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KEY CONCEPTS OF TRAINING COMPETENT TOURISM SPECIALISTS AS A FACTOR OF THE REVIVAL OF THE CULTURAL CODE

The article deals with the problem of professional training specialists in tourism. The relevance of the research is that recently the role of knowledge in the process of training future specialists in the sphere of tourism has changed. In the current socio-economic context, in order to fulfill the order of society for high-level future specialists in the sphere of tourism, graduates of higher educational institutions are forced to possess not only an extensive theoretical base in their specific specialty, but also certain meta-subject knowledge. However, mere knowledge ownership is no longer sufficient in the context of the development of the international labor market. The problem of the need for the formation and development of a new quality of education appears, the updated content of which will be based on key competencies. In this case, the key competence is defined as a mandatory competence, because it corresponds to the conditions of implementation, which are not limited, not too specific, but are universal within certain limits. In this regard, a survey of future tourism experts was conducted on the subject of their perception of the importance of forming competencies. The results of the survey are described in this article.

Keywords: competence, tourism, communication, professionalism, preparation, cultural code.

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Туризм бойынша құзіретті мамандарды оқытудың негізгі тұжырымдамалары – мәдени кодтың жандану факторы

Мақалада туризм саласындағы мамандарды кәсіби даярлау мәселесі қарастырылған. Соңғы кезде туризм саласында болашақ мамандарды даярлау процесінде күрделі өзгерістердің енгізілуі зерттеуіміздің өзектілігін танытады. Қазіргі әлеуметтік-экономикалық

жағдайда, туризм саласындағы болашақ мамандар үшін қоғамның тапсырысын орындау барысында жоғары оқу орындарының түлектері өздерінің нақты мамандықтары бойынша кең теориялық базаға ие болуға ғана емес, сонымен бірге белгілі бір метапәндік білім алуға әрекет жасау керек. Алайда, халықаралық еңбек нарығының дамуы жағдайында білімге ие болу ғана енді жеткіліксіз болады. Білім берудің жаңа сапасын қалыптастыру және дамыту қажеттілігі мәселесі туындайды, оның жаңартылған мазмұнының негізіне негізгі құзыреттіліктер алынады. Бұл жағдайда негізгі құзыретті міндетті құзырет ретінде анықтауға болады, өйткені ол шектеусіз, тым ерекше емес, бірақ белгілі бір дәрежеде әмбебап болып табылатын іске асыру шарттарына сәйкес келеді. Осыған орай болашақ туризм саласындағы мамандардың құзыреттіліктерін қалыптастырудың маңыздылығын түсінуі бойынша сауалнама жүргізілді. Мақалада осы сауалнама нәтижелері сипатталған.

Кілт сөздер: құзыреттілік, туризм, коммуникация, кәсіпқойлық, дайындық, мәдени код.

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**Ключевые концепции обучения компетентных специалистов по туризму
как фактор возрождения культурного кода**

В статье рассматривается проблема профессиональной подготовки специалистов в сфере туризма. Актуальность исследования заключается в том, что в последнее время изменилась роль знаний в процессе подготовки будущих специалистов в сфере туризма. В современных социально-экономических условиях, чтобы выполнить заказ общества для будущих специалистов высокого уровня в сфере туризма, выпускники высших учебных заведений вынуждены обладать не только обширной теоретической базой по своей конкретной специальности, но и определенными метапредметными знаниями. Однако простого владения знаниями уже недостаточно в контексте развития международного рынка труда. Появляется проблема необходимости формирования и развития нового качества образования, в основу обновленного содержания которого будут положены ключевые компетентности. Ключевую компетенцию в данном случае можно определить как обязательную компетенцию, потому что она соответствует условиям реализации, которые не ограничены, не слишком специфичны, но являются в определенной степени универсальными. В связи с этим проведен опрос будущих специалистов в сфере туризма на предмет восприятия ими значимости формирования компетенций. Результаты проведенного опроса описаны в настоящей статье.

Ключевые слова: компетентность, туризм, общение, профессионализм, подготовка, культурный код.

Introduction

The new millennium has brought significant changes in almost every area of human activity. First of all, modernization affected the closely related fields of communication and education technologies: a new education paradigm is being created, the emergence of which is determined by the current state of affairs. Indeed, in the transition to a post-industrial society, information becomes the main value of mankind; various methods of its generation and

dissemination are undertaken. However, over time, there is a need to integrate knowledge with the subsequent ability to use it: thus, the usual possession of information fades into the background.

