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PROFESSIONAL AND PEDAGOGICAL ACTIVITY OF A TEACHER IN THE STUDY OF KAZAKH LANGUAGE AS A FOREIGN LANGUAGE

Abstract. The article discusses the features of teaching foreign medical students the Kazakh language, and describes the specifics of the organization of the educational process and new forms of teaching.

Purpose: To support the idea that employing an intermediary's language is an innovative educational approach aiding the effective linguistic and socio-cultural adaptation of foreign students in contemporary university settings of Kazakhstan.

Methods: Pedagogical techniques were applied, prioritizing the teaching methodology of the Kazakh language related to students' future medical specialties. The article explores key psychological, social, and ethnic adaptation methods for foreign students.

Results and Significance: Teaching the Kazakh language to foreign students in the medical science language was identified as a primary motivating factor, fostering enhanced professional communication. Additionally, it broadens social integration, aiding foreign individuals in assimilating into Kazakh society and addressing socio-psychological challenges. This active participation facilitates foreign students' closer familiarity with university procedures, accelerating their assimilation into the new socio-cultural environment and playing a crucial role in shaping their personalities.

Keywords: foreign students, pedagogical mastery, communicative competence, language, adaptation.

Introduction

The integration of higher education in the country with the global educational sphere is closely tied to the enrollment of international students. Their presence is pivotal for advancing the nation's higher education system and increasing attractiveness in global markets. The substantial increase in Kazakhstan's education exports, growing attendance of foreign students in universities of Kazakhstan, bilateral educational cooperation agreements, university collaborations in science and culture, and academic exchange programs all highlight active integration into the global community. The growing number of foreign students studying in Kazakhstan signifies the country's international integration. Moreover, it is crucial for teachers instructing foreign students to possess the necessary qualifications and expertise for effective educational organization at a commendable level.

In the realm of the professional and pedagogical activities of a teacher of the Kazakh language as a foreign language in a medical university, several fundamental aspects and directions emerge, shaping the foundation of scholarly discourse. Drawing upon a synthesis of domestic and foreign scientific works, this article elucidates key provisions that underpin the nuanced landscape of language instruction in the medical education context.

Recognizing the unique demands of medical discourse, the teacher must navigate the intricate landscape of contextual adaptation. The article delves into the strategies and methodologies employed by educators to tailor language instruction to the specific needs and challenges encountered by medical students, ensuring linguistic competence within the healthcare domain.

The article underscores the significance of cultural sensitivity in the pedagogical process. Exploring the works of scholars both nationally and internationally, as Kuzekova Z., Koyanbaev Zh.B. and Grinev S.V., Faiz Tuma, Zhehan Jiang, it sheds light on how educators integrate cultural nuances into language instruction, fostering a holistic understanding of the Kazakh language within the medical context. In the dynamic landscape of language education, continuous professional development is imperative. The article synthesizes research on the ongoing training and professional growth of Kazakh language instructors in medical universities, offering insights into best practices and innovative approaches that sustain the vitality of language education.

By elucidating these main provisions, this article contributes to the broader discourse on the specificity of professional and pedagogical activities of Kazakh language teachers in medical universities. Drawing upon a rich tapestry of domestic and foreign scholarship, it provides a comprehensive framework for understanding and advancing language instruction within the unique context of medical education.

The issue of foreign student adaptation consistently attracts the attention of researchers. Adapting to a new cultural environment requires acquiring social behavior skills. The role of the teacher, particularly the Kazakh language instructor, is crucial in this process. Questions about effectively organizing the educational process, understanding the ethno-psychological and ethnocultural aspects of foreign students, fostering tolerant consciousness, and presenting the local Kazakh society are relevant. Kazakhstan's formal inclusion in the Bologna Process in 2010 allowed it to compete in the global educational services market. Before the Bologna Declaration in the 1990s, Semey Medical University pioneered teaching foreign students in English, accumulating valuable experience. The recent increase in international students from India and Pakistan at the university reflects its enhanced international reputation and contributes to economic benefits for both the institution and the country [1]

Medical education is a complex and challenging process involving acquiring a large volume of knowledge and skills and can be highly stressful. Medical students often feel overwhelmed by the high amount of knowledge required to learn [2]. Also foreign students who first arrived in Kazakhstan, along with language difficulties, face other problems. Many of them faced difficulties in adapting to the socio-cultural and educational system. In their works, such scientists as Bazhenov D.V., Ivanov A.G., and Mirzoeva V.M. note that the period of adaptation of foreign students sometimes lasts several years due to the multitude of socio-economic, cultural, religious, biomedical, and linguistic factors [3]. Therefore, it is extremely important to create conditions for the most painless penetration of foreign students into a new society. It is necessary to create an environment that will allow them to operate freely in a foreign country,

and to actively participate in all spheres of society, outside of educational and everyday issues. The main goal is not only to get a professional medical education but also to meet the humanistic requirements of modern society for medical workers.

