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*(Kazakhstan, Kyzylorda), e-mail: nur_bakonti@mail.ru***NON-LINGUISTIC EDUCATIONAL PROGRAM STUDENTS' PERSPECTIVE ON
LEARNING ENGLISH IN HIGHER INSTITUTIONS**

Abstract. The process of teaching English is currently highly relevant, the reason for this is that socio-economic development era demands comprehensive specialists who are ready for international working sphere. Therefore, we took up the study of the influence and influence of knowledge of the English language on students of the educational program (EP) of Physical Education and Sports.

This article focuses on the experience of Korkyt Ata Kyzylorda University, specifically within the educational program (EP) “6B01405 - Physical Education and Sports.” The scientific purpose of this article is to identify significant language elements (vocabulary, grammar, pronunciation) and skills (speaking, writing, listening, reading) necessary for learning English among students.

To achieve this goal, a quantitative method including a specially designed questionnaire was employed. The questionnaire was tailored for the respondents with questions formatted as opinions and answers provided on a Likert scale ranging from “strongly agree” to “disagree.” Approximately 130 respondents participated in the survey. Each pair of questions was analyzed separately based on the choices made by participants.

Final results, this educational program aims to improve teaching strategies and adapt teaching methods to better meet the educational needs of its students, thus improving their overall English proficiency.

Keywords: English, language skills, language elements, non-linguistic students, development.

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Тілдік емес білім беру бағдарламасы студенттерінің жоғары оқу орындарында ағылшын тілін үйренуге көзқарасы

Аңдатпа. Ағылшын тілін оқыту процесі қазіргі уақытта өте өзекті болып табылады, оның себебі әлеуметтік-экономикалық даму дәуірі халықаралық жұмыс саласына дайын жан-жақты мамандарды қажет етеді. Сондықтан Біз Дене Шынықтыру және Спорттың білім беру бағдарламасының (ББ) студенттеріне ағылшын тілін білудің әсері мен ықпалын зерттеуді қолға алдық.

Бұл мақала Қорқыт Ата атындағы Қызылорда университетінің тәжірибесіне, атап айтқанда «6В01405 - Дене шынықтыру және спорт» білім беру бағдарламасы (ББ) аясындағы тәжірибеге бағытталған. Бұл мақаланың ғылыми мақсаты – студенттер арасында ағылшын тілін үйренуге қажетті маңызды тілдік элементтерді (лексика, грамматика, айтылым) және дағдыларды (сөйлеу, жазу, тыңдау, оқу) анықтау.

Осы мақсатқа жету үшін арнайы әзірленген сауалнаманы қамтитын сандық әдіс қолданылды.

Сауалнама респонденттерге Лайкерт шкаласы негізінде «толық келісемін» және «келіспеймін» деген пікірлерді қамтитын сұрақтармен жасақталды. Сауалнамаға шамамен 130 респондент қатысты. Сұрақтардың жауабы респонденттердің таңдауына сәйкес жеке талданды.

Қорытынды нәтижелер, осы білім беру бағдарламасы білім алушыларының білім беру қажеттіліктерін жақсырақ қанағаттандыру үшін оқыту стратегияларын жетілдіруге және оқыту әдістерін бейімдеуге, осылайша олардың ағылшын тілін жалпы меңгеруін жақсартуға бағытталған.

Кілт сөздер: ағылшын тілі, тілдік дағдылар, тілдік элементтер, тілдік емес мамандық студенттері, даму.

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Взгляд студентов неязыковой образовательной программы на изучение английского языка в высших учебных заведениях

Аннотация. Процесс преподавания английского языка в настоящее время очень актуален, причина этого в том, что эпоха социально-экономического развития требует всесторонне развитых специалистов, готовых к международной работе. В статье рассмотрены особенности влияния знания английского языка на слушателей образовательной программы (ОП) по физическому воспитанию и спорту.

