

# A Key to Successful programs of The Kazakh Language: Student's Needs Identification

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**Abstract-** The actuality of new approaches in the teaching of the Kazakh language is the unification and introduction into the scientific and methodological turnover of the concept of language education as an independent linguistic and pedagogical direction. Kazakhstan's choice of language of communication and instruction, as well as an analysis of each personal motivation to study the state language, taking into account the problems and their solutions. Since independence, acquiring the status of a state language of the discipline it has become a basic (or mandatory) element of a modern education system. Modern reality requires specialist training as a subject of a professional sphere, the competitive labor market in Kazakhstan. A necessary condition for the formation of this quality is the possession of the professional-oriented Kazakh language. Studying the world experience, there is a need for an analysis of language education at the intersection of a linguistic, pedagogical and andragogic model, including needs identification of language learners and professional preparation of teachers as researchers and partners.

**Keywords-** Needs identification, teacher-learner relationships, motivation, knowledge, cognition and psychology

## I. INTRODUCTION

Professional preparation as an important part of Language education facilitates to develop personal abilities of each member of society. The goal of mainstream classes is to create a self-esteem, self-respect and self-confidence among students with the help of necessary communicational skills, logical sequence of a professional speech or on acquiring new ideas. Today professional education merges different directions of ongoing training programs. It is fair to say, that professionalism is not just knowledge and information it is a complex of viable skills and experiences, equality of accesses and credits. In that reason language as an opportunity to be strong and confident is evaluated as an assertion of reconstitution and perpetuation of a dignity. Furthermore, Language for professional purposes includes awareness of transitive coaches, relevant motivations and explicit activities. Therefore the teaching process has a different kind of explanations and clarifications. Among them want to underline the position of scholars as Marion Williams and Robert L. Burden «teaching is an expression of values and attitudes, not just information or knowledge» [Marion Williams, 1997, p. 63]. The best way of understanding this assertion is just to highlight the transitive comprehensiveness of the teaching-learning relations as a point of a number of appropriated consequences based on bringing and giving.

## II. LITERATURE REVIEW

What does mean successful programs in teaching? «Success or otherwise in teaching is not just a matter of luck. It results from thorough planning and preparation, knowing your students and reflection on and evaluation of your practice. You will experience the wonderful feeling you get after a class has gone well» [Scales, 2013 p.28]. Therefore teachers as designers of this successful procedure need to develop their professional and psycho-cognitive skills, as mentioned Maria Montessori «The work of education is divided between the teacher and the environment» [Montessori, 2004 p.181]. Additionally, «the real teaching environment is where theory is applied, tested and evaluated» [Scales, 2013 p.24]. There are more than enough research works about the role of teachers in preparing present or future generation to known and unknown world. All suggestions and conclusions include points of being a good teacher [Rosenshine, 1971] as well as steps of effective learning behaviors [Powell and Tod, 2004]. Among Rosenshine's traditional conceptions of a good teacher like «introducing topics and activities clearly, explaining clearly with examples and illustrative materials, use of questions, especially higher order questions» we found the important point «making use of learners ideas, clarifying and developing them further» by which the problem of needs identification can be solved as a key assumption of successful teaching process. In that case, according to Hutchinson and Waters, «ESP (English for Specific Purposes) is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning» [Hutchinson and Waters, 1987 p. 19.]. The suggestion here is that as any subject of teaching or training language also driven by the needs of learners. Language programs of L1 and L2 or general language teaching and language for specific purposes are not the same. «The teaching of English for Specific Purposes (ESP) has been seen as a separate activity within English language teaching (ELT). ESP, if sometimes moved away from the established trends in general ELT, has always been with needs analysis and preparing learners to communicate effectively in the tasks prescribed by their field of study or work situation. The emphasis of ELT is always on practical outcomes. The theory of ESP could be outlined based on the specific nature of the texts that learners need knowledge of or need-related nature of teaching» [MilevicaBojović, 2007 p. 487]. This also means that needs identification of learners is obvious insight of generating initial notions of successful programs. Testing the hypothesis stated above by scholars [Brown, 1995, Dudley-Evans, 1998, Hyland, 2006] shapes thinking that creating the basic

