IT SPECIALTY STUDENTS' PRAGMA-PROFESSIONAL COMMUNICATIVE COMPETENCE IN KAZAKHSTANI ESP CLASSES

Kumis T. Zhaiykbay[1], Davronzhon Gaipov[1], Tulebike A. Kulgildinova[2], Saadat M. Ushurova[3]

[1]SDU University, Kaskelen, Kazakhstan
[2]Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan
[3]Satbayev University, Almaty, Kazakhstan

ORCID iDs: Kumis T. Zhaiykbay   https://orcid.org/0000-0002-1517-5896
       Davronzhon Gaipov   https://orcid.org/0000-0003-3012-8067
       Tulebike A. Kulgildinova   https://orcid.org/0000-0001-6837-8569
       Saadat M. Ushurova   https://orcid.org/0000-0002-8392-6989

Abstract. *The article focuses on the study of IT specialty students' pragma-professional communicative competence (PPCC) in Kazakhstan. The study aimed to identify students' perception of ESP teachers' performance and challenges in forming IT specialty students' pragma-professional communicative competence. The study was conducted using a mixed-methods approach, with both quantitative and qualitative data collected from 508 IT students and 36 teachers from four universities in Kazakhstan. A survey and focus group interviews were used to collect data on the students' perceptions and teacher's views of teaching ESP. After the students' interview responses, the most commonly shared students' perception of ESP teacher's performance was divided into 4 items such as teaching method, content, teaching materials and assessment policy. Most of the students emphasize the need to improve the teaching methods and add sphere (IT) related topics into ESP classes since they found that teaching materials are not up to date and sphere (IT) related. The result of the analysis of responses on teachers' view on teaching goals of ESP, it was revealed that teachers are aware of the importance of using major (IT) specific terms, topics, and activities in ESP classes to develop PPCC. However, they emphasize only general English goals as ESP teaching goals since there are some difficulties in incorporating ESP goals. They claim that class size, students' major (specialty) and level differences have a huge impact on incorporating the ESP goals. Therefore, they have to teach general English rather than ESP to their students. The significance of this paper is it provides insight into how Kazakhstani EFL teachers view the teaching goals of ESP and students' perceptions of ESP in the formation of PPCC. The study leads to several educational recommendations. First, the university program should strengthen the focus on teachers' awareness of teaching goals of ESP and obedience of the ESP syllabus. Second, ESP classes should be divided into levels and spheres of different groups. Third, professional development programs should be arranged for all ESP teachers to enhance their ESP knowledge and support them with teaching materials.*

Key words: *IT students, English for specific purposes, perception, challenges, pragmatic competence*

1. INTRODUCTION

The methodology of foreign language education (MFLE) is highly developing as well as the demand of English for IT specialists. The key to the successful professional activity of any specialist is the active use of a foreign language both at the cultural and everyday level, at the same time in the field of professional communication. Hence, the significance of professional communicative competence is widely recognized in FLE. The content of foreign language education for non-linguistic specialties should have the main component in their curriculum - teaching fluent professional communication. Additionally, the process of the formation of professional communicative competence implies not only professional foreign language knowledge, but also the development and appropriation of social norms of behavior, and the ability to implement them in one's future professional activity (Kunanbayeva, 2013). According to Kunanbayeva's (2016) work "Professional Training of university graduates", she mentioned the essentialness of professional training of students and developed the "competent" model of a specialist. This model consists of four competencies: professionally oriented competence, professionally based, and professionally defined competence, intercultural and international professional communicative competence. Kunanbayeva in her monograph "Competence Modeling of Professional Foreign Language Education" offers a professional concept or vocational concept as a unit of the subject content of foreign language education. The author notes that in the present conditions "the essence and content of the concept of "vocational education" is changing and becoming more complicated. In modern conditions, vocational education is designed to form a new specialist for a qualitatively new level of the country's innovative and professional potential, capable of giving a new impetus to technology transfer in the country's strategic development. She highlights the professional concept, which involves the implementation of psychological and pedagogical principles when a student in a learning environment can see and be actively included in the context of his future professional activity. The subject and procedural aspects create the context of future professional activity, resulting in the "actualization of professional and value aspects of the content of education", through "the formation of professional self-awareness of students in the course of designing and implementing educational professionally oriented situations that encourage student activity in the social and subject context of the future professional activity". The State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020 notes that English must be studied not only as a foreign language but also used as a language for teaching at all levels of education. This task requires special attention since English is not used in everyday communication, in comparison with the Kazakh and Russian languages. The purpose of higher education is focused on the formation of different competencies. The competency-based approach has a broader concept and direction compared to the traditional knowledge approach, since it involves a whole experience for independently solving complex life and professional problems. To develop such competencies teaching English for general purposes has not been viewed as effective anymore. A significant way of implementing professional education and developing professional competencies can be done in ESP classes, as the purpose of ESP is mainly based on student's future professional needs and motivation (Hutchinson& Waters, 1987).