Materials and Methods

Most of the studies conducted on the study of the Kazakh language as a foreign language are the works of public figures, teachers, and pedagogical scientists studying at universities. Most of them are articles and dissertations published in the press. In particular, the volume of studied works on the study of the Kazakh language as a foreign language for students of medical universities is small. Data concerning the peculiarities of adaptation of foreign students to a new society are very valuable in the study of this topic. Each teacher of the Kazakh language must organize the professional and pedagogical process of foreign students, taking into account the problems they face in the process of adapting to a new environment and the peculiarities of cultural behavior. In addition, when ranking the collected data, the work of foreign scientists, as well as the work of domestic scientists, was taken into account.

The directions for teaching the Kazakh language are described in detail in the works of such scientists as Zhusanbayeva S., Kuzekova Z., Alimbek G., Zharkynbekova Sh. [4]. In the theoretical and methodological basis of this topic, works related to psycholinguistics, biomedical ethics, and methodological concepts of teaching the Kazakh language as a foreign language were considered. As for the methodological concepts of teaching the Kazakh language, p. Rakhmetova in the work «Methods of teaching the Kazakh Language» revealed the methodological, linguistic positions of the methodology of teaching the Kazakh language in general, teaching methods and techniques, general didactic positions. Zh.B. Koyanbaev, R.M. Koyanbaev in the scientific work «Pedagogy» presents important information about the conditions of communication between the teacher and students, about the influence of educational activities on the formation of personality [5].

Of great importance are the works of such scientists as L.P. Klobukova, I.A. Pugachev A.N. Shchukin, on the role of the main stimulating factor, communicative needs in teaching foreign students, mastering a new language. the works of such scientists as D. V. Bazhenov, A. G. Ivanov, V. M. Mirzoeva, T. I. Trubnikova, T. I. Fomina, O. D. Mitrofanova, directly touched on this topic, dwelled in detail on the features of working with students studying in medical specialties. Filotova also wrote in her articles about the effectiveness of using blog technologies.

Results and Discussion

The teaching of non-specialty subjects in medical schools is especially focused on their application in the context of healthcare, developing a broad professional outlook in future doctors. These disciplines also promote the development of communication, empathy, and critical thinking skills necessary for effective practice in the medical field [6]. For many years, the Department of General Educational Disciplines of the Semey Medical University has been working with students from India and Pakistan. The behavior, national, and cultural characteristics of Indian and Pakistani students are very difficult to describe since the Indian and Pakistani land is rich in many subcultures. As in Kazakhstan, representatives of different ethnic groups with different languages and cultures live in India, so many issues, including interethnic relations, are relevant for both countries (Table 1). From this point of view, the following survey was offered to foreign students:

Table 1 – List of surveys from international students

Surveys	Number of surveys types
1. What difficulties did you encounter when you came to study at the Semey Medical University?	5
2. What relationships do you have with local students?	3
3. Is it difficult or interesting to learn the Kazakh language?	6
4. Do the words of the Kazakh language meet in Hindi/urdu?	3

Based on our observations, Indians and Pakistanis are often isolated on religious grounds in both the educational process and daily life. Among these students, there are those who have actively advanced in learning the Kazakh language and culture, while others, more pragmatic, hesitate to embrace the culture of another country. Concentrating representatives of this ethnic culture may hinder rapid Kazakh language acquisition, despite fostering interaction within their diaspora. The organization of the educational process is significantly influenced by categorizing students into communicative and non-communicative types. Communicative types, often extroverts, actively participate in communication, enjoy group activities, teamwork, and role-playing games, displaying strong motivation for language learning. Non-communicative types, typically introverts, prefer analyzing language materials, independent execution of rules and assignments, and may be hesitant to engage in communication, fearing mistakes. Considering the ethnopsychological characteristics of students from India and Pakistan, the majority tend to be non-communicative. Hence, it is crucial to consider Eastern mentality nuances when working with Indian students. Now, let's delve into the details of each survey chart.