motivational conditions and appropriate teaching behaviors can highlight the significant attribution of any positive retrospective evaluation. Insofar the full understanding of needs simultaneously matches ever-changing information with capacity for reinvention and activity after. Thus teachers focus on installing of comprehensiveness of materials in aspiration of teaching grammar plus content. It can be in a gradual and stepwise manner with enhancing demand. Needs analysis is one of the main and absolute characteristics of ESP definition [Dudley-Evans, 1998]. It is thus remarkably complex among other factors as «methodology and activities of the discipline it serves or ... activities in terms of grammar, lexis, register, study skills, discourse, and genre». Dudley-Evans, also, traced variable characteristics of ESP which based on the conceptions of «specific teaching situations» or «professional work situations» with «basic knowledge of language systems» and age capacities. It would seem logical to assume that to measure the effectiveness of this perception normally involves implement efforts and perseverance of learners. Needs analysis as a part of «six core steps» of Brown's conception [Brown, 1995] has recognized as transitive strength between linguistic content and discipline or subject content. Because «The systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation» [Brown, 1995]. As a result, successful language teaching programs can help to clarify «what learners know, don't know or want to know» [Hyland, 2006 p. 73]. It is not possible simply to assert what and how. However, the general assumption has been that it is necessary to assess all the details of these procedures. Exactly, the effectiveness of the program or the course has established by searching goals and backgrounds of learners. What makes a good program? «You will need a variety of teaching and learning methods in your toolbox if you wish to be successful. In addition, you will need to know about your learners...» [Scales, 2013 p.34], one might assume that there are the kinds of argues. Although, target situation analysis (TSA) and present situation analysis (PSA) is an increasingly important part of this question. Discovering and adopting innovative new methods of language teaching as ways of illustration, we try to consider a series of examples.

### III. METHODOLOGY

The general assumption has been that successful language programs for specific purposes (LSP) need ongoing preparation and selection of new materials as a key to content-based analysis. In the comparison of general language programs (GLP) which full of linguistic issues and grammar explanations LSP has been described as acquirement of new ideas and meaningful professional comprehensions according to the needs of learners. The list of debatable questions of education procedure today includes not only knowledge or specific skills, but also pragmatic connection between education and future. One of the main points of these discussions can be the questions «Does education prepare students for futures as good citizens, competent workers, and innovative researchers or entrepreneurs? » [Clemens, 1999 p.105], «What should schools do in relation to any given social order? » or «How we should prepare our youth (and adults) for their lives in this society? » [Hall, 1999 p.121] by which active learning will be preferable to passive form and continually develop practice-based teaching. As a combination of learn and develop it is really important to analyze reflection or reflective teaching in deep connection with Lasswell's model of communication«who – what – to whom – how – why» [Lasswell, 1949]. Insofar «reflective practice is the key to improvement» [Scales, 2013 p.26]. To measure the effectiveness of these insights hopefully can assist to understand the advantages of further searches of successful LSP programs too. With creation of the basic motivational conditions of «regular reflection and review» we can «challenge and develop our practice» and, ultimately, we can achieve the idea «good teaching stimulates good learning» [Scales, 2013 p.4]. They normally involve an essential sequence of the six core steps suggested by Brown – needs analysis, goals and objectives, assessment, material selection and development, teaching, program evaluation [Brown, 1995]. «The focus in teaching and learning has been informed by an argument for greater emphasis on the individuals and supporting them in meeting their needs» [Westergaard, 2009 p. 1] which can eliminate unnecessary courses or topics, and expands another source of increased analytical reasoning. On the contrary, and to their credit, it is not possible simply to assert that needs-based programs might diminish the influence of social, economic, cultural or psychological factors to the learning process. To delay the process of needs identification or the true identity of learners can lessen the incentives of the whole learning activity. Intrinsically, rigorous analysis of needs will indicate the core of eligible characteristics of relevant concerns with the synergy of attractive dimensions. According to the experience of Nazarbayev University, we can emphasize the impact of learner's needs identification to the selection procedure of elective courses. Elective courses are considered in a position of a certain degree of plausibility of overwhelming commitments to understand and to provide with necessary comprehensive information and justifiable limitation of diverted materials. The reciprocity of teaching and learning facilitates analysis of balances between interests of learner and knowledge of the teacher. In fact, «teachers will be experts in their own academic, creative or technical subject matter and they will strive to make their teaching interesting, to engage and inspire the learner and to encourage success in the subject» [Westergaard, 2009 p. 7]. Therefore not only the list of majors provides an overview student's needs, but also the methods of interview, survey questionnaires, focus group discussions and text-based analyses or observation of settings can help to disclose their interests. The equitable dialog is often motivating both sides to acquire capital and to reduce obstructive effects. For assistance in maximizing the advantages of successful language programs in the future necessary to determine course outcomes with the help of middle term and final feedbacks. The questionnaire can include