According to Räisänen and Fortanet Gómez (2008), the main feature of ESP is to cater for the needs of the learners of specific disciplines. ESP students are already assumed to possess some general knowledge of English and learning language in ESP

class focuses on making students communicate within a specific professional domain. However, some teachers perceive the teaching goals of ESP as overly narrow emphasizing only linguistic skills while neglecting broader language skills applicable to students' professional field and communicative competencies. It may lead to the difficulty of developing students' professional competence. In this paper, the focus is on Kazakhstani students' perceptions of ESP teacher's performance and challenges in the formation of IT students' pragma-professional communicative competence.

2. LITERATURE REVIEW

Since Bologna Declaration and State Program of RK for 2011-2020 initiate the increased internalization of university education. In some contexts, the institutions might decide that, since English would be used as a specialised means of communication in EMI courses, there would no longer be a need for ESP courses, which by definition focus on the language (Dearden, 2018). Pavesi & Ghia (2020) note that some universities consider ESP as a basic pre-requisite rather than a complex and subject-specific competence to be developed. The authors revealed that some Italian universities downgrade the teaching ESP by claiming that students need basic knowledge of English rather than subject specific. Accordingly, teachers' role in English language teaching also shapes their planning and curricular decisions, in effect determining what should be taught and what path instruction should follow. The role of ESP teacher is not only provider of a content and language but also need analyst. Since the ESP teacher is not the primary knower of subject knowledge, the teacher should analyse the needs of his students to present the relevant material to students. This means teachers do not follow any predetermined syllabuses, since students' needs vary from speciality to speciality and year of the study. Charles (2014) revealed that teachers who are involved in needs analysis of students tend to foster more conductive learning environment which leads to enhanced student satisfaction and proficiency development in ESP context. Nurmetov et al. (2023) identified the need for analysis of Kazakhstani IT alumni and found that they were mainly satisfied with the ESP content and different kinds of projects worked on during the studies. However, the respondents recommended to add some diversified IT terminology and some assignments that were given during ESP classes were not valuable at work (such as presentations and vocabulary not related to IT), which should be the reminder for ESP teachers to review the assignments given. Suzani et al. (2011) has identified the reasons of not meeting student's demands in ESP classes as a) students are not ready for ESP classes; b) lack of teacher's qualification; c) ESP teaching methods are still passive; d) ESP classes too large. Kassymova et al. (2021) revealed three main factors influencing IT students' English language proficiency in ESP classes such as overcrowded classes, mixed-ability students, and ineffective learning environment. There are several challenges that ESP teachers' encounter while teaching lack of knowledge of discipline, lack of proper needs analysis, lack of ESP training, large classes, and learner's varied English competences (Iswati & Triastuti, 2021). Furthermore, those factors may also cause some challenges in the development of communicative and professional competences since teachers' main goal of teaching might shift to a different direction. It might also become a stumbling block in advancement and growth of ESP teaching. Lourido-Badía(2023) analyzed how ESP materials used in the Sports Science and Psychology program students to provide instructional strategies, activities which foster development of B2 level

of communicative skills required for future career. She identified that ESP materials have wide range of activities to foster communicative skills however it could not reach proper adaptation to B2 level which is not appropriate to the specific language acquisition and all four skills were rarely included in the materials.