1. What difficulties did you encounter when you came to study at the Semey Medical University? (Diagram 1)

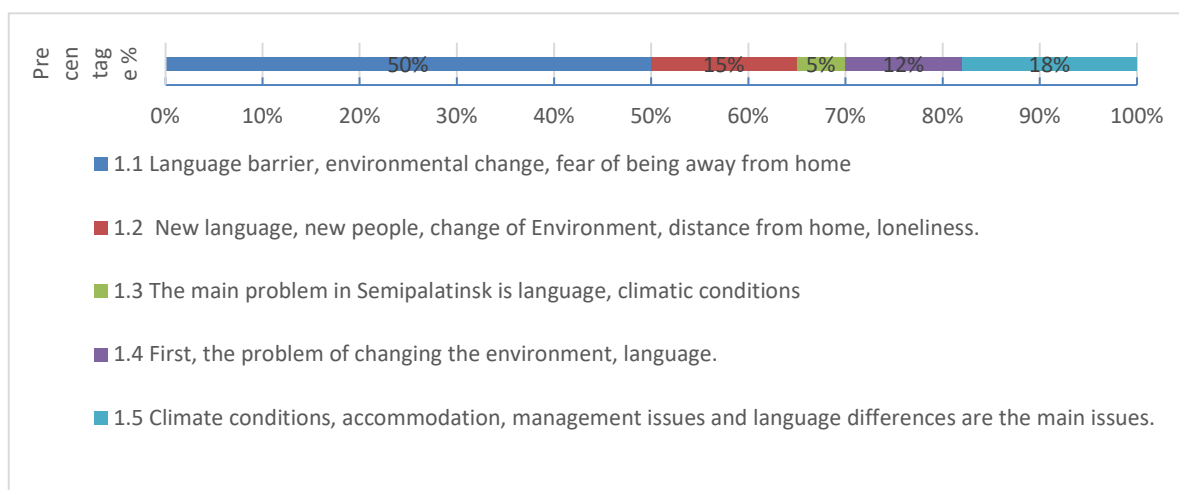


Diagram 1 – Answers of foreign students to the first question

Teachers and methodologists working with students from Asian countries note that restraint in communication is considered a special quality and that students are used to talking only after the teacher.

2. What relationships do you have with local students? (Diagram 2)

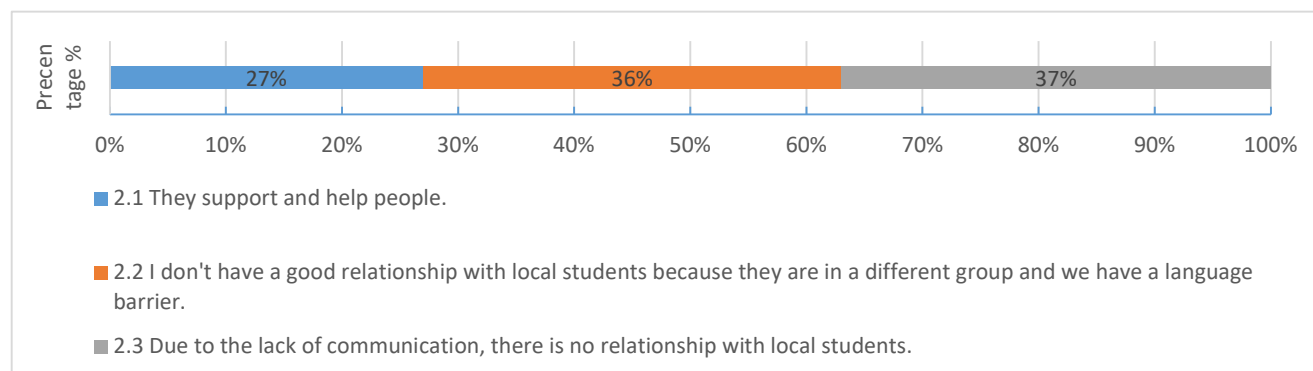


Diagram 2 – Answers of foreign students to the second question

Today, Kazakh and Hindi have many common words with the same meaning. For example, the words «достық» is «Достық», «Мұхаббат» in kazakh «Махаббат», «жануар» – «джануар», «пияз»-«пияз» etc. Traditions such as India's seven-generation ban on not showing a newborn to

strangers for about 40 days after birth are also a reflection of cultural similarities between the two countries.