just several points of teaching clarifications, for example, targets, topics, tools, tasks, and methods of teaching. It is essential to achieve meaningful learning results and to contribute for realizing feasible outputs for long-lasting using.

#### IV. DATES AND RESULTS

The best way of understanding student's needs is to clarify their purposes. A number of consequences follow from the «conditions where the language is being studied for practical or utilitarian purposes» [Gardner and Lambert, 1972 p. 249]. First, details entail the dimensions of Crooks and Schmidt's conceptions as interest, which refers to the student's desire to know (intrinsic motivation); relevance, which reflects the connection between the learner's goals, needs, and values and the course instruction; expectancy, which refers to perceived likelihood of success; and satisfaction, which combines extrinsic aspects such as praise and grades and intrinsic aspects such as pride and fulfillment [Crooks and Schmidt, 1991]. Second, this problem is handled as the preparation students for their future jobs and specific occurrences with analysis, evaluation and conclusion. Third, this issue is compounded by the fact that interaction of teachers and learners draw on individual's nature with psychological and social aspects contributing to a collective identity. Here the motivational arguments define evolution of any educational competence. Focusing on these components of teaching can establish a good harmony and create «an ability to communicate freely and to radiate positive feelings» [Borg, 2006 p.23]. By drawing on the conception of Alice M. Fairhurst and Lisa L. Fairhurst, the main idea of any effective teaching and effective learning bases on «making the personality connection in classroom» [Fairhurst, 1995]. In that case the authors underlined two theories of human personality: temperament theory, and the theory of psychological type. They distributed both theories as tools of «better understanding core student needs and selecting teaching strategies» [Fairhurst, 1995 p.2]. Insofar the personality connection in classes includes individual aspects of learners we can discern several types of psychological and emotional traits. They emerge from students characteristics as classified by Howard Gardner «learners as verbal/linguistic, logical/mathematical, spatial, musical, interpersonal, and intrapersonal» [Gardner, 1983]. It means all learners study or «learn differently because they are different», and teachers need to maintain the basic rule that «some techniques are very effective with some students and have little impact on others» [Fairhurst, 1995 p.3 & 245]. For examples, the students at Nazarbayev University have elective courses. According to the renewal requirements and student's feedbacks new topics and actual contents are offered by monitoring social and economic situations or by analyzing needs and aptitudes of learners. Therefore teachers have to concentrate their minds on the two needs of students. Firstly, concerns of student's personality driven by the problems of temperament and psychological types create the basis of teaching process with the help of questions «to whom» and «how». Because it is necessary to analyze the learners behavior and «identify their strengths» for the reason of «evaluating teachers as well as their students in ways that lead to effective learning experiences that can help meet everyone's needs» [Fairhurst, 1995 p. 3]. This kind of interaction will encourage the different styles of human behavior in a context of successful teaching programs. Only deep understanding the internal world of learners and their abilities can promote needs-oriented course. Secondly, consequences of teaching for specific purpose will equate the applicability of useful skills and specific knowledge. Notoriously, the content of course is the cooperation of necessary competences and essential self-sufficient system of everyone. These two directions of learner's needs have impact connection with each other and create a pleasant, supportive teaching or leaning atmosphere. Each of them thoroughly and robustly presents in teaching procedure. For testing the hypothesis stated above we are planning to review two course classes and compare their teaching methods. Currently the temperament and personality theories with content-based needs are the main points of changing or reorganizing courses. As example we would explain materials and leaning-oriented audience of two different courses named «Kazakh Language for Civil Service» and «Kazakh Language for Business». Based on the four years experiences it would seem logical to assume that course topics implement the first stage of natural selection. It normally involves student's interests, personal and professional capacities, focuses, and learning strategies. The general assumption has been that the students of the civil service course are stable and serious, and the students of business sector are mobile and creative. However, the courses have exceptions. This also means that different temperaments and psychological types are «driven by ... different core need sets and are naturally adept at particular skills» [Fairhurst, 1995 p. 9]. Here it is interesting to pay attention to the classification of D. Keirsey and M. Bates with education-oriented explanations of Alice M. Fairhurst and Lisa L. Fairhurst. For the purpose to assess in details the position of four temperaments by Keirsey as Guardian, Artisan, Idealist, and Rational extends by four dynamic psychological functions as Sensing or Intuition, Thinking or Feeling.