Данная статья посвящена опыту Кызылординского университета имени Коркыт Ата, в частности, в рамках образовательной программы (ОП) “6В01405 - Физическое воспитание и спорт”. Научная цель этой статьи – выявить значимые языковые элементы (словарный запас, грамматика, произношение) и навыки (говорение, письмо, аудирование, чтение), необходимые студентам для изучения английского языка.

Для достижения этой цели был использован количественный метод, включающий в себя специально разработанную анкету. Анкета была составлена специально для респондентов, вопросы были оформлены в виде мнений, а ответы были представлены по шкале Лайкерта в диапазоне от “полностью согласен” до “не согласен”. В опросе приняли

участие около 130 респондентов. Каждая пара вопросов была проанализирована отдельно на основе выбора, сделанного участниками.

Конечные результаты: эта образовательная программа направлена на совершенствование стратегий преподавания и адаптацию методов обучения для более полного удовлетворения образовательных потребностей своих студентов, тем самым повышая их общий уровень владения английским языком.

Ключевые слова: английский язык, языковые навыки, языковые элементы, студенты неязыковых специальностей, разработка.

Introduction

In the current era of advanced information and communication technology, it is essential for professionals to excel in their respective fields. Consequently, educational institutions must take responsibility for the curricula they implement for students. Our research focuses on examining the implemented curriculum, specifically the mandatory inclusion of English as a foreign language for first-year university students. The objective of this study is to elucidate the significance of English proficiency among students, with a particular emphasis on identifying the primary skills (listening, reading, writing, speaking) and essential language elements (grammar, pronunciation, vocabulary) necessary for students during their English language studies. The subjects of this research are first-year students enrolled in the educational program (EP) 6B01405 - Physical Education and Sports at Korkyt Ata Kyzylorda University.

In our nation, every decision serves a purpose aimed at addressing weaknesses in specific sectors. In line with this principle, the rationale behind our research endeavor stems from the directive outlined in the resolution of the first president of the Republic of Kazakhstan, No. 168, titled "Concept of Development of Physical Education and Sports in the Republic of Kazakhstan until 2025", issued on January 11, 2016. Our focus aligns with tackling two of the 11 primary challenges impeding progress in the sports industry. These challenges include the absence of scientific research, particularly sociological surveys within the sports domain among the general populace (Challenge No. 4), and the scarcity of qualified personnel and experts with scientific proficiency in sports globally (Challenge No. 9). It is evident that addressing these issues effectively necessitates the education and training of competent professionals equipped with international expertise [1].

Building on this foundation, our research aims to identify effective strategies for improving the English language proficiency of students enrolled in sports and Physical Education programs. Our ultimate goal is to equip students with language skills tailored specifically to the demands of this field. We acknowledge that English is a mandatory subject for first-year students in every educational program (EP). However, it is crucial to consider the specific needs based on the students' professions. For instance, students in the field of Physical Education and Sports may not have a comprehensive grasp of English. Therefore, it is not feasible to teach them all aspects of language skills.