3. Is it difficult or interesting to learn the Kazakh language? (Diagram 3)

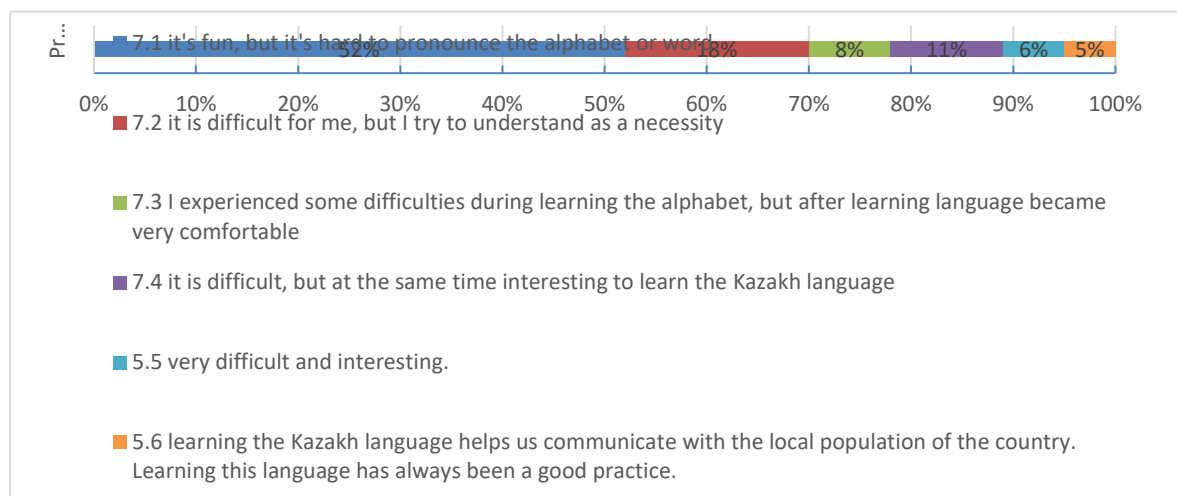


Diagram 3 – Answers of foreign students to the third question

According to the general experience of linguistic teachers working with foreign audiences, identifying similarities and differences between two cultures indicates that ethnic groups contribute to the perception of each other. In particular, one can consider common universal values (family, profession, health, etc.). Naturally, learning a language and mastering the profession of a doctor is accompanied by the study of a person as a linguistic personality, reflecting the peculiarities of national and cultural thinking, value orientations, etc. It is on this channel of understanding that foreign audiences discuss issues related to a person's lifestyle (healthy lifestyle, bad habits, etc.).

4. Do the words of the Kazakh language meet in Hindi/Urdu? (Diagram 4)

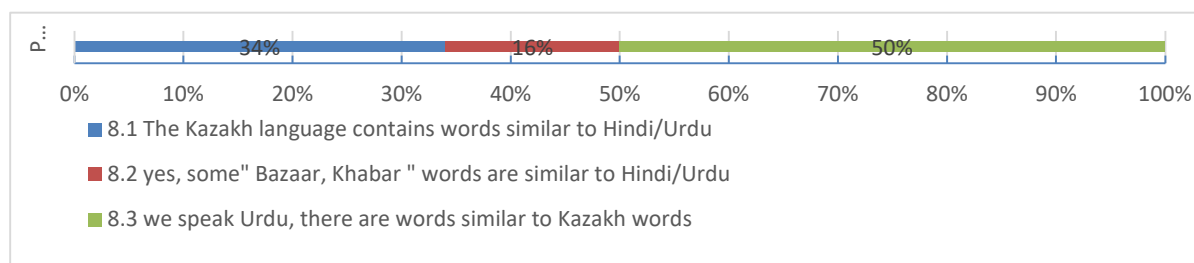


Diagram 4 – Answers of foreign students to the fourth question

Currently, in linguodidactics, the issues of teaching foreign bachelor's of education and professional communication are being actively studied. With examples of certain typologies of scientific texts, i.e. professionally-oriented learning, much attention is paid. This means that the connection with this profession in the process of teaching the Kazakh language is especially relevant for medical universities. For a medical student, the study of the Kazakh language as the language of specialty is the main motivating factor in the learning process. The interest of foreign medical students in biomedical textbooks is higher than in literature. It can be seen that the actual lexical and grammatical material in a medical text is studied and assimilated better than in non-medical texts. Teachers need to remember that to conduct high-quality educational work with foreign students, it is necessary to carefully prepare and study scientific, methodological, and educational literature [7]. In this regard, the researcher T.I. Trubnikova emphasizes the need for an optimized dictionary by the student's main profession. He notes that the dictionary, as an encyclopedic and explanatory dictionary, should be compiled by general methodological instructions of specialists [8].