The demand for IT education in Kazakhstan is increasing and tertiary education should prepare such specialists who are proficient in English and competent in professional domains. Kuhail et al., (2023) claims that IT professionals' foreign language training should last 4-5 years to acquire the required communicative competencies (linguistic competence, pragmatic competence) since the entire field of technology and programming language are bound to English. Zhaiykbay (2023) studied the importance of the development of IT specialists' pragma-professional communicative competence by emphasizing that communicative competence might not be enough for IT students to deal with pragma-professional problems. Kaldarova (2023) also supports the fact of developing subject-related competencies of IT students to be able to meet the demands of the global market. She mainly focused on developing IT students' subject-communicative language competencies and assessed the degree of formation. Zhaiykbay et al. (2023) examines the impact of pragma-professional communicative competence (PPCC) on job performance of IT specialists and identifies crucialness of PPCC in project completion and effective collaboration. There is limited literature on IT speciality students' pragma-professional communicative competence (PPCC) in the Kazakhstani context. However, several studies have investigated the communication skills of IT professionals in Kazakhstan, providing insights into challenges and opportunities for developing communicative competence among IT students. In a study by Kairzhanova and Bolshakov (2021), which aimed to explore the role of the English language in the IT sphere in Kazakhstan, it was found that the lack of communication activities and skills are one of the main barriers to effective collaboration and teamwork in the IT industry. This highlights the importance of developing PPCC among IT specialty students. This study investigates the students' perception of ESP teachers' performance and challenges in the formation of IT specialty students' pragma-professional communicative competence.

1. What are the IT students' perceptions of ESP teachers' performance in the Kazakhstani context?
2. How do teachers view the teaching goals of English for Specific Purposes?
3. What are the challenges these students report in incorporating the formation of pragma-professional communicative competence in foreign language education?

To answer those questions, we did an exploratory study with the help of a survey and interview, and both qualitative and quantitative data were analyzed.

3. METHODOLOGY

The study was carried out with the 1st and 2nd year IT specialty students (508) and teachers (36) of English for Specific Purposes (ESP) in universities of Kazakhstan. The participants of the research were students and teachers of four Kazakhstani universities. Among (508) students 12 students and 8 teachers were selected for focus group interview; selection was voluntary. All the research procedures were conducted in English. All the ethical issues were followed, and the consent letter was sent to the department chairs; teachers and students were also e-mailed the consent letter.

3.1. Data collection

Participants of the main study were the 508 IT specialty students majoring in (Computer Science, Software Engineering, Mathematical Computer Modelling, and Information Systems). In the pilot study, 53 IT specialty students took part. The students were asked to fill out the survey online and based on their answers the updates were done. The survey with close-ended (Likert Scale) and open-ended questions was taken online, and it was divided into two sections: a) sections on students' perception of ESP teachers' performance; and challenges in incorporating the formation of pragma-professional communicative competence; b) sections on teachers' view of teaching objectives of ESP. All the ethical issues were followed, and the consent letter was sent to the department chairs; teachers and students were also e-mailed the consent letter. They were aware of the aim of the research, and they could cancel their participation at any time. The consent letter contained the link to the survey and students got access easily. After the collected data, the Likert scale questions were statistically analyzed by SPSS. Twelve students and eight teachers from different universities were interviewed. A semi-structured interview was developed, and a focus group interview was conducted. The qualitative data was thematically analyzed by codes.

Table 1 Percentages of student respondents from four universities

University code	Percentage
University 1	30,9%
University 2	17,5%
University 3	23,4%
University 4	28,2%

Based on results, the majority of participants (30,9%) were from University 1 and University 2 (28,1%), more than third participants (23,4%) were from University 3, and the rest (17,5%) were from University 4.

Table 2 Majors taken by respondents

Major subjects	Percentage
Computer Science	46,9%
Software Engineering	27,5%
Information Systems	14,6%
Mathematical Computer Modelling	11%

As seen in Table 2, the majors taken by respondents are mainly Computer Science (46,9%), less than a third are favor of Software Engineering (27,5%), other (14,6%) Information Systems, and minority are Mathematical Computer Modelling (11%).

Table 3 Percentages of teacher respondents from four universities

University Name	Percentage
University 1	25%
University 2	25%
University 3	25%
University 4	25%

3.2. Research findings

3.2.1. Finding 1

This part shows the findings of students' perceptions of ESP teacher's performance (teaching method, content, teaching materials and assessment policy) and teachers' view of the teaching objectives in ESP.