The relevance of the research is that recently the role of knowledge in the process of training future specialists in the sphere of tourism has changed. In the current socio-economic context, in order to fulfill the order of society for high-level future specialists in the sphere of tourism, graduates of higher educational institutions are forced to possess not only an extensive theoretical base in their specific specialty, but also certain meta-subject knowledge [1]. However, mere knowledge ownership is no longer sufficient in the context of the development of the international labor market. The Kazakhstan educational system, unlike the European one, was not characterized by the applied orientation of the acquired information during the course of training activities, therefore it was necessary to formulate such an approach to training that would help young professionals to be competitive in the conditions of renewing the global economy, for which adaptability is very valuable, creative initiative, independence and competence. A new competence approach was created with the aim of moving from a completely theoretical aspect of education to personal-activity one, with the help of which the domestic education system created the conditions for developing the potential of young future specialists in the sphere of tourism to successfully integrate into the international labor market.

Questions regarding the implementation of the competence approach to teaching English in university education are very relevant. There is a change of vectors in favor of the practical application of a foreign language, rather than a simple knowledge of the language system. The new context of the requirements for teaching English creates the prerequisites for the introduction of a personal-activity orientation of training, as a result of which students of non-linguistic specialties should be able to carry out foreign-language communication in various fields of activity. The problem of integrating the competence approach has been well studied, but there are still aspects that need to be analyzed.

Methods and methodology

An important task of our study is to analyze the real situation, which is the activity of the competence approach. We need to determine to what extent the competence approach is implemented in teaching a foreign language, and what results can be distinguished at present. The stage of our research, which we want to describe in this article is to conduct a survey of students of non-linguistic specialties (tourism specialty) [2], for which we compiled and distributed a questionnaire. The content of the questions included in the questionnaire is based on the analysis of work programs in English for non-linguistic specialties and, accordingly, on the content of the competencies presented in them.

When preparing the questionnaire, we set ourselves the goal of determining how the learning outcomes correspond to the competencies prescribed in the work programs and their contents, and also to establish how much the students interested and motivated in learning English, to find out the needs of the students themselves regarding the level of language proficiency. Thus, it was necessary to conduct a comparative analysis of the results requested in work programs with the actual level of students linguistic competence, to determine to what extent students acquire the skills that are enshrined in the programs and how the educational requirements are correlated with the students' professional needs.

The process of determining the content of the questionnaire questions, we covered the basic requirements of the programs, during which the wording of the questions themselves underwent several changes. Since we focused on students for whom English is not a major discipline, we replaced some linguistic terms with simpler ones where it was possible, and also gave simplified clarifications and clarifications in those issues where it was necessary. We considered it necessary to make understanding of the content of competencies and goals more accessible for students of non-linguistic specialties, the wording of which is quite difficult to understand without knowledge

of highly professional terminology. At the same time, our goal was to indirectly familiarize students with the content of work programs, to increase their awareness of the requirements presented, since not every student may consider it necessary to independently learn about the content of a particular discipline [3].

In total, the questionnaire has 23 questions with different types of answers (single choice, multiple choices, text answer). Questions, in turn, are combined into several blocks depending on what purpose they pursue. Each question in private, as well as blocks of questions, has their own motivation and significance.

The initial 6 questions of the questionnaire relate to a block of general questions, the first of which determines which course a student is studying at. We need to determine whether the situation with the competence approach changes at different years of study, whether this approach is implemented equally at each stage. The correlation of junior and senior courses should help to reveal how the expectations of students at the initial stage are justified among students of recent years of study.

Further, students are invited to choose their faculty from the available list. Since we are studying the phenomenon of a competence approach in teaching English at faculties of non-linguistic specialties, the faculty of foreign languages was excluded from the list of proposed options. This question was included by us so that we could determine to what extent the direction of the blocks of specialties can affect the teaching of a foreign language, which aspects can be paid more attention to, and how the needs and requirements of students themselves to the level of language proficiency can change, to the content of the language and speech material, depending on the block of specialties. Conventionally, we have identified four blocks of specialties: humanitarian, technical, natural, social.

Next, students must determine whether they need a foreign language in educational activity, or outside it. To maintain motivation to learn English, a student should have a clear idea of whether he intends to use English in any area of his activity, and depending on this, certain requirements for the language may be formed. For example, a student whose educational activity is in no way connected with the English language, and his lack of knowledge will not affect his performance, but who wants to speak a foreign language for everyday interpersonal communication, does not need to concentrate on learning professional terms or developing documentation skills in the language being studied, and the register of speech situations will be predominantly represented by an informal style.