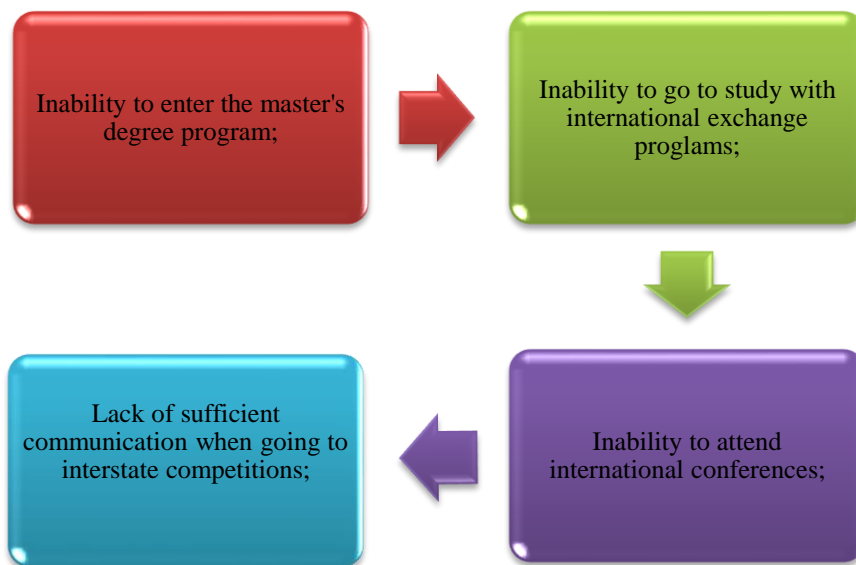
In this context, there is a necessity to pinpoint the key and most impactful English language skills or abilities that are essential for them. Based on this term we wanted to highlight the role multilingualism in today's developed century. Multilingualism is a modern requirement. In particular, mastering the English language is of great importance to society. This is because the exchange and storage of information on the world stage is in English, which means that the importance of the English language will not decrease if it does not increase day by day. To do this, we need quality-applied methods of language learning. In order to master the language properly, we need quality-applied methods of language acquisition [2].

Researcher Rose notes that in choosing materials for English language teaching, it is important to adhere to the principles of teaching English for Specific Purposes (ESP), tailored to the needs of students, rather than just teaching English with a general-purpose approach, commonly referred to as English for General Purposes (EGP) [3].

Based on this perspective, we propose the following idea: “Considering the 'Concept of Development of Foreign Language Education in the Republic of Kazakhstan,' professional education in non-linguistic universities aims to cultivate specialized communication skills within a particular field using a foreign language. This necessitates achieving a language proficiency level of B1-B2 among students. Consequently, our universities typically use materials at the Intermediate and Pre-intermediate levels to teach English to non-language specialists [4]”.

Continuing this discussion, researcher Bakytzhan Elmira offers the following statement in her experiment: “Demonstrating the importance of instructing a foreign language, particularly in the sports domain, the improvement of English proficiency among students was emphasized. The speaker highlighted that, in their experience, students consistently exhibit lower language proficiency levels in their initial year. Consequently, teachers initiate instruction at the Elementary level to address this trend” [5].

This is particularly relevant to the practices at our university. Such a problem could lead to the following issues (refer to Picture 1).



Picture 1 – Problems of not to know English

Through the discussion of the consequences of teaching English to sports students, we continue our work. Specifically, the objective of our study is to determine “What to teach sports students and where teachers should begin”. To achieve this, we sought to understand the students' perspectives on this research. According to Sumaatmadja and Winardit in their work *Kuliah*, “Viewpoints can enhance one's insight or knowledge, allowing for a broader understanding of everything that happens” [6]. Therefore, we planned to study the students' perspectives on the given topic.

Before conducting the experiment, we decided to provide information about language skills and language elements. In Aisha Bibi's work, she discusses each language skill and their connection with language elements. According to her research, English teaching is divided into two main groups: language skills (speaking, writing, reading, listening) and language elements (pronunciation, grammar, vocabulary) [7].

To pay more attention to each skills are vital because each skill is closely connected with each other, despite the fact each skill is relevant, numerous people pay more attention for improving speaking skill, in this regard researcher Nadiya Yurko states that “The interconnection among the four language skills is evident, with speaking being perceived as the most coveted ability in today's era of global connectivity. However, effective listening holds equal significance, despite not being perceived as the simplest or least important skill. Proficient listening is essential for meaningful and natural communication, ensuring clarity and comprehension in interpersonal interactions” [8]. What can we take by this is that to develop your language level step by step we have to improve productive and receptive skills simultaneously.

In the realm of English language acquisition, listening is characterized as the process of extracting information from spoken content, which encompasses not only hearing but also capturing and interpreting spoken words. Speaking, on the other hand, enables a speaker to convey intentions and purposes effectively. Proficiency in speaking involves employing strategies such as mastering English pronunciation and the ability to engage in conversations. Developing speaking skills is crucial, and the practice of these skills with others further enhances proficiency.