(N=508)
strongly agree = 5, agree = 4, neither agree nor disagree = 3, disagree = 2, strongly disagree = 1.

Table 4 IT students' perceptions of ESP teacher's performance in Kazakhstani context

Criteria on teacher's performance	Questions	SA	A	N	D	SD	Interpretation
Needs analysis	I feel that good knowledge of English will give me an edge in competing with others	209	152	34	60	53	42% strongly agree
	Increasing my English proficiency will have financial benefits for me	334	130	23	10	11	66,8 % strongly agree
	to be fluent in English will help me to find a good/better job more easily	140	320	20	9	19	62, 9 % agree
Teaching methods	I really love attending English classes because of my teacher's teaching	91	67	50	151	148	17,9 % strongly agree 29,7 % disagree
	Teacher understands the necessity and importance of ESP in IT sphere	120	80	44	129	135	23,6 % strongly agree 26,5 % strongly disagree
	Teacher conducts lessons with a diverse range of activities related to IT	67	56	34	185	166	13,1 % strongly agree 36,4 % disagree
	I like teaching method of my teacher	78	74	54	160	142	15,3 % strongly agree 31,4% disagree

As seen in Table 3, IT specialty students need English language to get well paid jobs and they are not satisfied with the teaching methods of their teachers. It seems teachers do not use a diverse range of activities related to IT since 36,4 % of participants disagreed with the statement "Teacher conducts lessons with a diverse range of activities related to IT". However, 23,6 % participants consider that teachers understand the importance of ESP in their sphere, but still, they do not like to attend English classes due to the poor teaching method.

Table 5 IT students' perceptions of ESP teacher's performance in Kazakhstani context

Criteria on teacher's performance	Questions	SA	A	N	D	SD	Interpretation
Content Subject/ Teaching Material	Teacher uses IT related topics in ESP classes	29	31	45	120	283	55,7 % strongly disagree 5 % strongly disagree
	Teacher prefers providing receptive activities rather than productive ones	140	320	20	9	19	62, 9 % agree
	Teacher uses updated and relevant (IT related) materials in ESP class	20	31	44	124	285	56,1 % strongly disagree
	Teaching materials make us to perform and practice what we have learnt	113	87	44	135	129	23,6 % agree 22,2 % strongly disagree
	Teaching materials are given to develop our pragma-professional communicative skills	56	102	34	203	112	39,9 23,6 % agree
Assessment	The assessment takes place objectively	153	290	25	15	25	57 % agree
	Teacher uses both formative and summative assessments	305	93	34	50	26	60% strongly agree
	The assignments are given to assess our performance(production) rather than reception	83	87	44	165	129	16,3 % agree 32,4 % disagree
	Rubrics are explained and provided	187	178	25	15	103	36,2 % agree

In Table 4, it is evident that 56,1 % of respondents did not find the content of their ESP up to date and relevant to their sphere. Besides, 62, 9 % of participants believe that teaching materials are designed to foster receptive skills rather than production, also 22,2 % consider that they do not practice what they have learnt. However, the assessment policy of teachers is clear and objective. Majority of the respondents agree that teachers use both formative and summative assessments, and all rubrics explained and provided beforehand.

3.2.2. Finding 2: Focus group findings

Material(textbook) code (Code MT)

Of all responses, the most frequent expressions referred to the textbook(materials) that their teachers use in ESP classes. Respondents with code "MT" mostly mentioned about the discrepancy of the textbook materials to their sphere. They also pointed out that the topics which were related to their sphere were presented with basic and simple things.

In our ESP class, we do not mainly focus on our profession, I mean we study with a textbook for engineering students, for example: we just passed a unit related to oil supply even though we are computer science students. (Student 1)

I am a computer modelling student, and our textbook is mainly related to general engineering science, and we learn only about basic computer-related things. It is not interesting because we have learned about basic ICT tools during our first semester in the ICT course. (Student 2)

In my English class, we have a textbook which is connected to my sphere, we learn new words related to my profession, but we don't revise new words as homework. We learn it and immediately forget. (Student 3)

Teacher makes us only read the text and retell it. Texts even not related to our sphere; I don't understand why we are reading them. We need more words to learn about my specialty. (Student 4)

Textbook was related to my sphere, but only simple (basic) things were mentioned during 14 weeks of our first semester study. (Student 5)

Participants express dissatisfaction with the alignment between textbook content and their field of study. They also highlight a concern regarding the redundancy on content covered in ESP classes, it provides a need for more advanced and tailored material in ESP instruction. There appears to be a disconnect between the content provided and the students' professional needs, with insufficient depth, relevance, and engagement in the learning materials and activities.