By the way of illustration let us consider a series of student's behavior. It is well recognized that the official style has different dimensions than the business style. Each of them attracts different outcomes and anticipations. Notoriously, the needs of the students are defined by the desire to receive useful skills and knowledge. For example, students of the civil service course can develop their needs as to know the constitutional and legal norms of the Republic of Kazakhstan for developing political and economic literacy, to evolve the theoretical bases and classification features of the country management system for a clear and coherent explosion of social and economic systems, to analyze the relationship of political and economic issues in the content of Kazakhstan, to systematize of social and international issues of the state management for improving technical skills, to develop knowledge of theoretical principles and the rule of law concepts of public service and public servants as a necessary component of cognitive skills, to compare governance systems of

the Republic of Kazakhstan and other states for presenting intellectual independence and personal political literacy, to apply the principles of constitutional and legal norms of the Republic of Kazakhstan in personal planning and problem-solving or decision-making. This course aims to train students in the Kazakh language level C1. Content classes aimed at studying the characteristics of the public service. This block consists of the management system, based on the Constitution of Kazakhstan. The information is presented in joint political science disciplines, economics, sociology, and linguistics. As a result, the student gets the opportunity to develop skills such as analytical thinking, socio-economic and linguistic literacy. On the basis of the Kazakhstan material along with the linguistic abilities of the student formed the conceptual apparatus of the relationship of man and society, society and the state. An important component is a knowledge that has practical value in the Kazakh society and comparative analytical value on a global scale. Each theme of the course is accompanied by certain charts and tables that help students analyze, investigate and draw conclusions. It is important to underline the role of the teacher in this whole process as a person with high requirements and opportunities. The needs of the students can correctly analyze and perceive really by «outstanding teachers», which, as mentioned S. Ericksen in his work «The Essence of Good Teaching», «should be an inspiring instructor who is concerned about students, an active scholar who is respected by discipline peers, and an efficient organized professional who is accessible to students...» [Marion Williams and Robert L. Burden, 1997 p. 47] Draw on the teaching experience indeed, you can see different types of learners. «Meighan suggests that learners may be construed metaphorically as resisters, receptacles, raw materials, clients, partners, individual explorers, and democratic explorers». As a result of «teacher-learner power relationships», Marion Williams and Robert L. Burden summarize that «the first three constructs are heavily teacher dominated while the latter constructs involve increasingly active learner participation» [Marion Williams, 1997 p. 57]. The interaction of all learner types in classrooms means that as elements of good teaching some categories need to be considered in a deep connection with student's needs identification. Among them we underline possibility to «present work in an interesting and motivating way, judge what can be expected of a pupil, encourage pupils to raise their expectations of themselves» [Brown, S., 1983].