Reading serves as a means to effortlessly acquire information and knowledge, providing a pathway to understanding the world. Three essential approaches in reading – skimming, scanning, and skipping – are particularly effective for identifying the main ideas or focal points within a text.

Writing, another critical skill in language development, involves the ability to articulate ideas or thoughts in written form. Various forms, such as letters, poetry, novels, and other written products, serve as mediums for expressing intentions and purposes. The goal of writing varies depending on the author's intent in conveying ideas.

Simultaneously, language elements play a vital role in enhancing language skills. These elements, including pronunciation, grammar, and vocabulary, significantly contribute to overall language proficiency.

We believe that every aspect of English language learning is important. However, it is crucial to prioritize the elements that students perceive as most essential. By focusing on their perceived needs, we can subsequently cultivate additional skills and language elements in the learning process.

An analysis of scientific and theoretical literature indicates that foreign language education for students in non-linguistic educational programs enhances the professional training of future specialists. In this regard, a survey was conducted among first-year undergraduate students at Korkyt Ata Kyzylorda University to identify the most important language elements and skills for teaching English to students enrolled in the 6B01405 - Physical Education and Sports educational program.

Research methods and materials

In our literature review, we employed analysis and synthesis techniques, which facilitated a comprehensive examination of pertinent academic works. Subsequently, during the experimental phase, we administered a questionnaire to first-year students enrolled in the EP program, particularly the “6B01405 - Physical Education and Sports” course. These methodological approaches were instrumental in effectively addressing our research objectives. The questionnaire, designed to elicit responses from approximately 130 first-year students, was meticulously crafted and distributed utilizing the online platform “Google Forms”, ensuring expeditious and user-friendly data collection procedures.

In the application of the survey method, the following tasks are set:

to clarify the important steps in mastering the English language among students, that is, to determine their need to learn English;

knowledge of the difficulties encountered in mastering the English language;

to reveal the opportunities of athletes in the international arena in the conditions of knowledge of the English language;

know what language elements and language skills need to be paid attention to in English;

Structured as statements, the questionnaire enabled respondents to express their perspectives using a Likert scale [9], thereby facilitating a nuanced assessment of their viewpoints. This methodological choice allowed for the effective gauging of participant sentiments. To enhance clarity and comprehension among participants, we presented the questionnaire in Kazakh, their native language. Divided into two main sections, the questionnaire's initial segment consisted of three questions focused on elucidating the perceived importance of English language acquisition. Subsequently, the following six questions were tailored to evaluate language skills and proficiency across various linguistic elements.

Results and discussion

We conducted an experiment to ascertain the most advantageous facet of English language acquisition, as perceived by non-linguistic students enrolled in the “6B01405 - Physical Education and Sports” program. This research endeavor took place at the Department of Physical Culture and Initial Military Training at Korkyt Ata Kyzylorda University. The questionnaire which is made for 130 students was structured into two primary sections. The first segment delved into the influence of English proficiency on the professional growth of future Physical Education (PE) instructors, while the second section focused on identifying pivotal language elements and skills necessitating improvement.

I. Information due to the effect of English on the improvement of student who is future teachers of Physical Education (PE)

As it is widely recognized, the significance of English is progressively growing. This assertion is supported by the responses obtained from our questionnaire.

1. Figure 1 – illustrates the feedback received from participants regarding the initial question: “I believe that continuous improvement in English will impact my proficiency in sports, as sports encompass a global domain, and mastering a foreign language will facilitate access to the international arena”.