Respondents who responded within the code 'E' theme indicated the importance of IT related topics, terms in their classes, because it gives them the opportunity to be competent in their sphere. They emphasize that they expect in ESP classes activities which foster communication related to their profession and field-specific tasks to solve. Participants mostly expected to see in their ESP classes activities, topics, terminology related to their sphere.

I thought that this ESP class's content wouldn't be the same as my English course at educational center, but it was the same. (Student 4)

I expected that we will learn IT related terms, themes and will communicate on this topic. (Student 5)

I thought that our ESP class would focus on speaking and listening mainly, but it was focused on reading texts and writing essays. (Student 7)

I thought that we will learn things in English, which is related to our profession, but we learned only grammar. (student 8)

I expected activities which foster communication in foreign language professional sphere because the course title is called English for specific purposes. (Student 9)

Respondents who indicated responses considering the code 'S' emphasized the importance of both receptive and productive skills in ESP classes. The following responses are indicative of either one, or both of these skills.

I would suggest more activities related to our profession and speaking activities, because fluency is very important in our sphere. (Student 10)

Our teacher focused only on reading and retelling, but we need new terminology related to my profession in order to use that in my speaking or writing. So, it would be better if the teacher teaches how to use new words in context and teach more new words connected with our profession. (student 3)

As our profession is mainly related to the English language, we have so many materials in English, so therefore we need to read more scientific papers about our sphere. Because it will help us to use English and understand IT related texts.(student 5)

It would be better if teacher uses different activities (real-life situational activities) to use English in our sphere. Because in particular situation we don't know how to speak or say something. (student 6)

In our sphere, there are a lot of nationalities are working as programmers, web designer and so on and they have different accents, and it would be better if teacher bring us listening tasks with different accent speakers. (student 7)

3.2.3. Finding 3

Teachers' view of teaching goals of ESP

In general, teachers accept the fact that IT ESP classes should have up-to-date and relevant teaching materials. They understand that they need to use more IT-related or major related materials in their ESP classes. However, it is not always possible to have them due to the large class size, different levels and diverse majors of students in one class. For example, T5,8 explained,

I try to use some IT-related materials, however, as a technological university, I do have many diverse majoring students such as gas and oil engineering, construction engineering, and so on. Therefore, I cannot only pick IT-related teaching materials or topics for my English classes. T5

I have different levels (elementary- intermediate) of students in my class, and a large number of students over 27. It causes huge challenges in implementing IT-related materials, and activities, I rather choose to use common materials for all in the ESP classroom. T8

Another teacher mentioned about the goal of ESP, saying that

Actually in our syllabus we have topics covering the major ralted terms and so on. Still, we probably use ESP to improve my students' proficiency level so they can use it for practical purposes. T7

The respondents emphasize only general English goals as ESP teaching goals, due to the large class size, and major and level differences.

Hence, teachers' responses showed that their teaching goals do not fully follow the ESP goals and students' interview responses revealed that they are not satisfied with the ESP content. Once focus group interview results gained, the researcher came up with survey questions to identify four university teacher's view of teaching goals with a help of survey.

