their careers. This process involves acquiring specific knowledge, skills and abilities. It fosters professional growth across various scientific disciplines [8, p. 145-150].

Teaching foreign languages as an effective means of professional and social orientation at non-linguistic universities. To unlock this potential, the following conditions must be met:

- clear formulation of the objectives of language activities in the foreign language;
- social and professional orientation of this activity;
- student satisfaction in solving individual problems;
- Education at students of ability to approach the decision of private tasks creatively;
- favorable psychological climate in the training team.

The issue of developing a system for professional language training for athletics is currently characterized by its complexity. In academic and methodological literature, foreign language instruction as part of higher professional education is explored from various perspectives: foreign language as a tool for communication in higher education (I.L. Bim, N.N. Ghez, I.A. Zimnyaya), development of communicative skills through foreign language learning (V.L. Kuzovlev, V.G. Kostomarov, A.A. Leontiev, E.I. Passov), formation of professional orientation (L.Sh. Gegechgori, N.I. Gez, M.A. Davydova, B.K. Esipovich, R.P. Milrud), communicative approach to foreign language teaching (I.L. Bim, A.N. Leontiev, E.I. Passov, G.V. Rogova).

An essential element in training highly qualified specialists today is the organization of elective courses. It provides students with the opportunity to broaden, deepen, and systematize the knowledge they have gained in their field. The goal of elective courses is not only to equip students with new professional knowledge but also to enhance and refine it in specific areas of their pedagogical specialty. This process plays a critical role in establishing a strong theoretical foundation that students will need for their future scientific and practical endeavors. A key feature of elective courses is their flexibility in terms of teaching hours and adaptability. It allows for adjustments between lectures and practical sessions, as well as the selection of teaching methods that are more engaging for students. Elective course reflects the evolving needs of society and the state, incorporating knowledge, skills and qualities required at particular stages of societal development. This has led to varying approaches in defining the content of education.

Given the active integration of the state educational standard into the educational process, finding effective ways to implement its key provisions has become especially important. The greatest focus for educators

in this context lies in designing lessons based on the competence approach. It serves as the methodological foundation of the State Educational Standard. The competence approach aims to promote active learning and cognitive engagement. It fosters the students' readiness for self-development and lifelong learning. It also accommodates individual differences among students in the learning process.

Elective courses represent a modern mechanism for enhancing and personalizing the educational experience. With a well-structured system of electives, each student can tailor their education to focus on specific areas of interest within their chosen field.

Elective course is a part of the basic and specialized components of education and can serve several purposes:

Supplement the content of core and specialized courses;

Expand the content of a particular core subject;

Address a range of students' cognitive interests beyond their chosen profile.

These courses come with specific requirements designed to encourage students' independent learning. This is achievable since elective courses are not constrained by educational standards or examination materials [9].

Elective courses serve three primary functions:

- they act as a "supplement" to a specialized course, transforming it into a comprehensive, in-depth course that allows for a deeper exploration of specific topics;

- they expand upon the content of a foundational course, which is initially taught at a basic education level, thus supporting the study of related subjects at a more advanced level or providing additional training.

- they cater to students' intellectual interests across various fields of human activity.

Elective courses should be designed to achieve the following goals:

- assist students in self-determining and choosing their future professional path;

- foster positive motivation for studying within the chosen specialization;

- introduce students to key professional activities related to their field;

- stimulate students' intellectual engagement;

- enhance students' informational and communicative competence.

The purpose of this article is to examine the effectiveness of the elective course "Professionally-oriented foreign language" as a means of implementing the competence approach.

The objectives of the study include:

- developing students' ability to independently acquire the knowledge needed to tackle communicative tasks;

- enhancing students' communicative skills, enabling them to engage in professional dialogues

while considering the competence approach and speech etiquette;

- strengthening speaking skills through the use of specialized, professionally-oriented vocabulary;

- cultivating skills in searching, browsing, and introductory reading of literature related to the specialty;

- promoting skills in independent literature research and familiarization with texts relevant to their field of study.

By and large, the professionally-oriented foreign language plays a vital role in shaping competent and intercultural trained specialists in physical education.

Materials and methods. The material of the article was various methods and techniques that activate the learning process in practical classes "Professionally-oriented foreign language". This paper presents practical experience in the use of some techniques of problem-based learning technology.