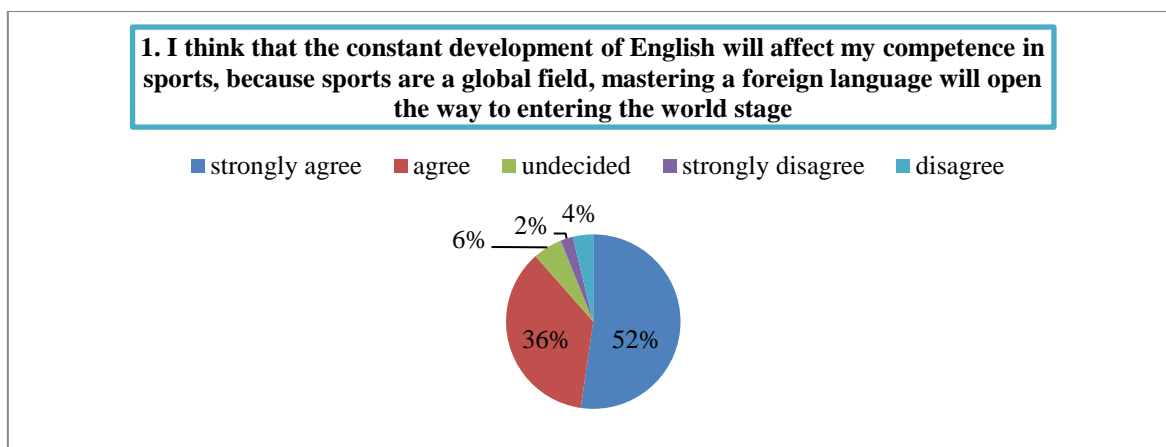


Figure 1 – Students opinion due to the effect of English 1st

From the responses gathered, we have observed the significance of English among students studying sports. However, there were also diverging opinions among the students. Approximately 6% of students chose “undecided”, while 2% selected “strongly disagree”, and 4% chose “agree”. This indicates a varied perspective among respondents. Addressing the development of English proficiency is crucial in this context, yet determining the specific needs of students remains a

challenge. Hence, we administered this questionnaire to elucidate the pivotal and influential aspects of English for enhancement.

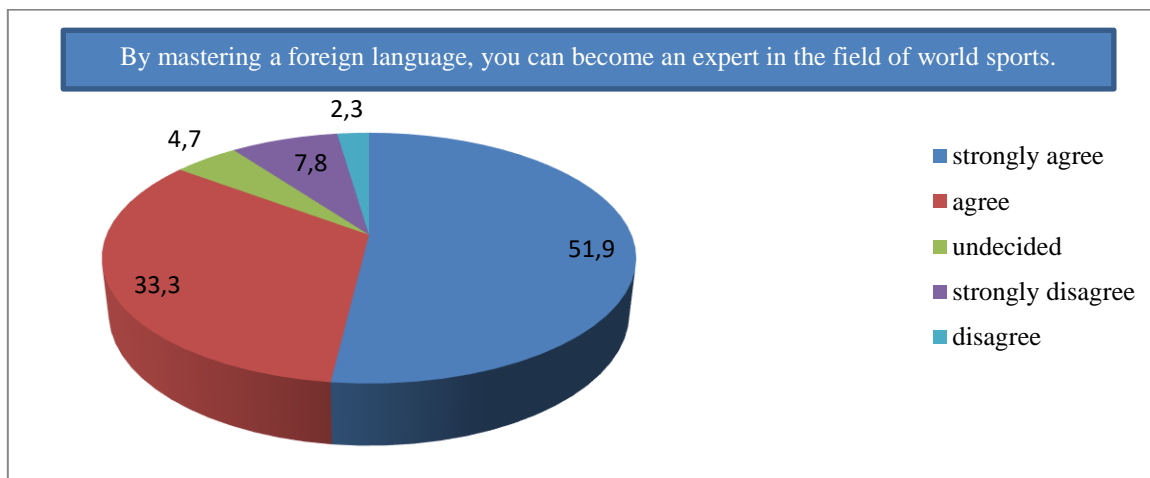


Figure 2 – Options of respondents due to the being sport experts by mastering of English 2nd

2. The choices presented in Figure 2 signify the aspiration of becoming proficient in the field of sports by acquiring English skills. This question highlights the learners' desire to become well-rounded specialists in their domain. However, due to the lack of adequate English proficiency, they encounter challenges in effective communication. Despite this, the majority of respondents favored the options “agree” and “strongly agree”.