The purpose of the next question is to determine whether students are aware of the main topics of a foreign language course at their specialty. In this case, student awareness with regards to the content of the course is one of the tasks of the teacher, who is obliged at the beginning of the year to provide students with a list of topics that will be covered during a specific period of study and on which knowledge, skills and abilities will be monitored. Knowledge of the structure of the taught material and its key points can have a positive effect on the learning process: the student can independently evaluate his progress, coordinating his actions with the curriculum, and awareness and understanding of how much material he will have to learn can increase student motivation. Of course, the student's work turns out to be much more productive if a certain structure is inherent in the process of presenting the material.

A block of general questions ends with the question of whether students are aware of the presence of such an element as educational competence. It is important for us to establish whether students are aware that the educational paradigm has shifted in favor of a competence approach, and that now the purpose of training is to form various kinds of competencies. Students should have at least a general idea of how the competence approach works, and what changes have occurred in the system of educational values, which are emphasized and what requirements are presented. Students need to demonstrate that education does not stand still and is being modernized, they must be aware that the process of introducing a competence approach is due to a number of important relevant prerequisites.

The next set of questions touches on the expectations of junior students (first and second year of study) regarding the aspect of the formation of skills for each type of speech activity (reading, speaking, writing, listening). At the same time, we request information about what senior students (the third and fourth years of study) consider the speech skills they have mastered according to the results of mastering the English language course. The list of skills that were selected for the survey mainly consists of those skills which are most often found in the work programs of the discipline. However, since some aspects may not have been separately mentioned in the expected results of teaching a foreign language, we considered it necessary, however, to include them in our questionnaire. For example, as mentioned above, in work programs there is no specific description of the listening skills of the sound text, which should be formed during the course of the English language [4]. Since the development of listening comprehension skills is the most difficult, we considered that it is necessary to include this aspect in our questionnaire.

In questions for each individual type of speech activity there is a set of skills and abilities that the student would like to acquire during the study of a foreign language, or which he considers mastered. So, in the aspect of reading, a student may possess skills that will help him briefly familiarize himself with the contents of the text, extract basic information from the text, find the necessary information, or fully and accurately understand the content of the text. As for the speaking skills, the student may be required possession of a sufficient vocabulary to conduct conversations with minimum number of errors in the speech, the use of a foreign language to solve problems in various fields of activity, and the availability of public speaking skills. Thanks to constant speech practice, a student is able to overcome (as far as possible) uncertainty and a language barrier. During the development of writing skills, students may be required to be able to draw up documents in a foreign language, which differ in a special system of clichéd phrases and the structure of building elements. An important skill is the writing of texts of official and unofficial styles in English, for the successful implementation of which you must have knowledge about the features of written communication in the country of the language. In the process of forming the skill of perceiving sounding speech by ear, students in the course of their educational activity should learn to perceive messages delivered at a sufficiently high speed, determine the topics of the message by ear, highlight the main idea, divide the speech into semantic pieces (that is, determine the beginning and end of the statement using intonation).

These questions help us determine whether the requests of the students themselves coincide with the requirements directly spelled out in the work programs. We will also be able to understand how fully formed the level of language competence of students corresponds to the planned learning outcomes of the work program. Interviewees can also indicate additional skills that they would like to learn, or consider learned, but which were not found in the list of answer options.

The couple of questions is a continuation of the second block. In this case, students must choose which skills when mastering a foreign language are important directly for their educational activity, and which of them are of particular importance when using the language for non-professional purposes. The list of skills in both issues was compiled from the sets of basic skills presented in the previously discussed issues related to the main types of speech activity. A student, more or less determining the direction of his/her educational activity, should be aware of the role that the English language will play for him in the future. Accordingly, depending on the orientation, a spectrum of skills will be determined, the significance of which prevails in a particular area. According to the answers to this question, we will be able to fully judge the personal requirements of students with respect to knowledge of a foreign language, and how much these requirements are taken into account when drawing up work programs. One of the main tasks for us is to find out whether the student determines the training or whether the student determines the training [5].

The third block of questions is formulated on the basis of the knowledge, skills that should be acquired and formed by the student at the end of the English course according to the work programs for this discipline. The wording of the questions is an exact or partially reformulated statement of

the items prescribed in the discipline programs that are part of the intended learning outcomes. Students are invited to independently assess the degree of formation of a particular skill [6], based on the actual results of mastering a foreign language. In this issue, students rely on the ability to independently determine the quality of their work throughout the course of the language ability to compare the results of training activities with the required program requirements. In terms of questions, the student needs to give a positive or negative answer, or to avoid the answer because of the inability to determine exactly whether he or she has developed one or another skill.