Methods of problem-based learning are aimed at stimulating students to independent thinking, analyzing problems and searching for solutions. In the context of teaching a foreign language to students of physical education, the use of such methods can contribute to a deeper mastering of the language and its application in the professional sphere.

Problem modeling method: Students of athletics are given real or fictional scenarios related to their future profession. They have to use language skills to solve tasks or problems. Many modern pedagogical technologies involve the use of problem situations in teaching. Problem-based learning technology can be referred to such technologies. The concept of a problem situation is broader and based on S.L. Rubinstein's statement, fundamental in the development of thinking.

M. Loyens, S.H. Jones, J. Mikkers, T. Van Gog underlines the recent empirical study provides additional support for the effectiveness of PBL. The researchers randomly assigned students to one of three groups (PBL, lecture-based, or self-study) and discovered that students in the PBL group were more likely to experience conceptual change. They outperformed the students in both the lecture-based and self-study groups on conceptual tests administered immediately after the lesson, as well as on a delayed post-test conducted one week later [10, p. 34-42].

As for the H. Sidik, A. Masek problem-based learning is considered as an important ability. The students must have in order to face the increasingly fast and complex change in the world and be able to solve the problems of daily life [11, p. 87-92].

E. de Graaff and A. Kolmos showed PBL as education builds on the students' background, expectations, and interests. It is common for students to be motivated to work much harder with the PBL model than with traditional teaching methods [12].

In addition, N.N. Osipova states that modeling of problem situations is a necessary condition for the development of student's thinking [13]. V. Okon, M.I. Makhmutov, A.M. Matyushkin, T.V. Kudryavtsev, A.B. Brushlinsky, who through the system of concepts and provisions formulated the theory of problematic situations and problem solving in teaching, gave paramount importance to the creation of a problem situation and problem solving in teaching. A.V. Brushlinsky, who through a system of concepts and provisions formulated the theory of problem-based learning. Even earlier, the outstanding psychologists S.L. Rubinstein, A.N. Leontiev, D.V. Elkonin.

Modeling of problem situations determines the concept of modeling. Y.Z. Kushner defines modeling as a method of creating and researching models that allows obtaining new knowledge, new integral information about an object. The essential features of the model include: visibility, abstraction, the element of scientific fantasy and imagination, the use of analogy as a logical method of construction, the element of hypothetically. Y.Z. Kushner also notes that a model is a hypothesis expressed in visual form [14].

However, A.M. Matyushkin argues not every situation that causes difficulty for the learner is a problem situation. The fundamental condition for the emergence of a problem situation is the need to discover a new attitude, property or mode of action [15]. The main element of a problem situation is the unknown, new, what must be discovered to correctly perform the task, to perform the necessary action. In order to create a problem situation in teaching. It is necessary to put the student in front of the need to perform such a practical or theoretical task, in which the knowledge to be learned will take the place of the unknown.

E.L. Melnikova emphasizes the methods of creating problem situations on the basis of contradictions in the knowledge and activities of students. To create a contradiction between two or more objects, the teacher should simultaneously present contradictory facts, theories or points of view or confront different opinions of students with a question or a practical task [16].

To reveal this method, we offer the following situations.

Situation 1. Describe a football match you recently watched or attended. Use 'goalkeeper', 'midfield', 'offside', 'corner kick', 'free kick', "penalty kick," "dribble," and "pass" football vocabulary.

Situation 2. Imagine you are a football coach. A player on your team is struggling with dribbling skills. What advice would you give to help them improve? Use vocabulary related to football.

Situation 3. Your team is about to play an important match against a very strong opponent. What tactics

will you use? Would you use offensive or defensive tactics? Please explain your strategy.'

Situation 4. Why is teamwork important in football? How can players improve communication and co-operation during the game?

These problem situations allow athletes and coaches to focus on the individual needs and characteristics of each participant and develop appropriate strategies to address them and improve performance in professional-oriented foreign language classes.

Problem-oriented cases: Provide students with cases containing problems or situations that require decision-making in a foreign language. Students analyze the cases, discuss possible solutions, and make decisions based on their language skills. Problem-oriented cases are a situational task containing a detailed description of a problem that may arise in real-life situations and for which the learner needs to learn how to identify solutions [17].

