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### FORMATION OF PROFESSION-ORIENTED CHINESE LANGUAGE COMPETENCY IN NON-LANGUAGE MAJOR STUDENTS

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**Keywords: competency-based education; profession-oriented competency; non-  
language major; Chinese; second foreign language; linguistic consciousness**

#### ABSTRACT

This paper proposes teaching guidelines on the formation of profession-oriented foreign language competency in non-language major students who study Chinese as a foreign language in the conditions of limited class time. The relevance of this task is dictated by global trends in the higher education. In the globalized world, the cooperation between Kazakhstan and China increases in many sectors of the economy, and there is a need for skilled specialists who can independently conduct professional communication in Chinese. We analysed the available methods for teaching Chinese as a foreign language, such as the competency-based approach and the types of language activity in practical lessons. A survey was conducted to determine the educational needs and expected learning outcomes of non-language major students. This translated to methodological guidelines on how to increase the learning uptake for non-language major students. It is recommended to teach the foreign language with the backup of the native language and to intensively introduce the terminological apparatus of the students' major. It is shown that the proposed teaching guidelines helped non-language major students to form profession-oriented level A2 competency.

**Keywords:** competency-based education; profession-oriented competency; non-language major; Chinese; second foreign language; linguistic consciousness

#### INTRODUCTION

In the era of globalization, the skill to communicate in a foreign language without a translator or an intermedium is an essential competency in a professional setting. The competency-based approach, unlike

knowledge-based education, focuses on the desired learning outcome that is seen as the ability to efficiently act in various situations – including non-routine and challenging ones – not as a set of acquired information. Kunanbayeva and Zhylytyrova (2016) believe that the competency-based approach, involving close interaction of theory and practice, should be the foundation of the national educational model. The first step of such professional training in the competency-based approach is the profession-oriented competency that signifies one's ability to perform professional duties using informational, communicational, social and legal frameworks. Therefore, it is the call of our time that foreign languages must be taught in a profession-oriented way not only to translators but to any specialists.

In Kazakhstan, English leads in secondary and higher education as the established language of international communication. However, the demand for Asian languages is growing, and Chinese, the most spoken language in the world, is gaining popularity among future professionals. Since the younger generation is expected to make a significant contribution into building a competitive country, foreign language training in universities is a national priority, and due to the fact that Chinese is one of the most intricate, fascinating and promising languages in the world, improving Chinese teaching methods is on the agenda.

This problem was studied by S. B. Parry, D. H. Hymes, L. F. Bachman, M. Byram, R. P. Milrud, G. M. Andreeva, A. A. Verbitsky, P. V. Sysoev, V. M. Pakharev, M. K. Shlangman, S. Yu. Bersanova, G. K. Selevko, I. A. Tsaturova, E. F. Zeer, O. N. Shakhmatova, Ye. A. Maslyko, L. V. Pokushalova, L. T. Serebryakova, Zh. M. Kultanova, G. Z. Tazhitova, I. V. Aleshchanova, N. A. Frolova, P. I. Obratsov, O. Yu. Ivanova, A. N. Myltseva, S. S. Kunanbayeva, D. N. Kulibayeva and others.

The available methods of teaching Chinese are largely based on works by Neil Hughes, Lan Lo, Sujing Xu, Rui Bao, Zhenhui Rao, Fulan Liu, M. Teresa Cáceres-Lorenzo, Catherine Elder, Diane Manwaring, Yu Ka Wong, Xiaoli Jiang, Andrew D. Cohen, Tingfeng Fu, Hossein Nassaji, Jean-Marc Dewaele, Tsui Shan Ip, Chun Li Zhao, Cai Ying Yang, Cui Xiliang, Zhao Jinming, Ruan Jiening, Zhang Jie, Cynthia B. Leung, Lanrong Li, Yang Gong, Boning Lyu, Xuesong Gao, Lung-Hsiang Wong, Ronnel B. King, Ching Sing Chai, Peijian Paul Sun, Lawrence Jun Zhang, Susan M. Gray, Cui Wei Xin, A. T. Tokhmetov, R. K. Sadykova, F. N. Daulet, T. Kalibekuly, N. Abdurakyn, N. V. Korolevich, Yu. Yu. Kovalyova, Yao Li Xin, Shi Hun Shen, Chao Cai Hun, Yu. G. Komendrovkaya, Ye. M. Borisova, T. P. Zadoyenko, Huan Shi Yun, N. A. Demina, I. V. Kochergin, S. I. Bayramova, A. L. Myshinsky, L. V. Shaykina, S. I. Bayramova.