3. It's essential to focus on the academic advancement of sports professionals beyond their athletic prowess. However, as English serves as the lingua franca of Applied Science, its mastery poses a significant challenge for sports professionals transitioning into the scholarly realm. To gauge respondents' perspectives on this matter, we posed the question: "Does proficiency in a foreign language facilitate admission to master's and doctoral programs and impact access to scientific research in sports?" The responses are depicted in Figure 3.

In general, we believe that it is important for experts in the field of sports to raise their language skills so that they can show their knowledge in front of the world. This is because there may be various strong experts, but the lack of foreign language competencies can prevent you from becoming an advanced scientific specialist.

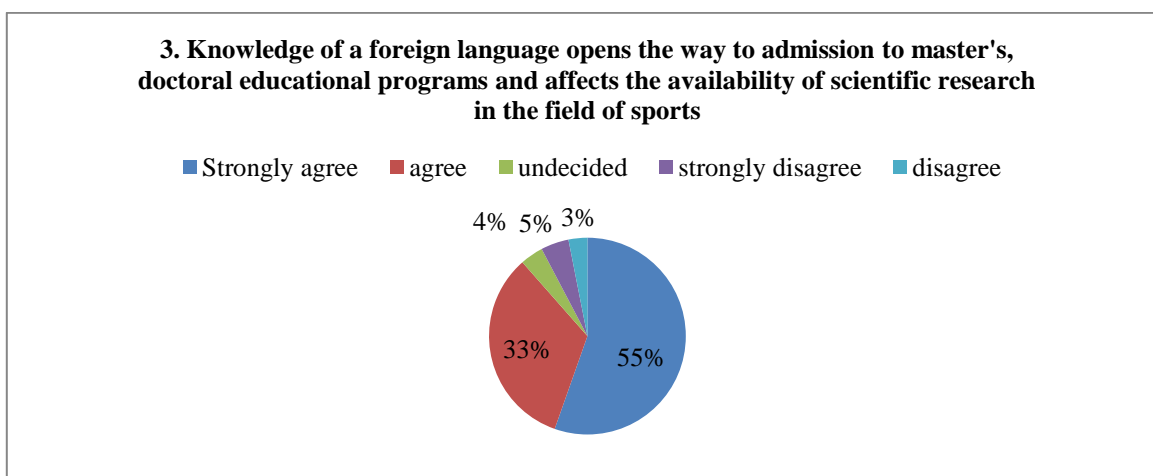


Figure 3 – Importance of English for developing scientific ability

II. Essential Language Components and Skills to Cultivate

In the English teaching process, the systematic cultivation of students' language skills holds significance. However, non-language majors often encounter challenges in English development.

Drawing from questionnaire data, insights into English language instruction for non-English majors at the college level are revealed. The data underscores the necessity for diverse approaches to foster language skills and elements.

According to the questionnaire responses, the most sought-after student materials include Teaching Vocabulary, Speaking, Listening, Grammar, Writing, Reading, and Pronunciation.

Table 1 – Percentage of Students’ perspectives of English Materials

English Materials	Number of Students	Percentage %
Language elements		
Vocabulary	47	36,4
Grammar	44	34,1
Pronunciation	39	29,5
Total	130	100%
Language skills		
Productive skills: Speaking, Writing	60	41,1
Receptive skills: Listening, Reading	80	58,9
Total	130	100%

Most students, as reflected in the provided answer options, demonstrated a consistent preference for the importance of developing and learning vocabulary among language elements. This underscores the significance of initial vocabulary development in the overall language learning process, as it serves as a foundation for acquiring other language skills.

Given that language learning is a multifaceted process influenced by both language elements and various developmental factors, the survey responses from students regarding the recessive and productive aspects of language skills are detailed in Table 1 above.