D.Yu. Tulepbergenova characterizes the case study as one of "the most proven means of achieving active participation of students in group work", providing "the possibility of group work on a single problem field; the use of structured information and principles of problem-based learning; ... the possibility of creating new productive stereotypes of activity; development of skills of the simplest generalizations" [18].

According to researchers, the essence of case technology is that students develop skills of comparison, analysis, search for alternative ways out of a particular problem situation, independent search for missing information, discussing it in a group, thus developing important skills of communication, co-creation and initiative [19].

According to M.I. Neustroeva, the case-technology method wins a positive attitude of students who see in it an opportunity to show initiative, feel independence in mastering theoretical provisions and mastering practical skills [20].

The following professionally oriented cases we used in the training of physical education students.

Case 1. Problem: You are a physical education coach and need to develop an individualized training program for a new athlete from another country who does not speak your native language.

Objectives: Understand the athlete's needs and goals, gather information about the athlete's physical fitness and medical condition, and develop and present a detailed training program in English.

Case 2: Problem: You are attending an international physical education conference and need to communicate with colleagues from other countries in English.

Objectives: Prepare to present your research at the conference in English, compose discussion questions

for your colleagues, and learn how to effectively dialog on topics related to your specialty.

Case 3. Problem: You work as a journalist and have to conduct an interview with a successful foreign athlete in English.

Tasks: Prepare interview questions, take into account the specifics of the cultural context and terminology related to physical culture, and maintain the conversation in English.

Case 4. Problem: You are working in an international team to develop a physical rehabilitation project and need to communicate with colleagues from different countries in English.

Tasks: Make a work plan for the project, hold meetings and discussions with colleagues, and prepare a presentation of the project in English.

Case 5. Problem: You need to familiarize yourself with current scientific articles in your specialty written in a foreign language.

Tasks: Find and study scientific articles in English, highlight key information and terminology, make a brief analysis and formulate conclusions.

These problem-oriented cases will allow students to put their language skills into practice in the context of their professional work in physical education.

Problem Question Method: Offering students a series of questions that pose certain problems or challenges that require discussion and argumentation in a foreign language. Question as a form of problem posing is inherently related to the forms of universal thought, to its development.

Application of the method of problem questions allows students to actively interact with the teaching material, develop critical thinking, and apply knowledge and skills of language in practice in the context of their future professional activity.

1. What communication strategies can be used when working with international athletes?

2. What language barriers may arise when communicating with people from other cultures in training and competition?

3. What aspects of organizing international sporting events should be considered when working as an organizer?

4. What language skills and cultural knowledge can help in effective communication with participants and guests from different countries?

5. What advantages and challenges exist when participating in international research projects in the field of physical education?

6. What key terms and concepts do you need to know in order to communicate effectively with international colleagues in a scientific environment?

7. What skills and language skills are needed to work with tourists and sports groups from different countries?

8. What cultural aspects should be considered when conducting tourism programs and sporting events for international visitors?

9. What features of intercultural communication can influence cooperation with foreign partners in the field of physical education?

10. What intercultural communication strategies can contribute to successful collaboration and promotion of sports ideas abroad?

These sample questions can stimulate students to think and discuss in a foreign language and help them to put their language skills into practice in the professional context of physical culture.

Results. In the study of practical lessons on professionally-oriented foreign language for physical education students, we used the following research methods (problem modeling method, problem-oriented cases, method of problem questions) to evaluate the effectiveness of their teaching and compliance with the goals and objectives of the educational program. The combination of these research methods can provide a comprehensive evaluation of the effectiveness of experiential learning in professionally oriented foreign language for physical education students and help to identify areas for improvement in the educational process.

The effectiveness of methods in teaching a professionally orientated foreign language can provide useful insights. The specifics of these methods may vary considerably from one profession to another. If the teaching of professionally oriented foreign language of technical and medical disciplines can include more practical tasks. In our case, we will emphasize practical situations related to physical activity and sport. Having studied the works of the above mentioned scholars, we can say that all methods influence the development of students' language skills. For example, physical education students can better learn specialized vocabulary through the analysis of sports situations. The use of problem modelling and problem-oriented case study methods helped students to develop their ability to analyze situations and make decisions. These methods were effective not only in physical education but also in other professional fields. By comparing the effectiveness of the methods in different specialties, it is possible to identify common trends and peculiarities. If used correctly, these methods can be used successfully in other fields. All these methods require practical training and the specific characteristics of each specialty should be taken into account when using these methods.