Most foreign students come to Kazakhstan without knowing the culture of communication, speech, or household etiquette. At the same time, the adaptation of foreigners to a new environment, and training in intercultural communication is an important element of educational activities. Despite the warm welcome of foreigners at the faculties, where they try to support them in every possible way, many problems need to be solved so that they can feel comfortable at the university and in everyday life. The matter is significantly complicated by the fact that often they do not have the language training that is necessary for education in Russian. In addition, they left their parents, and lived in a foreign country, trying to adapt to our harsh climate, and to the peculiarities of the way of life. Accordingly, they require a special approach [9].

Kazakh language – foreign for English-speaking students. In such educational conditions, English becomes an intermediary language for them, which is especially important when teaching the Kazakh language to foreign students who are not philologists, in particular medical students. In this regard, the rational moments of using English in the classroom as a foreign language in the Kazakh language are determined. The content of the discipline also cannot be important until the content of the discipline becomes important. If the content of the education transmitted in the scope of the discipline is essential, and the method of its transmission to the student is imperfect, then quality education is impossible. Therefore, the quality of the teaching methodology of the discipline plays an important role in the education system. The presence of a high-level teaching methodology is mandatory for all stages of educational levels. It is very important to methodically substantiate the methodological justification for teaching the Kazakh language at the Higher School [3].

The primary demand of modern teaching methodology for Kazakh as a foreign language is to maintain its communicative nature, which involves the utilization of English as an intermediary language. Consequently, teachers instructing Kazakh as a foreign language should dedicate more attention to the study of multiple languages, particularly English. In the realm of education and intercultural communication, a contemporary professional is expected to possess fluency in a foreign language to meet the demands of the era. By fulfilling this requirement, teachers can contribute to the development of students' personalities and foster the establishment of intercultural relationships in a rational manner.

The use of an intermediary language in the process of teaching Kazakh as a foreign language provides quick and easy assimilation of new knowledge by students. He noted that explaining a new topic to an adult audience, especially from the first lessons of the Kazakh language, slows down the learning process. According to many methodologists, incorporating an intermediary language in the educational process facilitates the assimilation of grammatical material, saves time, and enhances students' interest. For example, the name of adverbs or cases in the grammar of the Kazakh language, which are not in English or other languages, if it were explained in English, students would quickly learn the material. The translation of the Kazakh language teacher with an explanation of various terms, and the alphabet in the Kazakh language (letters, sounds, vowels, consonants, open, closed vowels, hard, deaf, Indian consonants, syllables) would also be a very rational method. The methods named as a method of translation, semantics, are very effective in studying special terminological vocabulary and lexicogram structure of scientific style of speech.

According to teaching experience, at the initial stage, classes with English-speaking students in the intermediate language gave a positive result. This approach contributes to the solution of a whole range of methodological tasks: the effective implementation of the teacher's professional mission, an accurate understanding of the value orientations and attitudes of students at an early stage of their education at the university, taking into account the needs of students for self-realization. [2] Because for the majority of foreign students currently studying in medical universities, English is becoming one of the main means of communication along with their native languages (students from India, Pakistan, and African countries). It is the high level of English proficiency of representatives of these countries that is a factor that teachers purposefully use to optimize the educational process and master a lot of factual material.

Indeed, as students' language abilities and motivation to learn the language improve, the reliance on an intermediary language diminishes. In such cases, the regular use of the intermediary language is typically limited to around five or six lessons, gradually reducing its intensity thereafter. Visual aids

such as textbook pictures, photographs, objects, and movements are employed by the teacher to semantically support the use of the Kazakh language exclusively. The teacher's skills, experience, and creativity play a vital role in facilitating this approach. Although the method of teaching Kazakh as a foreign language using an intermediary language was initially designed for the beginner stage, it can be effectively implemented at intermediate and advanced levels as well. It particularly shines in teaching groups with a homogeneous linguistic composition. In such scenarios, employing this method yields a notable enhancement in training intensity and effectiveness. It enables the coverage of a substantial amount of educational material, reduces training time, facilitates more precise and rapid learning, promotes deep understanding, and helps circumvent potential negative consequences associated with relying solely on the student's native language.