For maintaining student's needs and interests today is important to clarify what they want at the beginning and to shape their thinking skills according to the course specification. Creating the basic motivational conditions is not just to know their prospects and future plans, but also to distribute unknown knowledge, to form an initial and deep understanding of course content. Insofar, here feasibility of interactive targets of teaching and learning is so significant it is necessary to identify the role and the mission of each position. Ultimately, appropriate teaching and learning behaviors fully rely on teacher's talent and capacity, because teachers «are active, thinking decision-makers who play a central role in shaping classroom events» [Borg, 2015, p.1]. Fully comprehend the teaching process as a key of learning quality it might diminish the influence of other unnecessary factors as demotivation or much more self-esteem, which can entail another source of increased analytic reasoning or reduction in educational response. The relevance of analyzing learner's needs eliminate the distribution of reluctant outcomes. Intrinsically, as mentioned Fauziya Orazbayeva, the quality of any educational process consists of three main elements: firstly, needs and interests of the learner, secondly, the pedagogical and methodological talent of teacher and, thirdly, the usefulness of the content and teaching materials [Orazbayeva, 2009, p. 101 - 102]. Hopefully, this might assist in maximizing the advantages of profound teaching preparations and plans. This also means that the model of Dunkin and Biddle has long-lasting importance nowadays too. The eligibility of this format determines by four indicators as «presage variables, context variables, process variables, and product variables» [Dunkin and Biddle, 1974, p. 38]. They based on the interaction of teacher's personal characteristics or experiences, learner's personal characteristics, relationships of teachers and learners and, at the list of learning outcomes. Their merging can enhance the final result of the teaching procedure as a point of educational suitability. For example, the second mainstream and content-based course Kazakh for Business contribute for developing business skills, including verbal and non-verbal aptitudes, theoretical and practical vitality of the course outputs. Materials verbal and non-verbal communication are analyzed by the example of speech known business people. On the basis of critical thinking, students learn to compare data and systematize the criteria of speech. The course includes both examples of the western business environment and the Kazakh society. As a result, students acquire the skills of reasoning, the concentration of the audience, communication and self-presentation. Updated format of the course includes business quests, brainstorming, press conferences, and case studies. The final component of the course provided group projects as Business Plans with functional dates, all necessary parts and calculations. The student focuses on self-development with the use of the Kazakh language as a tool for establishing contact and reach the goal. The course consists of a block of business topics and practical exercises. Teaching experience indicates that topics about Business Idea, Business Plan, Business Standards, Business Management, Finance, Brands are interesting for students. Ongoing preparation of Business factors helps to achieve meaningful learning and to acquire necessary capital or equity.

It has become an accepted truth that the methods of interview, survey questionnaires, focus group discussions help to disclose teaching assumptions and rigorously search learners needs. By the way of illustration, let us consider series examples. Each semester the courses Kazakh for Civil Service and Kazakh for Business at Nazarbayev University have average 20 students, totally they are 40 students. For providing an overview of all teaching details student's needs analysis has three stages of clarification: at the beginning of each semester, at the middle and at the end of. These methods range different approaches and purposes: at the beginning, we need to understand with what material we will