In the first question of the block, students are asked to evaluate how well they know the terminology in a foreign language within the framework of their specialty and cultural code. As you know, without knowledge of professional vocabulary, the process of working with material is difficult, the choice of which is determined by narrow specialization. Students then provide an assessment of their level of proficiency in order to maintain a regular conversation on everyday topics in English. The student must possess not only knowledge of vocabulary in the specialty, but also sufficient vocabulary to be able to participate in everyday communication.

Next, we must indicate whether the student knows the basics of how to conduct public speaking in English. This aspect is characterized by the presence of the student's knowledge of certain clichés in a foreign language, introductory words, lexical techniques that can help logically build your statement, present new arguments, or complete your speech.

The next question relates to the student's ability to correctly use a foreign language in oral and written speech to solve social and communicative problems in everyday, cultural, professional and scientific areas of activity. In this case, the student refers to his speech experience, and it becomes obvious to us how successfully he was able to use the skills acquired during the training in situations of real communication in all its manifestations.

The most frequent and specifically indicated requirement for students of non-linguistic specialties is the ability to read foreign language literature in their specialty with an understanding of the main content. A foreign language, which can be both a goal of learning and a means of cognition, in many cases has a meta-subject character. In this situation, knowledge of the language allows students to familiarize themselves with foreign experience directly from the primary sources, which for the most part are presented in writing.

The task of the following question is to assess the student's ability to understand foreign language texts of a monological and dialogical nature. As we said earlier, in our opinion, the listening aspect is given insufficient attention in work programs in the English language for non-linguistic specialties, as a result of which this issue is of most interest to us. Immediately after this, students are invited to assess their speaking skills in English in the aspects of monologue (unprepared, as well as prepared in the form of a message and report) and dialogic speech (conversation, interview, discussion situations of official and unofficial communication). In the development of each type of speaking, specific difficulties may arise, and it is important to determine how these difficulties can affect the level of students' verbal readiness.

The last two questions of the third block relate to the formation of writing skills: the ability to write texts of an official and neutral nature, as well as writing documentation in a foreign language.

This aspect is very important, since the norms of writing speech on English language can significantly differ from those in the native language, regardless of the scope of their functioning.

The final questionnaire item is an open-ended question, where students are invited to come up with suggestions on how they could supplement their English course. By answers to this question, we can judge the degree of students' motivation in learning a foreign language, and how seriously they take this discipline. You can also analyze what personal requirements of students did not find their satisfaction in the learning process, which may serve as a reason for updating work programs, supplementing them taking into account the requests of the students themselves.

Thus, our questionnaire should shed light on how the competence approach is implemented in the methodology of teaching English in university education. We tried to include in the content of

the questionnaire those elements that are directly involved in the formation of students' communicative competence.

Our questionnaire was distributed among representatives from various universities (students of «Tourism» specialty) using the Internet. For a certain period of time, students of different years of study passed the questionnaire, and at the end of the survey we collected 220 questionnaires of respondents. Moreover, after analyzing the results of the questionnaire, we can say that the process of implementing the competence approach does not have significant differences when comparing teaching English at the faculties of non-linguistic specialties that participated in the survey. We did not note any specific laws that would single out any block of specialties by the nature of goal setting, by the features of the developed competencies (except, of course, those of its elements that are directly related to the student's educational activity), according to the results of training, as well as the claims of students regarding their own language development.

Results

Let us dwell on the results for each questionnaire. As we noted earlier, all the questions in the questionnaire are grouped in blocks regarding the generality of phenomena for which we hoped to obtain information. The first block presents questions of a general nature, with the help of which we hoped to obtain general information about students. First of all, it is worth noting that according to the questionnaire, the survey involved students of both junior and senior years of study, their ratio is presented as follows (table 1):

Table 1 – Question 1

Grage	Number of responders
7	58
8	60
9	67
10	35

During the survey, students had to determine the role of the English language not so much during the course of training as its purpose, but as a means intended for further use in cultural fields of the student's activity.

Thus, table 3 presents students' opinions on whether they need English in their future activities:

Table 2 – Question 2

Answer	Student percentage
Yes	68 %
No	13 %
I do not know	19 %

Regarding the situation with the demand for English outside the educational activities (of students in question 3, the ratio of votes was established as follows (table 3):

Table 3 – Question 3

Answer	Student percentage
Yes	71 %
No	19 %
I do not know	10 %

As we can see, students are more aware of the need to speak a foreign language. At the same time, the percentage ratio regarding the areas of its use is almost on a par. This may indicate that students are interested in multidimensional mastery of the language, not limited to any narrow sphere of use.