Teaching Chinese as a foreign language (CFL) becomes a greater challenge if students major in something other than languages and

linguistics. Training non-language major students to the level that they can communicate in Chinese with native speakers in a professional setting would mean the successful formation of a competitive professional competency.

However, there are a number of difficulties in teaching CFL to technical, medical, etc. students that should be addressed. Many available textbooks on the Chinese language are intended for students who major in languages, while the methodology of teaching CFL to non-language major students remains underdeveloped. Chinese major students study and practice such aspects as hieroglyphic writing, grammar, listening comprehension, history and culture of China and others, as separate disciplines in their curriculum. By contrast, non-language major students are given far less class hours to study CFL and have to master writing, reading, speaking, and listening all rolled into one. Cáceres-Lorenzo (2015) highlights that it is essential to give your students a positive motivation, and they will find enough diligence to develop language skills by themselves even if they are learning Chinese with its characters and tones.

Lacking the advantages of language major, non-language major students tend to misuse functional vocabulary, mismatch the mode of speech and the communicative task, and falter when choosing language means (Perchatkina 2013). Since it is expected that all aspects of the language are studied comprehensively, professors must seek the most effective methodological approaches to teaching.

## **LEARNERS AND METHODS**

To verify the proposed CFL teaching method, an experimental class was set up in the Engineering and Technology Institute of the Korkyt Ata Kyzylorda State University, Kyzylorda, the Republic of Kazakhstan. The experimental class consisted of 29 students majoring in Technological Machines and Equipment, and the control class included 24 students majoring in Oil and Gas Engineering. All students had CFL classes for one academic year (two semesters) in the Profession-Oriented Foreign Language discipline.

Non-language major students usually study CFL for one academic year starting from elementary level and get awarded at least four academic credits. The total of academic credits may vary depending on the major, for example, students majoring in Oil and Gas Engineering get awarded at least two credits by completing two semesters.

In view of this, the main educational goal was to form the profession-oriented level A2 competency that includes such subcompetencies as cultural and linguistic subcompetency, accumulation of information, communicative reflection and professional interpretation.

Cultural and linguistic subcompetency forms the linguistic persona's primary conceptualization of the world based on the native culture as a linguacultural projection of the ethnic linguistic consciousness and mentality, and lays the foundation for 'reconceptualization' when switching to a foreign language (Kazakh Ablai Khan University 2016).

Accumulation of information is the ability to gather information, use modern information technologies in the educational, cognitive and professional activities (Kunanbayeva 2014).

Communicative reflection concerns a set of specific personal capabilities and aptitudes, and communicative knowledge and skills that ensure cooperation, interaction, willingness to change, responsibility for the successful implementation of professional activities and professional self-development, and optimization of professional activity (Muhametshina 2014).

Professional interpretation includes the semantic interpretation of generalized, semantically integrated, and presentational professional information in a foreign language (facility descriptions, technical explanations, specifications, quotations, applications, claims, etc.) (Kunanbayeva 2014).

It was intended to develop these sub-competencies in the process of CFL learning through the proposed exercises and tasks. The main objective of teaching Chinese as a profession-oriented foreign language was to give the fundamental language skills and knowledge, namely (Fedorova and Kvashina 2013):

1. learning the phonetic system and mastering standard pronunciation,
2. getting acquainted with hieroglyphic writing,
3. acquisition of basic professional vocabulary,
4. acquisition of basic grammar,
5. learning to use dictionaries,
6. formation of speaking skills,
7. learning customs, traditions and daily life routines and getting acquainted with cultural achievements of the target-language country.

Before the classes began, a survey was conducted to determine the educational needs of non-language major students in the Profession-Oriented Foreign Language (Chinese) discipline. The survey aimed to identify factors that impede students from using their profession-oriented knowledge of a foreign language, and to reveal the expected learning outcomes and the educational preferences. Seventy students majoring in

Oil and Gas Engineering and Tourism completed and returned the questionnaire that consisted of the following questions:

1. Why are you learning Chinese?
2. In your opinion, what should the Professional Foreign Language (Chinese) course include?
3. What outcome do you expect from the Professional Foreign Language (Chinese) course?
4. What competencies do you propose to develop to improve professional communication in a foreign language (Chinese)?
5. What aspects of the language do you want to master during the Professional Foreign Language (Chinese) course?