The purpose of experiential learning was to test the effectiveness of the application of the developed methods as a tool for professionally-oriented foreign language teaching for athletics.

- ability to explain and interpret key concepts based on the situation;
- ability to use knowledge in real or hypothetical problem contexts;
- demonstration of understanding of different perspectives on a problem;
- ability to analyze a problem from different perspectives and find optimal solutions;
- ability of students to assess their knowledge and mistakes, as well as identify ways to improve;
- developing communication skills, including argumentation, critical thinking and teamwork.

Testing of the developed problem situations was carried out on the basis of the Kazakh Academy of Sport and Tourism with students FOS 22-15, FOS 22-16 6B01401 - Physical culture and sport. The total number of participants in the pilot training was 32 people.

To assess the effectiveness of solving these situations by students, three levels can be distinguished (low, medium and high) depending on the quality of the task, the use of football terminology and argumentation (figure 1).

In the first situation, 53,1% showed a low level. These students were unable to use a sufficient

number of specific words. 31,25% includes basic football terms, but their use is not always accurate. 15,62% of student's answers are full of detailed descriptions of the match using correct football terminology.

In the second situation, 43,75% gave an incomplete answer, without using specific football vocabulary. 37,5% of students use basic terms, but the explanation is not always detailed. 18,75% of students gave a detailed answer, with specific recommendations on technique and using football terminology.

In the third situation, 40,62% of students do not explain their tactics, giving a general answer without a clear plan. 50% of students describe the general strategy, but do not explain in detail why such tactics were chosen. Specific terms are used, the goals of the tactics are explained, as well as the key points that must be implemented.

In the fourth situation, 31,25% have no suggestions for improving communication. 37,5% of students explain why teamwork is important, but the answer does not always include specific examples. 31,25% of students use football terms to explain coordination and strategy. The distribution of students into levels was based on the quality of their performance on the task, the accuracy of their use of football terminology, the detail of their argumentation and the ability to explain their decisions in the context of football practice.

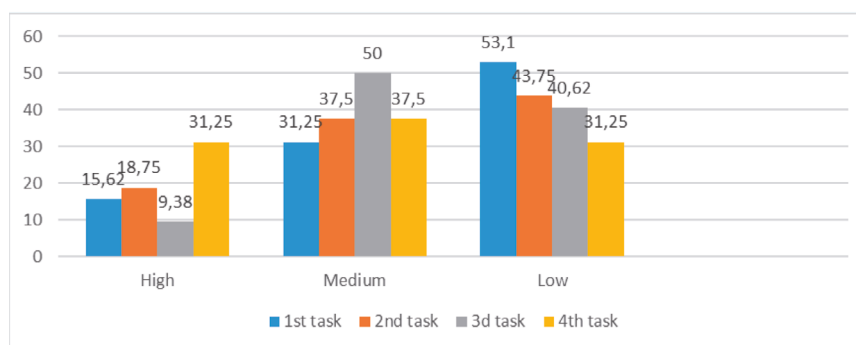


Figure 1 – Results of the students in solving the problem situations

Thus, students with a low level often give short and general answers, do not use enough football vocabulary and do not give detailed explanations. Students at the intermediate level give more complete answers, but still sometimes use general formulations, do not always use football terminology accurately or do not explain their solutions in detail.

Students with a high level show a deep understanding of the situation, use a variety of precise

football vocabulary, give detailed explanations and proposed solutions related to football tactics and technique.

As P.P. Nishonov mentioned the effectiveness of teaching a professional oriented foreign language depends on several factors:

- classes should be comprehensive, i.e., every aspect of the professional foreign language should be given attention;

– all the materials used should be authentic, which will help to avoid mistakes related to incorrect combinations of words;

– the realization of practical application of the acquired knowledge in one's professional activity serves as a strong motivation for learning a foreign language [21, p. 63]

Thus, the analysis of the results allows us to determine the degree of students' involvement in the learning process and their ability to use English in sports contexts. It is important for the professional training of physical education students.