Table 6 Teachers' view of teaching goals of ESP
Adopted from Smakova &Paulsrud (2020)

Teacher's view of ESP	Mean	SD
1. Improve a level of proficiency in the English language that will allow my learners to use English for practical and specific purposes	3.38	2.93
2. Encourage my students to communicate in the English language and behave pragmatically with people from any foreign countries.	1.79	1.49
3. Encourage my students to use terminology related to his sphere.	1.79	1.49
4. Increase my students' basic vocabulary.	3.07	2.69
5. Emphasize the acquisition of professional, specific knowledge.	3.06	2.67
6. Increase my students' understanding of difficult reading passages.	2.99	2.59
7. Improve my students' abilities to translate sentences from the English language into the mother tongue.	3.38	2.90
8. For communication, collaboration, organization and management, digital literacy, critical thinking and problem solving, etc.	3.35	2.90

The table presents teachers' perspectives on teaching goals within English for Specific Purposes (ESP) classes. Overall, teachers place a high priority on enhancing students' English language proficiency for practical use, with a mean score of 3.38 and a standard deviation of 2.93. Communication skills are also valued, albeit slightly lower, with a mean score of 2.79 and a standard deviation of 2.49. Encouraging the use of profession-specific terminology receives lower emphasis, as indicated by a mean score of 1.79 and a standard deviation of 1.49. Teachers aim to increase students' general vocabulary (mean = 3.07, SD = 2.69) and emphasize the acquisition of professional knowledge (mean = 3.06, SD = 2.67). Additionally, they prioritize improving students' understanding of complex grammatical structures (mean = 3.59, SD = 3.11) and difficult reading passages (mean = 2.99, SD = 2.59). Translation abilities from English to the mother tongue are also considered important (mean = 3.38, SD = 2.90). Lastly, teachers recognize the importance of fostering communication, collaboration, and critical thinking skills, with a mean score of 3.35 and a standard deviation of 2.90. These results highlight the multifaceted approach taken by teachers in ESP instruction, aiming to equip students with a broad range of language and professional skills. Teachers find it difficult to cater the needs of IT students since students do not possess the required general knowledge of English.

Table 7 Students' view on challenges in the formation
of pragma-professional communicative competence
Adopted from Smakova &Paulsrud (2020)

Lack of real-life environment for students to master pragma-professional communicative competence
The curriculum/course book is not appropriate for teaching pragma-professionally oriented themes
Lack of experience and knowledge about how to teach pragma-professional communication in ESP classes
Lack of experience and knowledge about pragma-professional tasks
Lack of experience and knowledge about the assessment process of pragma-professional communicative competence
Lack of experience and knowledge about how students can demonstrate their PPCC
Lack of experience and knowledge about how to integrate and balance pragma-professional(subject-specific) and communication skill appropriately

The table summarizes students' views on challenges in the formation of pragma-professional communicative competence (PPCC). Several key challenges are highlighted, including a lack of real-life environments for students to master PPCC, indicating a gap between theoretical learning and practical application. Students also express dissatisfaction with the curriculum and course materials, suggesting that they are not adequately tailored to teach pragma-professionally oriented themes, hindering their ability to develop relevant communication skills. Furthermore, there is a notable lack of experience and knowledge among instructors regarding how to effectively teach pragma-professional communication using contemporary methods, as well as a deficiency in understanding pragma-professional tasks and assessment processes. Additionally, students feel ill-equipped to demonstrate their PPCC and struggle with integrating and balancing pragma-professional content with communication skills appropriately. Overall, these challenges underscore the need for targeted support and training for both students and instructors to address the complexities of developing pragma-professional communicative competence effectively within the educational context.

4. DISCUSSION

English for Specific Purposes (ESP) is a subject of increasing interest in language education. Kolomiets and Konoplenko (2015) proposed a model for teaching English to speak for specific purposes, especially in the context of information security. They emphasized the use of business games as an effective method of developing students' communicative competence. This finding is especially important for the development of pragma-professional communicative competence of IT students in Kazakh ESP classes.

The present study aimed to investigate IT students' perception of ESP teachers' performance in the Kazakhstani context; to explore the challenges that students face in the formation of pragma-professional communicative competence; and identify what is the teachers' view of the teaching goals of ESP. After the students' interview responses, the most commonly shared students' perceptions of ESP teacher's performance were divided into 4 items such as teaching method, content, teaching materials and assessment policy. Most of the students emphasize the need to improve the teaching methods and add sphere (IT) related topics into ESP classes, since they found that teaching materials are not up to date and sphere (IT) related. The result of the analysis of responses on teachers' view on teaching goals of ESP, it was revealed that teachers are aware of the importance of using major (IT) specific terms, topics, and activities in ESP classes to develop PPCC. However, they emphasize only general English goals as ESP teaching goals since there are some difficulties in incorporating ESP goals. They claim that class size, students' major(speciality) and level differences have a huge impact on incorporating the ESP goals. Therefore, they have to teach general English rather than ESP to their students. Moreover, Tulepova et al., (2024) found out that there are persistent challenges and noticeable gaps between the EMI practices teachers aim to implement and the actual experiences students report. It may show that not only teachers and students of ESP classes but also teachers and students of EMI classes have different visions towards English learning.