The survey results are presented in Table 1.

Table 1. Responses to the questionnaire on the CFL course.

<b>Question 1</b>	<b>Response Rate</b>
To be able to work in international companies	35%
To receive monthly salary supplements	22%
To become a sought-after professional	43%
<b>Question 2</b>	
Special vocabulary and terminology of my professional field	53%
Smaller forms of communicative situations that take place in real life (safety briefings, negotiations, presentations, reports, etc.)	47%
<b>Question 3</b>	
Ability to communicate on professional topics	61%
Ability to grasp information that has professional value	28%
Ability to understand a foreign word with professional meaning	11%
<b>Question 4</b>	
Writing	17%
Reading	22%
Speaking	35%
Listening	26%
<b>Question 5</b>	
Professional vocabulary	45%
Technical translation	21%
Verbal communication on technical topics	23%
Written communication on technical topics	11%

The survey results suggested that the Profession-Oriented Foreign Language (Chinese) course should be based on theme-based teamwork tasks with profession-oriented content and academic tasks, and it would be reasonable to simultaneously develop professional competencies in relation to the acquired linguistic knowledge.

## RESULTS AND DISCUSSION

### *Speaking*

Turning now to the content of the CFL course for non-language major students, let us consider speaking skills first. An important part of learning CFL is mastering correct pronunciation within a limited number of class hours since pronunciation mistakes may severely hinder the understanding of what the speaker has to say. It is known that perceptual-articulatory skills are rather unstable and easily become 'de-automatized' under inter-lingual interference. As one studies Chinese hieroglyphic writing, which is not phonetic and does not convey sounds of the word, poorly formed perceptual-articulatory skills are quickly destroyed and replaced by automatized native pronunciation. Thus, there arises a problem of forming the solid foundation of the phonetic competence for non-language major students who study CFL (Bayramova 2010).

The main task for the students here is to master the fundamentals of the Chinese phonetic system, including the system of initials and finals, the correct pronunciation of four tones, and the prevention of typical speech errors. Phonetics is a semiotic unit, a system of symbols that combines the pronunciation and the meaning of a sound. How well students master phonetics will become the foundation for their further acquisition of grammar and vocabulary. Given the modest language skills of non-language major students, this is not an easy task.

Unlike many other languages, Chinese does not have an alphabet: Chinese is a language of characters. Letters of the alphabet represents separate sounds but Chinese characters are designated to represent morphemes, each having its own meaning. This type of script is called logographic. Recording sounds of Chinese speech had been a problem for years, and only in 1958 Hanyu Pinyin was selected from the romanization systems proposed by researchers. Although pinyins are based on the Latin alphabet, they differ in pronunciation. Over time, it has been proven that the Pinyin system makes it easier for foreigners to learn Chinese. That is why professors begin their courses of the Chinese language with pinyin.

Sounds are divided into two groups, similar to vowels and consonants in Kazakh and Russian, but in Chinese clusters of initial syllables (initials) and final syllables (finals) form the elements of speech. There are 21 initials and 35 finals. When training initials and finals, it helps to compare them with the phonation of Kazakh and Russian equivalents: this way non-language major students understand and remember them faster. Since the presence of sounds ə, i, ɥ, γ in the Kazakh language makes teaching Chinese phonetics to Kazakh native speakers much easier.

Refer to Tables 2a and 2b to compare the sounds of the Chinese language with the sound system of the Kazakh and Russian languages.

Table 2a. Comparison of Chinese initials to Kazakh and Russian sounds.

#	Chinese	Kazakh	Russian
Initials			
1	b	+	+
2	p	+	+
3	d	+	+
4	t	+	+
5	g	+	+
6	k	+	+
7	j	+	-
8	q	+	+
9	z	+	+
10	c	+	+
11	s	+	+
12	sh	+	+
13	zh	+	+
14	ch	+	+
15	m	+	+
16	n	+	+
17	l	+	+
18	f	+	+
19	h	+	+
20	x	+	+
21	r	-	-
	w, y	-	-

Table 2b. Comparison of Chinese finals to Kazakh and Russian sounds.