Discussions. We can state that the conducted experimental training with the use of problem-based learning methods has shown that the proposed methods can effectively develop students' practical skills in the field of professionally oriented foreign language teaching. However, the obtained results indicate the need for further work to improve the quality of learning specific sports terminology and reasoning.

On this basis, the analysis of the levels of task completion shows a significant number of students were not able to apply specific sports vocabulary sufficiently. It may indicate insufficient preparation in this area or the difficulty of moving from theoretical knowledge to its practical application. This emphasizes the need to strengthen practical lessons with a focus on vocabulary development, as well as more frequent use of terms in context.

Although 31,25% and 37,5% of students demonstrated the use of basic sports terms. Their explanations were often not detailed enough. This indicates the need to go deeper into explanation and analysis skills. So that students can not only use the terminology correctly, but also understand its meaning in different contexts. For this purpose, we need to introduce additional tasks.

The development of communicative competence is an important aspect of the learning process. Despite the high results of some students in extended answers. There is still a significant percentage of those who could not fully argue their answers. This may be due to insufficient preparation in critical approach to the material or insufficient practice in public speaking and discussion. To improve this aspect, we recommended strengthening student interaction in group discussions and project work.

It is also necessary to emphasize the creation of situations in which students could use sports vocabulary in the context of real or hypothetical scenarios.

Thus, despite the positive results of the experiment, more efforts are needed to improve teaching methods aimed at developing students' specialized vocabulary, in-depth analysis and communicative skills.

Conclusions. Based on the analysis, it can be said that the conducted study showed that the use of problem modeling methods, problem-oriented cases and problematic questions in teaching a professionally oriented foreign language to physical education students contributes to the activation of their educational activities and the development of the necessary professional competencies. However, the results of the analysis of the effectiveness of these methods revealed certain problems in the level of students' assimilation of football terminology and in the depth of argumentation. Based on the results, the following key points can be highlighted:

– students with a low level do not always use specialized vocabulary and do not give detailed explanations, which indicates an insufficient level of involvement in the learning process and a low level of mastering the topic;

– students with an average level show a more complete understanding of situations, but cannot always accurately use football terminology and detail their decisions, which indicates the need for further improvement of skills in the context of professional activity;

– students with a high level demonstrate a deep understanding of the problem, accurate use of professional vocabulary and the ability to express their thoughts in a detailed and reasoned manner, which confirms the high efficiency of the applied methodology for professionally oriented training.

Thus, the results of the experiment indicate a positive effect of the applied methods on the development of students' professional and communication skills. However, to achieve higher results, it is necessary to continue improving the teaching methodology, focusing on the deep mastery of specialized vocabulary and improving the skills of argumentation and analysis of professional situations.

References

- 1 The program of the President of the Republic of Kazakhstan dated May 20, 2015 "The National Plan – 100 Concrete Steps". <https://adilet.zan.kz/kaz/docs/K1500000100/links> (date of access 04.01.2025).
- 2 Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III "On Education". https://adilet.zan.kz/kaz/docs/Z070000319_ (date of access 06.01.2025).