The results of the survey on question 4 show that mostly students are fully aware of the main topics of the English course at their specialty (60%). However, there is a percentage of those people who are only partially acquainted with the thematic structure of the discipline (29%), or do not have any information on this issue (11%). Despite the fact that the number of informed students prevails, it is imperative that each student is individually and fully informed about the thematic content of their English language training. Since our study is inextricably linked with the concept of a competence approach, we need to determine whether students are aware of the existence of such a thing as «educational competence». It is important that students not only know the definition, but also realize that this phenomenon in itself carries and implies for education in general, and for the discipline in question in particular. According to the results of question 5, more than half of students (68%) are fully familiar with the concept of educational competence, 23% of respondents are only partially aware of this, and only 9% of students respond that they do not know what educational competence.

The following block of questions touches on the problem of developing the skills of various types of speech activity: younger students are invited to choose the skills that they would like to master from the list, and senior students should note the skills that they consider already mastered during the course development. We combined junior and senior courses with one question, so the answers of all respondents will be considered together. We considered that such aspects constitute a single field for our research, since junior students, in addition to their own expectations, can talk about already formed skills, and senior students can remember what skills they planned to build at the initial stage of their training. So, according to the results of question 6, you can see what skills in the aspect of reading students prefer (table 4):

Table 4 – Question 6

Skill	Number of responders
Extract basic information from text	117
A complete and accurate understanding of the content of the text	96
Search for the necessary information in the text	83
Short introduction to the content of the text	74

On question 7 regarding the speaking plan, priority skills were identified more clearly in table 6:

Table 5 – Question 7

Skill	Number of responders
Possession of sufficient vocabulary for conversation	153
Overcoming (as far as possible) uncertainty and language the barrier	86
Using a foreign language to solve problems in various fields of activity	68
Minimum errors	43
Public speaking skills	28

Based on the data in the table, we can assume that speaking for students is largely determined by the skills of dialogic speech, speech interaction with other communicants.

The written side of the speech was raised in question 8. We needed to find out what types of texts are most actively required by students to master. The results on this aspect we can see in table 6:

Table 6 – Question 8

Skill	Number of responders
Writing unofficial texts in a foreign language the language	125
Writing official and formal texts in foreign language	88
Paperwork in a foreign language	84

According to the data obtained, we can assume that in the aspect of writing, students give preference to writing informal style texts in a foreign language, however, paperwork and knowledge of the structure of official texts are also highly valued at an equal level. At the same time, 7 people revealed their opinion on this question in writing, indicating that they are not able to choose any skill from among those represented.

Analyzing their activities in the aspect of listening, students, answering question 9, identified the following position (table 7):

As we can see, the majority of students considered the most necessary ability to perceive messages delivered at a sufficiently high speed, slightly less students appreciate the ability to determine the topic of the message by ear and to highlight the main idea, while the ability to divide speech into semantic pieces, determining the beginning and end of speech using intonation, is considered a less important skill. As in the previous question, several students spoke out for the inability to choose a particular skill or ability.

Determining the direction of his/her educational activity and, at the same time, indicating what place and importance the English language will have in the future, the student should have an idea of what foreign language skills will be most significant both for educational activity and outside it. In the case of a bias in the field of specialty, the situation with preferred skills is as follows (table 7):

Table 7 – Question 10

Skill	Number of responders
1	2
Paperwork in a foreign language	113
Possession of sufficient vocabulary for conversation on «Great Silk Road» theme	111
Extract basic information from text	109
A complete and accurate understanding of the content of the text on «Great Silk Road» theme	104
Search for the necessary information in the text on «Great Silk Road» theme	104
Writing official and formal texts in foreign language on «Great Silk Road» theme	101
Perception of messages spoken at a sufficiently large speed	93
Using a foreign language to solve problems in various fields of activity	92
Public speaking skills on «Great Silk Road» theme	77
Determining the topic of a message by ear, highlighting the main idea	73
Minimum number of errors in speech	67
Overcoming (as far as possible) uncertainty and language barrier	64

Continuation of table 7

Short introduction to the content of the text on «Great Silk Road» theme	63
Writing texts of an informal style in a foreign language on «Great Silk Road» theme	51
The division of speech into semantic pieces (definition of the beginning and end statements using intonation)	35

Considering the unprofessional sphere of activity in question 11, we can see the following situation in which there are some changes regarding the preferred English language skills (table 8):