Similarly, Kondakova, Zimina, and Prokhorova (2020) advocate a differentiated approach to teaching ESP. They believe that in order to successfully acquire professional communicative competence, it is necessary to adapt the educational process to the

specific professional needs and language abilities of students. This insight highlights the importance of tailoring ESP lessons to the unique needs of IT students in Kazakhstan. Nabok and Borysenko (2022) study the content features of the study subject "Foreign language for professional purposes" in the context of psychology. Although their focus was not specifically on IT students, their results highlight the importance of aligning language learning with students' specific professional fields. This corresponds to the need to adapt ESP lessons to the professional needs of IT students.

In the present study, teachers are familiar with the concept and goals of ESP, the results indicate that practising and incorporating ESP goals in their classes are still challenging in the formation of PPCC. The findings of this study reveal several difficulties that students face during the formation of PPCC in ESP classes. First, students recognize the lack of a real-life environment to foster PPCC. Furthermore, this study identified no correspondence of teaching materials to ESP goals which makes it difficult to improve the PPCC of a student. Other important problematic aspects of the formation of PPCC include teachers' lack of experience and knowledge on how pragma-professional tasks can be given, how students can demonstrate their PPCC, and how PPCC can be assessed.

5. CONCLUSION

This study provides insight into how Kazakhstani EFL teachers view the teaching goals of ESP and students' perceptions of ESP in the formation of PPCC. Existing literature highlights the importance of teaching English for specific purposes and developing pragma-professional communicative competence. However, there is a significant gap in the literature regarding the unique needs and challenges of IT students in Kazakh ESP classrooms. This study leads to several educational recommendations. First, the university program should strengthen the focus on teachers' awareness of teaching goals of ESP and obedience of the ESP syllabus. Second, ESP classes should be divided into levels and spheres of different groups. Third, professional development programs should be arranged for all ESP teachers to enhance their ESP knowledge and support them with teaching materials. Fourth, future research should focus on exploring the unique language and professional demands of IT students and developing pedagogical approaches tailored to meet these needs.

REFERENCES

Charles, Maggie. "Getting the corpus habit: EAP students' long-term use of personal corpora." *English for Specific Purposes* 35 (2014): 30-40.https://doi.org/10.1016/j.esp.2013.11.004

Dearden, Julie. "The changing roles of EMI academics and English language specialists." *Key issues in English for specific purposes in higher education* (2018): 323-338.

Fortanet-Gómez, Inmaculada, and Christine A. Räisänen, eds. *ESP in European higher education: Integrating language and content*. Vol. 4. John Benjamins Publishing, 2008. https://doi.org/10.1075/aals.4

Hutchinson, Tom, and Alan Waters. *English for specific purposes*. Cambridge university press, 1987.

Iswati, Luluk, and Anita Triastuti. "Voicing the challenges of ESP teaching: Lessons from ESP in non-English departments." *Studies in English Language and Education* 8, no. 1 (2021): 276-293.

Kaiyrzhanova, E. E., & Bolshakov, I. A. (2021). The role of English in the information technology profession. Current scientific research in the modern world, (1-2), 52-56.

Kaldarova, Aissulu, Tulebike Kulgildinova, Saule Berdenova, Gulnara Zakirova, and Svetlana Zhanabayeva. "Subject-Related Communicative Language Competence: Exploring Future Information Technology Specialists' Learning and Teaching." *Journal of Education and e-Learning Research* 11, no. 1 (2024): 26-35.10.20448/jeelr.v11i1.5288

Kassymova, G. K., M. Nursultan, and W. Xu. "Overview Study on Using Gamification in Education for Personality Development." *Iasaui universitetinin habarshysy.–2024.–No1 (131).–P*: 335-345.