#	Chinese	Kazakh	Russian
Finals			
1	a	+	+
2	o	+	+
3	e	+	+
4	i-i	+	+
5	u	+	+
6	ü	+	+
7	er	+	+
8	ai	+	-
9	ei	+	+
10	ao	+	+
11	ou	+	+
12	ia	+	+
13	ie	+	+
14	iao	+	+
15	iou (-iu)	+	+
16	ua	+	+
17	uo	+	+
18	uai	+	+
19	uei(-ui)	+	+
20	üe	+	+
21	an	+	-
22	en	+	+
23	ang	+	-

#	Chinese	Kazakh	Russian
24	eng	+	-
25	ong	+	-
26	ian	+	+
27	in	+	+
28	iang	+	-
29	ing	+	-
30	iong	+	-
31	uan	+	-
32	uen (-un)	+	+
33	uang	+	-
34	ueng	+	-
35	üan	+	+
36	ün	+	+

It can be seen from the comparative analysis that from the point of view of phonology, the sound system of the Chinese language is closer to that of the Kazakh language than of the Russian language, which facilitates and accelerates learning by the class.

During the lesson, students learn each syllable, hone its pronunciation and practice combining initials and finals. For example, in *bo*, *b* is the initial syllable and *o* is the final syllable; in *po*, *p* is the initial syllable and *o* is the final syllable; in *ma*, *m* is the initial syllable and *a* is the final syllable; in *qu*, *q* is the initial syllable and *u* is the final syllable. Similarly, in *xian*, *x* is the initial syllable and *ian* is the final syllable; in *yuan*, *y* is the initial syllable and *uan* is the final syllable.

Another feature of the Chinese language is that initials and finals cannot be combined at random; they have an established number of combinations that total to 421. Chinese words usually consist of one or two syllables. To compensate for the small number of syllables, which, in turn, can form a word or phrase, tones come to rescue.

Each syllable of the Chinese language has a specific tone that is called etymological. A character read with different tones can have completely different meanings. In Chinese, there are four tones and one neutral tone, which does not give any rhythm to the sound. Each tone is marked with a symbol placed only over the finals, for example, *ū ú ǔ ù* (Initskaya 2015).

The theory of rhythm accelerates mastering of tones by students. The rhythmic structure of the Chinese language has four phonological constituents: a mora, a syllable, a foot, a rhythmic word. Thus, moras make up syllables, syllables make up feet, and feet make up rhythmic words (Xu 2011).

The rhythm theory in the Chinese language brought to light its word formation and phonetic features, and solved the problem of differentiated reading of words and phrases. With this method, the length of two-

syllable words, the place of stress and the procedure for using inter-syllable tones were determined. All this is of great practical importance in teaching CFL to students (Initskaya 2015).

By getting acquainted the Chinese phonetic system, students develop the cultural and linguistic subcompetency. Commencing with the first few speaking lessons, students compare their own culture to the foreign one and begin to draw a 'conceptual image of the first world'. During the practical lesson, the phonetic foundation of the Chinese language can be learned along with the cultural and linguistic subcompetency through Exercises S1 and S2.

Exercise S1. Define the following sounds.

#### Finals

a- o - e — u - ü
ai - ei - ao - ou- ua - uai - ue - ui
an - en - ang - eng - un - ün
i- ia - ie - iao - io - iu - uo
ian - iang - in - ing - iong - ong - uan — uang - üan

#### Initials

b - p - g - k - h
d - t - m - f - n - l
j - q - x
zh - ch - sh
r - z - c - s

#### Combinations of initials and finals

bo - po - ge - ke - he
dan - tan - man - fan - nan - lan
jue - que - xue
zhang - chang - shang
ri - zi - ci - si

Exercise S2. Read the tones correctly.

Shíyóu - shīyóu, tián - tiān, kǒng - kóng, jǐng - jǐng, zuòyèyuán - zuōyèyuán, gōngchéngshī - gōngchěngshī, shēngchǎn - shěngchan, yóuqíkāicǎi - yōuqíkǎicǎi.

Exercise S3. Give the order of correct pronunciation by rhythm in these sentences.