Table 8 – Question 11

Skill	Number of responders
Possession of sufficient vocabulary for conversation on «Great Silk Road» theme	115
Perception of messages spoken at a sufficiently large speed	90
Writing texts on «Great Silk Road» theme of an informal style in a foreign language	84
Overcoming insecurity and language barriers	83
Minimum number of errors in speech on «Great Silk Road» theme	77
A complete and accurate understanding of the content of the text concerning Great Silk Road	75
Short introduction to the content of the text on «Great Silk Road» theme	73
Determining the topic of a message by ear, highlighting the main idea	72
Extract basic information from text	71
Search for the necessary information in the text on «Great Silk Road» theme	69
Using a foreign language to solve problems in various fields of activity	53
Public speaking skills	56
Paperwork in a foreign language	49
Writing official and formal texts in foreign language	48
The division of speech into semantic pieces (definition of the beginning and end statements using intonation)	48

Note that for students who study English for communication outside their educational activities, it remains just as important to know a sufficient number of words to maintain communication, in addition to this, the skill of perceiving messages delivered at a fairly high speed becomes more important. Despite the fact that the allocation of specific semantic segments of oral messages is not attached so much importance, and knowledge of the rules for processing documents in a foreign language in this situation is no longer so significant as in educational activities.

As a result of the analysis of students' answers, one can trace how the role of certain skills varies depending on the sphere of language use, as well as which skills are equally demanded in both cases.

So, the ability to highlight the main idea when listening to an oral message is equally appreciated by students, regardless of the extent to which knowledge of the English language is associated with a future profession. When drawing up the next block of questions we were based directly on the content of the working program on discipline «English». Each question includes those knowledge, skills and abilities that are most often mentioned in programs of different specialties in the language. Thus, we evaluate how successfully the expected learning outcomes correspond to the student's real abilities formed during the course.

By interviewing students for knowledge of English terminology as part of their specialty in question 12, we found that the vast majority of students (4%) were able to master professional English terminology at a high level, and a much larger number of students (43%) rate their knowledge «good». However, 48% of students believe that they have a very poor vocabulary in their specialty, while 5% of students say that they do not own this layer of vocabulary at all. As we can see, in this aspect we have an almost equal percentage ratio of the categories «good / bad», on the basis of which we can say that more attention should be paid to professional vocabulary.

The situation with knowledge of words for maintaining a normal conversation on «Great Silk Road» theme in question 13 is slightly different, where we can observe almost the same percentage ratio (table 9):

Table 9 – Question 13

Skill mastery	Student percentage
Excellent	7%
Good	45%
Bad	44%
I don't know at all	4%

Thus, we see that the situation with the development of household vocabulary is not very different from the state of affairs with a foreign professional terminology and that additional measures are required for a more productive assimilation of this layer of vocabulary.

Only 14% of the students surveyed were able to master the skills of speaking in English on question 14, while a large proportion of students (56%) did not possess such skills and did not know how to construct this type of monologue. It is also worth noting the fact that 30% of the respondents could not give a definite answer to this question, in connection with which it can be assumed that this skill did not find much practical use, during which it is possible to determine the presence or absence of a particular skill.

The next question 15 refers to the experience of students in verbal communication in its various forms (oral and written), during which the student must correctly use the English language to solve communication problems in different fields of activity. Since the theory of competence approach repeatedly emphasizes the importance of the ability to solve spontaneously arising problems, the results on this issue are of significant interest to us (table 10):

Table 10 – Question 15

Skill mastery	Student percentage
Excellent	3%
Good	28%
Bad	56%
I don't know at all	13%

In the transition to the paradigm of personal-activity education, the fact that students should be fully prepared to use the acquired knowledge and skills in practice, should be taken into account, however, given the statistics of the issue, we cannot say that this phenomenon proceeds uniformly.

Reading foreign language literature in the specialty with an understanding of the main content of the text is an important skill for students. A huge amount of professional and scientific and technical information is contained in written sources, and often descriptions occur in a foreign language for the student. The results for question 16 are presented in table 11:

Table 11 – Question 16

Skill mastery	Student percentage
Excellent	6%
Good	36%
Bad	48%
I do not know how	ten%

As can be seen from the table, most students are not good at working with English written texts. This is not to say that the situation is radically changing in question 17, where the situation is considered in terms of the formation of the skill of oral speech perception (table 12):

Table 12 – Question 18

Skill mastery	Student percentage
Excellent	3%
Good	36%
Bad	53%
I do not know how	eight%

From the data obtained, we can conclude that receptive types of speech activity should be given more attention, since the percentage of students who do not have good knowledge of these skills is large in both cases compared to those who rate their knowledge «excellent».