- 3 Message of the Head of State Kassym-Jomart Tokayev to the People of Kazakhstan “Constructive Public Dialogue – The Basis of Stability and Prosperity of Kazakhstan” – Text: electronic // Official website of the President of the Republic of Kazakhstan. - URL: https://www.akorda.kz/ru/addresses/addresses_of_president/poslanie-glavy-gosudarstva-kasym-zhomarta-tokaevanarodu-kazahstana (date of access 27.12.2024)
- 4 Orynbayeva U.K., Akhmetova M.K., Zhylytyrova Zh.T., Bekdualieva A.K. Peculiarities of developing critical reading ability of the masters of the specialty 7M01712 – training of foreign language teachers // Bulletin of Ablai Khan KazUIRandWL, Series “Pedagogical sciences”. – 2024. - №3(74) - pp. 200-211.
- 5 Juraeva G.M. Professionally Oriented Foreign Language Teaching at Nonlinguistic Higher Education Establishments // Multidisciplinary Journal of Modern Science. - 2022. - №5. - pp.362-366.
- 6 Haleeva I.I. Linguistic Education in the Russian Federation in the Context of Sustainable Development: An Eco-Social Approach.- M.: MGLU, 2013. – 31 p.
- 7 Bakytzhan E., Zhaitapova A., Ospanova A. Foreign language professionally-oriented competence of students of non-linguistic specialties (on the example of athletes) // Sci Herald Uzhhorod Univ Ser Phys. - 2024. - № 55. - pp. 2034-2044. DOI: 10.54919/physics/55.2024.203be4
- 8 Sitnikova A.Yu. Professionally-oriented teaching of a foreign language to students of a non-linguistic university / V international. scientific-practical conference of the forum «Language education today - development vectors» : mat. - Yekaterinburg, 2014. - pp. 145-150.
- 9 Nazaralieva Z.S. Pedagogy of Specialized Education): textbook. – Almaty: Triumf «Т», 2008. – 176 p.
- 10 Loyens M.M., Jones S.H., Mikkers J., Van Gog T. Problem-based learning as a facilitator of conceptual change // Learning and Instruction. - 2015.- №38(6). - pp. 34-42.
- 11 Sidik H., Masek A. The effects of problem-based learning in students reading comprehension for mastering the content and vocabulary acquisition // ASEAN Journal of Science and Engineering Education. - 2021. - №1(2). – pp. 87-92.
- 12 Graaff de E., Kolmos A. Characteristics of Problem-Based Learning // International Journal of Engineering Education. - 2003. - №5. - pp. 657-662.
- 13 Osipova N.N. Typology and Modeling of Problem-Solving Tasks in Foreign Language Teaching (Based on Listening Practice) // Bulletin of Samara Scientific Center of Russian Academy of science. – 2014. – Vol. 16. - №2. – pp. 578–582.
- 14 Kushner Yu.Z. Methodology and Methods of Pedagogical Research: study guide - Mogilev: A.A. Kuleshov Mogilev State University, 2001. – 66 p.
- 15 Matyushkin A.M. Psychology of Thinking. Thinking as Solving Problem Situations: study guide - Moscow: KDU, 2009. – 190 p.
- 16 Melnikova E.L. The Problem-Based Lesson or How to Discover Knowledge with Students: A Teacher’s Guide. – Moscow, 2002. – 168 p.
- 17 Nikitina L.A. The Creation of a Case Study as an Educational Technology in the Understanding of Future Teachers of Pedagogical Activity Problems / 1st International Scientific and Practical Conference “Development of a New Generation of Scientific and Methodological Support for Higher Education: Issues, Solutions, and Prospects”: Editorial Board: E.A. Dostanko, 2020. - pp. 15-25.
- 18 Tulepbergenova D.Yu. The Essence of Case Study: Pedagogical Aspect of Understanding the Term // Integration of Education. – 2014. - №1. – pp. 82-88.
- 19 Fesenko O.P., Fedyaeva E.V., Bescennaya V.V. Case Technology in the Methodology of Teaching Russian as a Foreign Language // Bulletin of Voronezh State University, Series: Linguistics and Intercultural Communication. – 2016. - №4. - pp.150-155. http://www.vestnik.vsu.ru/content/lingvo/2016/04/toc_en.asp.
- 20 Neustroeva M.I. Case Technology in the educational process // European science. – 2016.- Vol.12(22). - pp.77-79.
- 21 Nishonov P.P. On the Features of Teaching Professionally Oriented Foreign Language // Journal of Advanced Scientific Research. - 2024. - Vol.5. - №12.- pp. 60-63.

| Хат-хабарларға арналған автор (бірінші автор) | Автор для корреспонденции (первый автор) | The Author for Correspondence (The First Author) |
|---|---|--|
| Орынбаева Улсерик Кыдырбайқызы – PhD, қауымдастырылған профессор, Қазақ спорт және туризм академиясы, Алматы қ., Қазақстан, e-mail: ulserik@mail.ru ORCID ID: https://orcid.org/0000-0001-6540-4629 | Орынбаева Улсерик Кыдырбайқызы – PhD, ассоциированный профессор, Казахская академия спорта и туризма, г. Алматы, Казахстан, e-mail: ulserik@mail.ru ORCID ID: https://orcid.org/0000-0001-6540-4629 | Orynbayeva Ulserik Kydyrbaikyzy – PhD, Associate Professor, Kazakh Academy of Sport and Tourism, Almaty, Kazakhstan, e-mail: ulserik@mail.ru ORCID ID: https://orcid.org/0000-0001-6540-4629 |