#	Task	Correct answer
1	Ta– hui –shuo– zhong– wen	Ta huishuozhongwen
2	Wo– shi –gong –cheng –shi	Woshigongchengshi
3	Zhe– shi –yi –ge – shi – you – jing	Zheshiyigeshiyoujing
4	Ka –sha– gan– you– tian	Kashaganyoutian
5	Ni – shi – bu – shi – wo – men – de – zuo – ye – yuan	Ni shibushiwomendezuooyeyuan

Such exercises, if practiced in addition to the exercises from the regular textbooks, accelerate the acquisition of the elementary level of CFL. As soon as students develop correct pronunciation, they move on to speaking tasks in the form of dialogue, and then monologue, implementing the subcompetency of communicative reflection.

### ***Listening***

Since learning CFL is a complex process, the most important step in mastering and teaching it is listening. A majority of practical exercises at the elementary level are designed to work with tones. This is due to the fact that the most challenging skills for students are correct pronunciation of words and grasping and translating a text by ear. In this type of lesson, the professors must use audio and video devices because for students it is very important to hear many native speakers, not only their professors. In listening exercises, students train to accumulate information as a subcompetency. They can also improve their speaking skills through a variety of electronic programs outside the classroom, for example, Yabla Pinyin Chart with audio, Pinyin audio and video on YouTube, New Concept Mandarin Introduction to Pinyin, Arch Chinese, Pinyin Practice, Yoyo Chinese and others.

### ***Writing***

The language activity that helps form the cultural and linguistic subcompetency and the accumulation of information subcompetency is writing. At the initial stage, students master phonetic script and then begin to work with characters. Since Chinese characters are marked by a number of specific features, which are rather difficult aspects of learning CFL, and there is a need to find an easier and more effective approach to mastering this knowledge (Confucius Institute 2010).

One character, or hieroglyph, means one word or one syllable. First, students are explained the main features of Chinese characters so that they could understand that the principal symbol in written Chinese is a grapheme that serves as the basis for the character classification and has a semantic meaning explaining the meaning of the character. At this stage, students study the history of writing in China and the evolution of

characters from simple drawings to modern symbols in order to more effectively master the hieroglyphics. For this, the professors can use multimedia learning aids, developed by Chinese specialists, and educational films on the origins of characters and graphemes. Flashcards with and without phonetic transcription are also very useful. The interactive teaching methods facilitate the digestion of the learning content by students and catalyse the learning process (Demina 2006).

Chinese characters must follow from top to bottom, from left to right, and each strokes drawn without interruption has its own name. For example, diǎn is a dot, héng is a horizontal line from left to right, shù goes from top to bottom, piě is a slant to the left, nà is pressed stroke to the right, tí is a raise, gōu is a horizontal curve, and wān is a vertical curve. Due to the lack of class hours allocated to non-languages majors, students must be taught the drawing order of each character, but not the names of strokes. However, the teaching practice shows that language-gifted students are able to memorize them without professor's help.

Chinese characters are divided into two types: simple and compound. A simple character consists of one pictogram, for example, 日rì “sun”, while a compound character consisting of two pictograms, for example, 明míng “bright” is made up of 日rì “sun” and 月yuè “moon”, where 日 is the key and 月 is the main (phonetic) component. Keys are the simple elements that make up compound characters. Separately, keys have a meaning of their own, i.e. they can act either as words, or as parts of compound characters. Keys are sometimes called radicals that are used to work with a dictionary. The most commonly used radicals amount to 214 (Qalibekuli2004). In addition, as mentioned above, the Chinese language has only 421 syllables, and in speaking the meaning of words is distinguished by tones but in reading and writing, by characters. Wong (2017) notes that learning Chinese characters both by radicals and by simple reading give good outcomes as they offer a systematic and analytic approach to memorizing characters.

Besides the ability to write, read and understand Chinese characters, another important aspect is the memorization of studied characters which CFL learners find most difficult. It is impossible to explain the history, origin and evolution of each character to non-language major students during class time. The professor only explains the pronunciation, meaning and stroke order of the new character. The valuable methods here are 临摹lín mó “copying” (Lebed 2015), the use of technical training aids, the auditory memorization, the ‘story’ method, and flashcard with new words (Liaoshi School n.d.; Lelyukh 2015). The home tasks for students can be to create stories about characters for a broader understanding of the scope of their use, to write a character several times in a 2x2 square using technical training aids, and to memorize a character from image and write it from memory. These methods combined give excellent outcomes.