An important aspect in English language proficiency in terms of the competence approach is considered to be the ability to independently reproduce speech, i.e. ability to communicate directly in the language. The socio-economic situation requires from the student not only perfect knowledge of the linguistic structure, but also oral and written skills communications. Thus, considering the aspect of speaking in our questionnaire in question 19, we divided this type of speech activity into actions of a monological and dialogical nature. Data on the monologue are presented in table 13:

Table 13 – Question 19

Skill mastery	Student percentage
Excellent	3%
Good	34%
Bad	54%
I do not know how	9%

In table 14, we can observe the answers to question 20, the main purpose of which was to determine how students assess the degree of formation of dialogical speech skills:

Table 14 – Question 20

Skill mastery	Student percentage
Excellent	4%
Good	31%
Bad	54%
I do not know how	11%

When comparing the results of the questionnaire on separate questions regarding speech of a monologic and dialogical nature, we found that both types of speech were mostly poorly learned by students, and some did not have monologic and dialogical speech skills at all. Given that this type

of speech activity is most in demand among students of English, it is necessary to take these statistics into account and take actions aimed at improving the situation.

The following questions focus on building students' writing skills. To begin with, in question 21, students give an assessment of their formal writing skills in official and neutral in a foreign language. The survey results on this issue are presented in table 15:

Table 15 – Question 21

Skill mastery	Student percentage
Yes	26%
No	43%
Difficult to answer	31%

According to the results of the study, most students believe that they have not formed the skill of writing texts in various registers; far fewer students can say for sure that they have the ability to write official and neutral texts. A significant percentage of students could not give an exact answer to this question. Given these statistics, we can offer to pay more attention to checking the formation of these writing skills.

Also, in question 22, we interviewed students for their skills in paperwork in English, which is of interest to us in the sense that students need this skill both for personal purposes and in educational activities. We got the following results (table 16):

Table 16 - Question 22

Skill mastery	Student percentage
Yes	15%
No	63%
Difficult to answer	22%

In the situation with paperwork skills, we observe an even larger percentage of students who do not have the skills in question. However, such a skill is important, therefore, we consider it appropriate to devote more time to working with foreign documents in the course of teaching English.

Unfortunately, it is worth noting that paragraph «bad» mainly prevails response statistics. This remark leads us to the idea that the implementation of the results outlined in the programs does not pass at the pace and to the extent that were originally established. Analyzing the answers to the last question of our questionnaire, we can determine in more detail those moments that require more attention when teaching a foreign language. Despite the fact that we interviewed 220 students, we were able to identify common wishes, which were most often repeated in the answers.

First of all, students declare that they lack speech practice and express a desire for more attention to be given to speaking and dialogue building skills; monologic speech is practically not mentioned, from which it can be assumed that either the monological aspect of oral speech is studied at a sufficient level, or students do not consider this skill relevant for their language development. Students also suggest introducing an experience of communication directly with native speakers in order to further immerse themselves in the atmosphere of foreign language communication, while at the same time honing pronunciation and overcoming the language barrier. For the same purpose, they consider it important to exclude the mother tongue from the process of teaching the discipline, since they understand how this affects the level of their motivation.

In addition, students express their wishes for more practical exercises. At the same time, classes should not be such only formally: they should be interactive in themselves, in which interaction occurs not only between the teacher and the student, but to a greater extent between

classmates. Such lessons are required to be unusual, creative; students do not understand the feasibility of performing a large number of training exercises. We can assume that such exercises, perhaps, contribute to the formation of knowledge and skills of students, but their full implementation in everyday practice cannot be done, as there is no sufficient access directly to voice communication. Based on students' responses, we believe that, apparently, teaching English in higher education still has not fully adopted the vectors of the competence approach: in some cases it is possible to observe signs of an overuse of traditional methods of teaching the language, and most of the practical tasks are only formal.

Another important point, which is reflected in the answers of the respondents, and which we, unfortunately, cannot influence, is the students' desire to increase the number of hours allocated for learning English. Students motivated to master a foreign language say that the language is studied superficially and that they need a more in-depth mastery of the material. Moreover, little time is devoted to repeating the material covered, which makes it difficult to consolidate it. Students advocate teaching the discipline in each year of study, which is especially important for those who plan to use English in their educational activities. Students participating in the survey also suggest dividing students into groups depending on the level of knowledge of the language or on specific areas of the language (business, conversational, professional, etc.). According to students, for each group you need to introduce a familiarization English course, in which students will be presented with the basics of the language, as well as talk about its need, prospects for its use, and more. In practice, it happens that the level of teaching material does not coincide with the level of student capabilities.