Kassymova, Gulnara,Tulepova Saule Mukhamadi Kuralai, Zhaiykbay Kumis and Lukashova Svetlana (2021). Linguistic, Social and Cultural Factors Influencing Foreign Language Learning in the Context of Higher Education. Psychology and Education, ISSN: 0033-3077 Volume: 58(3). 2980-2988. https://doi.org/10.17762/pae.v58i3.4381

Kolomiets, S. S., and L. O. Konoplenko. "A model for teaching speaking English for Specific Purposes (information security) using business game." *Advanced Education* (2015): 58-63.http://doi.org/10.20535/2410-8286.44209

Kondakova, Natalia N., Elena I. Zimina, and Mayya Y. Prokhorova "A differentiated approach to teaching English for specific purposes." *ЖУРНАЛ ТАМБОВСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА имени ГР ДЕРЖАВИНА* (2020): 25. http://doi.org/10.20310/1810-0201-2020-25-186-25-33

Kuhail, Mohammad Amin, Nazik Alturki, Salwa Alramlawi, and Kholood Alhejori. "Interacting with educational chatbots: A systematic review." *Education and Information Technologies* 28, no. 1 (2023): 973-1018.

Kunanbayeva, Salima. *The modernization of foreign language education: the linguocultural-communicative approach*. London, UK: Hertfordshire Press, 2013.

Kunanbayeva, Salima S. "Educational Paradigm: Implementation of the Competence-Based Approach to the Higher School System." *International Journal of Environmental and Science Education* 11, no. 18 (2016): 12699-12710.

Lourido-Badía, Inés. "Analysis of English for Specific Purposes materials: Sports sciences and Psychology ESP materials in the EFL classroom." *Journal of Teaching English for Specific and Academic Purposes* (2024): 777-792. https://doi.org/10.22190/JTESAP231018058L

Nabok, Anna & Borysenko, I. (2022). Content peculiarities of the academic discipline «foreign language for professional purposes» (on the basis of ma speciality «psychology»). Scientific Herald of Sivershchyna. Series: Education. Social and Behavioural Sciences. http://doi.org/10.32755/sjeducation.2022.01.131

Nurmetov, Diyar, Siswantoyo Siswantoyo, Nataša Bakić-Mirić, and Asel Chaklikova. "Identifying student needs in english for information technology at the post-secondary level." *Jurnal Cakrawala Pendidikan* 42, no. 1 (2023): 198-207.http://doi.org/10.21831/cp.v42i1.52373

Pavesi, Maria Gabriella, and Elisa Ghia. *Informal contact with English. A case study of Italian postgraduate students*. Vol. 8. Edizioni ETS, 2020.

Sheriyev, M. N., L. B. Atymtayeva, I. K. Beissembetov, and B. K. Kenzhaliyev. "Intelligence system for supporting human-computer interaction engineering processes." *Applied Mathematics and Information Sciences* 10, no. 3 (2016): 927-935.https://doi.org/10.18576/amis/100310

State program for the development of education of the Republic of Kazakhstan for 2011-2020 dated December 7, 2010. No. 1118. https://adilet.zan.kz/rus/docs/U1000001118

Suzani, Samad Mirza, Lotfollah Yarmohammadi, and Mortaza Yamini. "A critical review of the current situation of teaching ESP in the Iranian." *The Iranian EFL Journal* 36, no. 3 (2011): 179.

Smakova, Kymbat, and BethAnne Paulsrud. "Intercultural communicative competence in English language teaching in Kazakhstan." *Issues in Educational Research* 30, no. 2 (2020): 691-708.

Tulepova, Saule, Madina Bekturova, Davronzhon Gaipov, and Sophia Butt. "Investigating English medium instruction provision in a Kazakhstani university: the ideals and realities of EMI learning." *Journal of Teaching English for Specific and Academic Purposes* (2024): 433-444.

Zhaiykbay, K. T. "Stages of the formation of IT speciality students' pragma-professional communicative competence in foreig." *Bulletin of the Karaganda university Pedagogy series* 110, no. 2 (2023): 73-80.

Zhaiykbay, K. T., T. A. Kulgildinova, and G. Mamayeva. "The impact of foreign language pragma-professional communicative competence on the job performance of IT specialists." (2023).