Exercises W1 and W2 are proposed to learn new terms from the students' professional field. Students work in teams to match the numbers to the letters quicker.

Exercise W1. Match characters with each other.

	First component	Identify by stroke		Second component	Write character	Give pinyin
1	石		A	井		
2	孔		B	产		
3	闸		C	筒		
4	生		D	油		
5	脚		E	阀		

Exercise W2. Write characters for the given pinyins and translate them.

Pinyin	Character	Translation
shíyóujǐng		
tián		
zuòyèyuán		
gōngchéngshī		
yóuqìkāicǎi		
xiāohàoliàng		

### **Reading**

The next skill in CFL learning, based on the above set of language activities and subcompetencies, is reading that is crucial for developing the ability to interpret professional texts in the studied language. The basis of reading is the knowledge of vocabulary, which closely interacts with all parts of the linguistic system, such as phonetics, grammar, etc.

Non-language major students are trained to become proficient in professional terminology, in addition to mundane words, in order to enlarge speaking vocabulary and form the profession-oriented foreign language competency. In linguistics, term is a word or phrase used to express a professional concept and to describe a special relationship (scientific, technical, industrial, managerial) within a specific industry or branch of study (Reformatorskiy 1967; Golovin and Kobrin, 1987; Superanskaya, Podolskaya and Vasilyeva 2005; Khafizova and Suvan-ool, 2014).

The Chinese terminology roots in the ancient tradition of creating terms. 名不正，则言不顺；言不顺，则事不成 *míngbùzhèng; zéyánbùshùn; yánbùshùn, zéshìbùchéng* “if names be not correct, language is not in accordance with the truth of things; if language be not in accordance with the truth of things, affairs cannot be carried on to success,” Confucius said, and his words were a reflection on a particular social, economic and political situation and had a certain historical underlay (Otchirov 2013). In the ancient times, the Chinese civilization had made great achievements in science and technology, and names attach great importance, whether it be a real object or an abstract, metaphysical phenomenon.

It is planned that within the academic year non-language major students master the terminological minimum of 50 to 60 professional terms in Chinese, in addition to the mundane vocabulary, for professional communication (Polyakova 2012). Due to the limited number of class hours for non-language majors, the CFL lessons must operate terms that are most frequently used in the students’ future professional activity. To select a set of such terms, it can be convenient to use Pleco’s English and Chinese Dictionary application and the electronic version of the Great Chinese-Russian Dictionary by I. M. Oshanin in addition to regular scientific and technical dictionaries. The relevant glossary may also be compiled in Chinese, Kazakh and Russian by interviewing working professionals and directly studying their workplaces.

To select terminology for students majoring in Oil and Gas Engineering, we interviewed employees of local oil and gas companies and studied the regulatory documentation and workflow in this field. Refer to Table 3 for an extract from the obtained glossary.

Table 3. Oil and gas glossary for CFL lessons.

#	Chinese	Kazakh	Russian	English
1	石油 <i>shíyóu</i>	мұнай	нефть	oil
2	气[体] <i>qì[tǐ]</i>	газ	газ	gas
3	田 <i>tián</i>	кенорны	месторождени е	deposit
4	孔 <i>kǒng</i> 井 <i>jǐng</i>	ұңғыма	скважина	well
5	作业员 <i>zuòyèyuán</i>	оператор	оператор	operator
6	工程师 <i>gōngchéngshī</i>	инженер	инженер	engineer
7	生产 <i>shēngchǎn</i> 油气开采 <i>yóuqìkāicǎi</i>	өндіру	добыча	extraction
8	消耗量 <i>xiāohàoliàng</i>	шығыс	расход	consumption

#	Chinese	Kazakh	Russian	English
9	钻孔机 <i>zuǎnkǒngjī</i>	бұрғылау білдегі	буровой станок	drilling rig
10	唧筒 <i>jītǒng</i>	сорғы	насос	pump
11	起重机 <i>qǐzhòngjī</i>	кран	кран	crane
12	闸阀 <i>zháfá</i>	ысырма	здвижка	valve

It is important to learn at least five to ten terms, in addition to mundane vocabulary, in each lesson in order to form the profession-oriented Chinese language Level A2 competency. Then, by the end of the academic year, students are able to master a lexical minimum of 200 to 250 words. In our experiment, this was a lexical minimum of 200 words for oil and gas engineering professionals. The results of the study showed that students composed sentences, dialogues, monologues at Level A2 using the studied terms.