When instructing students from countries such as India, Pakistan, Bangladesh, Sudan, and other regions who have opted for an English-medium medical program at a university, the methodology of teaching Kazakh as a foreign language is widely employed. This approach aims to ease and facilitate the process of adaptation to a new linguistic environment. The cohort of Indian and Pakistani students, typically aged 17-18, who enroll in their first year of study, often possess a limited proficiency in the Kazakh language. Initially, foreign students have no prior knowledge of the Kazakh language, nor are they familiar with Turkic languages or Cyrillic script. These factors present challenges in acquiring proficiency in the Kazakh language.

Nonetheless, students' aspiration to obtain a medical degree in Kazakhstan, recognizing the Kazakh language as the language of their future profession and means of communication, generates motivation for learning. This motivation, in turn, fosters psychological readiness for the assimilation of the Kazakh language. During the initial stages, an innovative form of learning is employed as a mediator, emphasizing intensive language usage, which progressively reduces its reliance. This approach expedites the linguistic adaptation of foreign students within the contemporary educational environment of Kazakhstani universities, while effectively utilizing study time.

The utilization of an intermediary language also proves beneficial in addressing educational challenges during extracurricular activities with first-year students in the English department. English-speaking mentors or curators provide explanations to students regarding safety regulations in Kazakhstan, encompassing both individual and linguistic as well as regional and cultural aspects. They contribute to the students' early socio-cultural adaptation within the foreign environment. Knowledge of English allows for leveling the problems associated with ethnic and national diversity in the student group. More than 10 years of teaching under the English Medium program in medical universities shows that due to the use of English in the educational process at the stage of initial training of future doctors, the time for their sociocultural and professional adaptation is significantly reduced [9].

Based on the experience and utilization of an intermediary language in teaching Kazakh as a foreign language, it can be considered a rational and innovative method that effectively addresses the challenges posed by the requirements of teaching foreign students and organizing an efficient educational process. The growing popularity of pursuing medical education in Kazakhstan among foreign students further emphasizes the necessity of training qualified professionals in line with modern trends. In this context, special attention should be given to foreign students, especially those in their first year, including medical students, engaged in educational, scientific, and clinical fields, to facilitate their adaptation to the new environment. The role of Kazakh language teachers is crucial in assisting and expediting the language acquisition process for foreign students. The study of the socio-psychological adaptation of foreign students in medical universities and providing support and training to facilitate their rapid language comprehension aligns with the increasing global demand for high-quality medical professionals.

Conclusion

Teachers working with foreign medical students should possess not only professional knowledge but also pedagogical skills in managing linguistic communities. The application of pedagogical strategies in teaching Kazakh as a foreign language is diverse, requiring a methodically competent approach to strengthen the learning process, adapt it to students' capabilities, and apply it judiciously. Mitrofanova, in «Scientific Style of Speech: Problems of Teaching», emphasizes that

language disciplines are not primary in technical or medical universities. The primary goal of basic education is to nurture knowledgeable specialists with a broad scientific outlook. Therefore, it is advisable for teachers to organize the educational process aligned with this goal. Teachers, in training qualified specialists, should adhere to general pedagogical principles and combine knowledge with education. Future doctors need not only to be educated and qualified but also to work with society, uphold moral and ethical principles, and be adaptable and solution-oriented. At this stage, teachers must remember and consider these principles as the main components of the task in shaping the student as a person.

To sum up, the following types of work are recommended for diagrams based on the questions analyzed above.

According to the first diagram, the following types of work are recommended:

1. Implementation of the «University tour» project, that is an introduction to the university. University buildings, libraries, dormitories, study halls, sports halls, etc. show the necessary places to the students.
2. Organization of meetings with lawyers, administrative heads, school deans, and bank employees. It is necessary to explain fully the legality of this country, the order of the educational institution, the rights, and the preparation of documents.
3. «Discipline policy» should be fully analyzed by the tutor, because a foreign student who does not understand the discipline policy from the first day may have poor academic performance, and as a result paid summer semester will be organized.

According to diagram 2-3, the following type of work is recommended:

4. Students should be involved in such organizations as «Healthy Universities», «Student Self-Government», «KyzZhibek» organizations, the Student Scientific Society, the Alliance of Young Students of Kazakhstan, and other organizations.