work, then it is important to know the level of satisfaction and program corrections and last searches emphasize possible future course reconstructions. If first forms prefer written format, at the end of it will be more useful to discuss or take interview. One might assume that there is a kind of questions. Possible variants: Why you choose this course? What do you want to learn? How you prefer to study? What was difficult or you think not useful? Do you have recommendations? One of the main questions now is «What makes a good education?». It normally involves several combinations, but the main of them engage teacher's cognition and understanding. Because after questionnaire teacher receives different needs, different desires and different levels of preparation. Briefly, question «Why you choose this course?» each year has the same answers as according to the syllabi prefer content – 10 – 15 student's reply (25 – 37,5%), want to develop necessary skills – nearly 20 – 25%, suitable time in a schedule – 12 – 13%, according to the recommendations of other students or back after first experience to learn – 12,5 – 14%. It means just nearly 35 – 40% of an audience really need your course and understand their own needs. What about the other 60 – 65%? They just have imagination without sometimes rational thinking and real comprehensions. The next important question is «What you prefer to learn? What topics are interesting to you?». Answers create the core of different aspects such as characteristics of civil society, public administration or business priorities – all which might be in a content-based enrichment – 25% or less, to improve business or official vocabulary of the Kazakh language – 10% or more (12%), to develop writing skills and literacy – between 12 – 15%, equitably the answer – to improve communicative skills – also is one of the most important directions of student's needs. Encouraging positive and motivational retrospection of student's self-evaluation it is necessary to focus on the pedagogical and methodological designs of the courses. Ever-Changing situations push teachers to reinvent all equal positions of the teaching-learning relations. Teacher's intention to feel and understand the learner's inside world helps to realize the main purposes of the courses and, at the same time, to highlight the strength of educational procedure. All these issues, indeed, maintain the benefits of productive relations of teachers and learners plus develop ongoing access to reflective and sustainable implications of teaching quality. The scope of it is thus complex and vital. As it is mentioned the types of learners in nowadays create not only a diversity of teaching approaches, also likewise a limitation of tension with relevant impacts. For example «learner as a partner» underpins an aspiration «Let's decide together how we can all benefit from our time together» (Marion Williams, 1997, p. 59). Scholars explained this opportunity as a possibility of «involving in decisions about what activities to carry out, asking them what topics they are interested in or allowing them to select books to read». In the beginning, we try to clarify the meaning details of the position «a good teacher». Analyzing need results of students enhances essential an encounter off with the questions «why», «what», and «how».

## V. CONCLUSION

To sum up, student's needs with their clear identification might realize the main targets of educational procedures to teach with expanding the synergy of learners and developing the teaching excellence with transitive comprehension of its relevance. In addition, understanding learner's needs and knowing their demands support motivational awareness and long-drawn-out usefulness of the learner's skills. We agree that success in teaching and in learning too «requires us always to challenge and develop our practice by regular reflection and review» [Scales, 2013 p.21]. They facilitate to create fullness in teaching procedure, including external stimuli, simultaneously, with intensifying gradual and stepwise approaches. Just appreciation for learner's incentives and inquiries can promote teacher's aspiration to be successful. Analyzing the needs of students is one of the most important keys of quality and practice, which justify facilitation of cross understanding and, really support in acquiring new ideas. For example, each year at the end of students prepared before just projects with theoretical plus practical issues during the course Kazakh for Business, and after final feedback, we change it to the Business plan. Indeed, we compare the priority positions of the usefulness of the group works and analyze its implementation in the future. As a result, we believe it makes a sense to expand the role of learners as «partners», with equalizing their impact in teaching organizing procedure and creation logical and cognitive sequences. Learners, who can reflect more on their own effort and perseverance, might provide not only the content of a course, at the same time they allocate positive aura and emotions at least. Evaluations and feedbacks are the best ways of testing results and developing new teaching approaches. Firstly, learner's needs identification is the belief in raising course demand. Secondly, it is a chance «to treat correctly», which means teachers as doctors can give more for lifelong perfection just if they can listen right. Thirdly, the teacher's dominance in the class can be perpetuated by learner's individualism and understanding values of the teaching-learning community. Causally, the enormous work of teachers is a complex of equally significant parallels of dignity and knowledge, virtue and consensus, ongoing development and proficiency. It is as a contribution to the future generation. Intrinsically, to clarify learners needs not so easy procedure, because sometimes it is not so understandable for them too at the beginning. In the face of massive the forms of driving or pushing work more normally. Hopefully, analyzing student's needs might assist in maximizing its advantages in the future for illustrating a quality unit of teachers and learners relationships.

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