Turning now to grammar, the structure of a simple sentence in Chinese and Russian is similar Subject – Verb – Complement, while in Kazakh it is different Subject – Complement – Verb. For example, in the sentence in Kazakh “Мен қытайша сөйлей аламын” мен is the subject, қытайша is the complement, and сөйлей аламын is the verb; in Russian “Я умею говорить по-китайски” я is the subject, умею говорить is the verb, and по-китайски is the complement; in Chinese “我会说中文” 我 is the subject, 会说 is the verb, and 中文 is the complement. Also, the subject and the verb in Chinese are related to each other only by the order and Chinese does not have tenses using special indicators like 了, 过 and 着 for the past tense.

Differences between the grammatical patterns of Kazakh, Russian and Chinese are significant. Elder and Manwaring (2004) mention that such grammatical features of Chinese as particles and aspects complicate the process of understanding most of all. For example, constructions with 的, 得, 地 are unparalleled in Russian and Kazakh and it may take a considerable amount of time to grasp and master them. Due to a limited number of class hours, students are explained only the basic rules of its use and offered to practice them further on their own. Mastering the elementary grammatical constructions of the Chinese language is essential to be able to correctly translate texts, understand ideas and express them.

To practice reading, the students were offered Exercises R1 and R2. Exercise R1. Translate the text and identify professional terms.

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Exercise R2. Make sentences with these terms.

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Lastly, the professor used three survey techniques to collect feedback of the class and identify learner uptake. These techniques were asking direct questions on the covered topic, asking a thought-provoking question to the class, and interpretation of difficult moments in the native language (Fu and Nassaji 2016). It develops the students' linguistic and psychological abilities and reflective faculty, consolidating the material covered.

To verify the proposed CFL teaching method, the above learning techniques were used in the experimental group in addition to the principal educational program. Since the Chinese language was taught at the elementary level, the controlled assessment of profession-oriented foreign language competency took place in both control class (CC) and experimental class (EC) at the end of the academic year. The assessment of learning outcomes is given in Table 4. The assessment results show that the experimental class had more students with better language skills that were verified in a written work and an oral interview.

Table 4. Controlled assessment of profession-oriented foreign language competency in two classes of non-language majoring students.

Level	Speaking		Writing		Listening		Reading	
	CC	EC	CC	EC	CC	EC	CC	EC
high	12%	27%	7%	15%	6%	21%	6%	24%
medium	30%	37%	31%	38%	28%	37%	19%	34%
low	58%	36%	58%	47%	66%	42%	75%	42%

## CONCLUSION

The language competency comes with the foreign language consciousness, since the function of the language is inseparable from the

language consciousness and the national mentality of native speakers. Therefore, one of students' problems in learning foreign languages is the automatic transition from the linguistic form of their native language to the forms of the foreign language, neglecting the mediating link of foreign language consciousness. It is crucial to distinguish the language consciousness of the studied language, which is formed from the mother tongue consciousness through learning objectives. It is important to recognize the structural specificity of the studied language in comparison with the elements of the native language. Such distinction eliminates the interference of the studied language and the mother tongue and becomes the mainstay for learning a foreign language. For this reason, it is imperative that starting from the first CFL lesson the foreign language consciousness is instilled for the sake of foreign language acquisition and adequate understanding of its cultural features. The language consciousness of the nation or ethnicity manifests itself in all aspects of the language and is used to correctly express thoughts in this language (Bayramova 2010).

Summing up, learning a foreign language contributes to the cultural development of non-language major students and makes them able to communicate in a professional setting without intermediaries, thus making them highly employable professionals. To achieve this, despite a small number of class hours devoted to learning a foreign language, non-language major students have to master not only vocabulary and grammar, but also profession-oriented competencies. This gives students the strongest motivation to study languages. The proposed methodological system provides for the formation of Chinese language competency and teaches this tongue with reference to the background knowledge, the context of the acquired vocation, the most common situations in professional communication, and the terminological apparatus. However, due to the fact that Chinese is a rather difficult language to learn, this methodology requires further upgrade for specific non-linguistic majors so that students could achieve good learning outcomes in a limited time in the context of their major.

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