5. It is necessary to find out what kind of organizations they want to open and support them.

6. According to diagrams 3-4, the following type of work is recommended:

7. Before admitting foreign students to the 1st year, they should go through the «Medical Foundation», which will help them to adapt better to the language and culture of the country.
8. «Level UP» club will provide a lot of help for a student who enrolled directly in the 1st course without passing the preparatory department. This club plans courses for foreign students and provides various classes that will arouse their interest.

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ҚАЗАҚ ТІЛІН ШЕТ ТІЛІ РЕТІНДЕ ОҚЫТУДАҒЫ ОҚЫТУШЫНЫҢ КӘСІБИ-ПЕДАГОГИКАЛЫҚ ҚЫЗМЕТІ

Аңдатпа. Бұл мақалада ЖОО-ғы медициналық білім алып жатқан шетелдік студенттерге қазақ тілін оқыту мен оқу процесін ұйымдастырудың ерекшеліктері, сондай-ақ оқытудың жаңа формалары сипатталған.

Мақсаты: осы бағыт аясында авторлар осы мәселеге талдау жүргізе отырып, жоғары оқу орындарындағы қазақ тілі пәні оқытушысының жұмысының барынша сәтті болуы, оқытушының лингвотносоциумды педагогикалық басқару әдістерін қаншалықты шығармашылық жағынан қолданатындығына байланысты екенін анықтау.

Әдістері: тақырып аясында педагогикалық әдіс-тәсілдер қолданылды. Медициналық университеттерде қазақ тілін студенттердің болашақ мамандығымен байланыстыра отырып оқыту әдісіне басымдылық берілді. Сондай-ақ, мақалада халықаралық студенттерді бейімдеудің психологиялық, әлеуметтік, этникалық негізгі әдістері қарастырылады.

Нәтижелері және олардың маңыздылығы: шетелдік студенттерге қазақ тілін медицина ғылымының тілінде оқыту біріншіден студенттер үшін жетекші ынталандырушы факторға айналатындығы анықталды. Екіншіден, кәсіби қарым-қатынас шекарасын кеңейтеді, шетелдік адамның қазақ қоғамына енуіне ықпал етеді, яғни социопсихологиялық мәселелерді шешуді жеңілдетеді. Бұл ең алдымен, шетелдік студенттердің университеттің ішкі тәртіптерімен жақын танысуына, жаңа әлеуметтік-мәдени орта құндылықтарын тезірек меңгеруіне ықпал етеді. Шетелдік студенттерді оқу-тәрбие процесіне белсенді тарту, студенттің жеке тұлғасын қалыптастыруда маңыздылығы жоғары.

Тірек сөздер: шетелдік білім алушылар, педагогикалық дағдылар, коммуникативтік құзыреттілік, тіл, бейімделу.

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ПРОФЕССИОНАЛЬНО-ПЕДАГОГИЧЕСКАЯ ДЕЯТЕЛЬНОСТЬ ПРЕПОДАВАТЕЛЯ ПО ИЗУЧЕНИЮ КАЗАХСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

Аннотация. В статье рассматриваются особенности обучения иностранных студентов-медиков казахскому языку, описывается специфика организации учебного процесса и новые формы преподавания.

Цель: Обосновать положение о том, что использование языка посредника является инновационной формой обучения и содействует успешной лингвистической и социально-культурной адаптации студентов-иностранцев в современных условиях обучения в казахстанском вузе.

Методы: в рамках темы были использованы педагогические приемы. В медицинских университетах предпочтение отдавалось методике преподавания казахского языка с привязкой к будущей специальности студентов. В статье также рассматриваются основные психологические, социальные, этнические методы адаптации иностранных студентов.

Результаты и их важность: установлено, что преподавание казахского языка иностранным студентам на языке медицинской науки, во-первых, становится ведущим стимулирующим фактором для студентов. Во-вторых, расширяет границы профессионального общения, способствует проникновению иностранного человека в казахское общество, то есть облегчает решение социопсихологических проблем. Это, прежде всего, способствует более близкому знакомству иностранных студентов с внутренними порядками университета, более быстрому усвоению ценностей новой социокультурной среды. Активное вовлечение иностранных студентов в учебно-воспитательный процесс, большое значение в формировании личности студента.

Ключевые слова: иностранные студенты, педагогические навыки, коммуникативная компетентность, язык, адаптация.

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