Upon considering the presented results, we posit that the gradual learning process among students, guided by these findings, would not encounter significant difficulties in English language acquisition. Consequently, our research successfully examined key perspectives on language development among students in non-linguistic specialties, including those enrolled in the "Physical Education and Sports" educational program.

In our examination of factors influencing the improvement of English proficiency among non-language students, we present the following suggestions for English instructors to foster productive skills and expand vocabulary:

Developing a strong grasp of vocabulary is essential for students to excel in language acquisition. To delve deeper into this concept, we reference Wallace's insights on vocabulary instruction, which encompass several key principles. These guidelines are articulated as follows:

1. Educators should have a clear understanding of their teaching objectives and take on the responsibility of selecting appropriate learning materials, carefully curating words to be introduced during English lessons.

2. It's crucial for teachers to determine the amount of vocabulary covered in each lesson, avoiding overwhelming students with an excessive volume of words in a single session. Teachers must select vocabulary that matches the proficiency levels of their students, providing an appropriate quantity of words tailored to their abilities to prevent confusion and frustration.

3. When choosing words for instruction, the focus should be on teaching vocabulary that students can effectively use in real-life communication scenarios, ensuring that the words they acquire are practical and applicable.

4. Teachers should incorporate ample tasks and exercises to help students master vocabulary, encouraging them to utilize their new words to enhance their language skills.

5. When teaching vocabulary, the emphasis should be on teaching words within the context of sentences rather than as isolated entities.

6. Teachers should emphasize the importance of using words appropriately, instructing students on how to apply them grammatically and lexically [10].

In relation to the Abdiyeva “Undoubtedly, vocabulary is crucial in the study of English. Mastering a new word involves more than just understanding its definition; it also entails using it correctly in real-life communication scenarios” for this regard, even other field of education or profession, to improve learners vocabulary plays vital role [11].

By following these recommendations and integrating learned words into practical contexts through writing and pronunciation exercises, students can significantly enhance their language skills. Prioritizing vocabulary development and employing effective methods for its enhancement will play a vital role in systematically advancing linguistic proficiency. As for this researchers said that the challenges of modernizing education cannot be addressed without effectively integrating information technologies across all its aspects, that is why, each taken way of solution must be directed cope with challenges in educational process [12].

Conclusion

In the contemporary epoch defined by globalization, various sectors are actively contributing to the socioeconomic progress of nations. Among these, cultural and sports domains hold significant potential to bolster a country's international standing and achievements. However, effective participation on the global stage necessitates proficiency in global communication, underscoring the importance of language acquisition and mastery. Understanding the underlying factors influencing language proficiency is paramount in devising targeted interventions to mitigate educational disparities and enhance educational outcomes.

The empirical findings of the aforementioned research shed light on the multifaceted significance of language materials for students. Notably, the research data reflects a consensus among respondents regarding the pivotal role of vocabulary enrichment and the cultivation of productive language skills, notably speaking and writing, in language acquisition. Such insights offer valuable guidance for English instructors, informing their pedagogical approaches to better address the unique needs of students pursuing non-linguistic disciplines.

Furthermore, the research outcomes hold promise as evaluative tools in the iterative process of curriculum development and material selection. By leveraging these findings, educational policymakers and curriculum designers can tailor instructional resources to align more effectively with the language learning objectives and proficiency goals of students in non-linguistic fields. This strategic alignment ensures the relevance and efficacy of educational materials in facilitating language acquisition and competency enhancement.

In conclusion, the recommendations derived from this research endeavor are poised to contribute to the establishment of a robust and high-quality educational environment. By addressing identified developmental needs and leveraging insights gleaned from empirical research, educational stakeholders can work collaboratively to enhance the overall effectiveness and impact of language instruction within the educational milieu. Such concerted efforts are essential for fostering inclusive and equitable access to language learning opportunities and promoting linguistic competency across diverse educational contexts.

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