Speaking about specific skills, students expressed a desire to pay more attention to working with oral texts, with an understanding of listening language and documentation in English. Some students consider certain grammatical aspects of the language insufficiently mastered; someone lacked terminology in their specialty or conversational vocabulary. Also, some students offer to watch films in a foreign language with subtitles and read fiction in the original. During the analysis of the questionnaire, we met a significant number of answers that said that the English language course did not need to be supplemented with anything, and that students were pleased with their results. There was also the opinion of students who believe that they do not need English, and that this discipline only takes their precious time. At the beginning of our study, we assumed that, despite the fact that the role of the English language has increased in recent years, for some students this discipline will seem insignificant. This can also be judged by the fact that this issue was either ignored by some students or remained unanswered, or contained in it frivolous remarks that had nothing to do with our topic. In general, thanks to this item, students showed their motivation to learn the language, the ability to evaluate their own achievements and draw appropriate conclusions. Thus, in the process of creating the practical part of our work, it seemed to us possible to analyze the needs of Kazakhstan-speaking students in terms of learning English, as well as assess how the implementation of the competence approach in teaching English in the faculties of non-linguistic specialties.

Discussion

In the course of the study, we examined what competencies are prescribed in the work programs of the faculties, and how the results of mastering the language are planned. Competencies for work programs are taken from the State Educational Standard of the area of activity in which English is taught. We were able to identify the most common formulations of competencies and with this help determine the list of supposedly formed skills and cultural code. We determined that the composition of the discipline programs is based mainly on general cultural code and professional competencies [5]. After analyzing the competencies that are included in the English work programs, we were able to identify the two most common competency formulations that underwent certain changes in some programs. Based on the content of the selected competencies,

program compilers prescribe the planned learning outcomes: what the student should know and be able to do, as well as what skills and experience the student should have at the end of the English language course. In some programs, the list and scope of skills may vary. We noted that the ability to perceive speech by ear is not mentioned separately in the list of results. It is important that the work programs in the English language speak of the important role of the student's communicative experience, which is an important aspect of the competence approach.

Then we compiled and distributed a questionnaire, the content of which is based on the analysis of work programs in English for non-linguistic specialties. The purpose of this survey was to find out how true the learning outcomes, which in our case are assessed by the students themselves, correspond to those requirements that are spelled out in work programs in English. Moreover, the questionnaire was conducted in order to find out how students themselves relate to the discipline «English» and what are their professional needs regarding the level of language proficiency.

In total, there are 23 questions in the questionnaire, divided into blocks depending on the type of information that we hoped to receive. So, the first block of questions concerns general aspects, the questions of the second block are compiled on the basis of the analysis of work programs, and with their help we had to determine whether students' requests coincide with the requirements of work programs on «Great Silk Road» theme. The third block includes questions on the degree of formation of students of specific skills that are in the work programs of the discipline. The last question in the questionnaire is a separate block; in this case, students could express their wishes in writing for the content of teaching English.

Based on the results of the survey, we were able to draw conclusions on how items of work programs in English with real learning outcomes. In analyzing the responses of 220 respondents, we were able to come to some conclusions.

Firstly, the nature of the specialty does not affect the implementation of the competency-based approach in teaching English. Only the content of education at the material level can change, while in terms of the competence side of the issue, there are no differences. Secondly, students generally believe that they will need the English language both in their professional activity and outside it and have an idea of what kind of skills they will need in a particular field of activity.

It is worth noting that according to the answers of students, when teaching English, some elements of language competence are given more attention, some less. For example, students claim inadequate work on listening and speaking practice, while considerable attention is paid to lexical and grammar exercises. Students have developed one or another idea of what types of speech activity are of most interest to them. As the results of the questionnaire showed, sufficient attention is paid to the aspect of reading, grammar and vocabulary, however, over time, students have new preferences related primarily to speaking, expressed mainly in the form of dialogue, and understanding speech by ear, which, how it turned out that not enough attention was paid.

An important task of our study was to determine the needs of students and how these needs correlate with the content of their programs [7]. It turned out that students 'requests include more aspects than prescribed in work programs, and the skills that should be supposedly mastered by students at the end of the course do not fully correspond to the students' really formed abilities [8]. Interviewing students about the formation of individual skills, the wording of which we took directly from work programs in English for non-linguistic specialties, we can see that a larger percentage of students consider these skills to be poorly developed, and that work is still to be done to improve them [9].

In addition, the results of the study clarified the attitude of students to the subject and their level of motivation. Students have their own ideas about how language training should be structured, and it partially coincides with the current situation. Students are interested in the results of their activities within the framework of this discipline, they are able to evaluate their results on their own, and are also motivated for further development [10]. A large number of wishes for the

content of teaching English tells us that students are not indifferent to the fate of a foreign language, and that there are many problem points that need to be addressed. In general, it can be said that the transition from traditional forms of teaching English to communicative is gradually taking place. We believe that the goals we set during the study were achieved.

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