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# TEACHING PROFESSIONALLY ORIENTED READING IN FOREIGN LANGUAGES: A PSYCHOLOGICAL AND PEDAGOGICAL APPROACH

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## Abstract

In the context of globalization and the rapid development of science and technology, the role of foreign languages in higher education has significantly increased. For students of non-linguistic universities, foreign language proficiency is no longer limited to everyday communication but has become an essential tool of professional interaction. Reading professionally oriented literature in a foreign language serves as a primary source of up-to-date scientific, technical, and economic information and contributes directly to the development of professional competence. This article examines the psychological and pedagogical foundations of teaching professionally oriented reading at non-linguistic universities. The study analyzes reading strategies, criteria for selecting professional texts, vocabulary and terminology acquisition, and motivational aspects of learning. Particular attention is paid to the integration of practical classroom activities in German, demonstrating how theoretical principles can be effectively implemented in teaching practice. The findings confirm that a systematic, professionally oriented approach to teaching reading significantly enhances students' motivation, cognitive activity, and readiness for professional tasks.

**Keywords:** Professionally oriented reading, professional literature, non-linguistic universities, reading strategies, German language, professional competence.



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## **Introduction**

In modern higher education, foreign language instruction has undergone significant transformation. The growing integration of national education systems into the global academic and professional space has led to increased demands on graduates' foreign language competence. For students of non-linguistic universities—engineers, economists, agronomists, and specialists in energy and technology—foreign language proficiency is no longer an additional advantage but a necessary professional skill. Among all types of speech activity, reading occupies a special position in foreign language education at non-linguistic faculties. Despite the development of digital technologies, audiovisual tools, and artificial intelligence, the text remains the main carrier of scientific and professional information. Research articles, technical documentation, international standards, and professional guidelines are predominantly presented in written form. Therefore, the ability to read and understand professional literature in a foreign language becomes a key component of professional competence. At the same time, teaching foreign languages at non-linguistic universities faces a number of challenges. The number of academic hours is often limited, students' initial language proficiency varies significantly, and motivation for language learning is frequently low. Many students perceive foreign languages as secondary subjects unrelated to their core specialization. This situation requires teachers to search for effective pedagogical solutions that would ensure high learning outcomes under constrained conditions. Professionally oriented reading offers a solution to many of these challenges. When students work with texts directly related to their future profession, foreign language learning acquires clear practical significance. Reading professional texts allows students not only to develop linguistic skills but also to acquire new professional knowledge, expand their scientific outlook, and develop analytical thinking. The purpose of this article is to analyze the psychological and pedagogical foundations of teaching professionally oriented reading at non-linguistic universities and to demonstrate practical ways of implementing this approach through German-language classroom activities. The objectives of the study include defining reading strategies, identifying criteria for selecting professional



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texts, examining vocabulary acquisition methods, and analyzing motivational and psychological factors influencing reading comprehension.

### **Literature Review**

Reading has long been recognized as one of the most important skills in foreign language learning. Reading serves not only as a means of language acquisition but also as a tool for cognitive development. At the university level, reading becomes a dominant skill, especially for students who need to access professional information in a foreign language. Reading contributes to vocabulary expansion, grammatical awareness, and the development of cognitive strategies necessary for processing complex information.

Professionally oriented reading is understood as reading aimed at understanding texts related to a specific professional field. Zaitseva (2012) notes that such reading satisfies both communicative and cognitive needs of specialists. Unlike general reading, professional reading requires accuracy, terminological precision, and the ability to interpret specialized information. Research in the field of English and German for Specific Purposes (ESP/GSP) shows that professionally oriented texts increase students' motivation and engagement. When learners see the direct connection between reading tasks and their future careers, their attitude toward foreign language learning becomes more positive. The concept of reading strategies plays a central role in foreign language methodology. M.A. Solieva defines reading strategies as techniques that facilitate comprehension depending on the reader's purpose. The most commonly distinguished strategies include skimming, scanning, search reading, and intensive (study) reading [10, p.17-19]. In professional education, intensive reading is particularly important, as it ensures accurate comprehension of information necessary for professional decision-making. However, effective instruction requires systematic training in all reading strategies.

Vocabulary knowledge is a decisive factor in reading comprehension. Snegova emphasizes that insufficient vocabulary is the main obstacle to understanding professional texts [9, p.76-80]. Therefore, vocabulary acquisition should be systematic and context-based. Motivation is another key factor. Zaitseva argues that motivation for reading in a foreign language is closely connected with



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students' professional interests [8, p. 94-97]. Professionally oriented texts create intrinsic motivation and reduce psychological barriers to learning.

### **Methodological Framework**

The study is based on qualitative pedagogical analysis and long-term teaching experience at a non-linguistic university. The research relies on classroom observation, analysis of teaching materials, and reflection on instructional practices in teaching professionally oriented reading in German. The methodological framework combines the communicative, competence-based, and professionally oriented approaches. Reading is viewed not only as a receptive skill but also as a means of acquiring professional knowledge and developing cognitive independence. The participants were undergraduate students of engineering and economics faculties with language proficiency ranging from A2 to B2 (CEFR). Teaching materials included authentic and semi-authentic German-language professional texts selected according to relevance, linguistic accessibility, and pedagogical value.

### **Analysis and Discussion**

#### **Stages of Working with Professional Texts**

Teaching professionally oriented reading was organized according to a three-stage model: pre-reading, while-reading, and post-reading activities.

#### **Pre-Reading Stage**

The pre-reading stage aims to activate background knowledge and increase motivation. Typical activities include discussion questions in German:

„Was wissen Sie bereits über dieses Thema?

Welche Fachbegriffe kennen Sie?“

Vocabulary-focused tasks are also used, for example:

„Ordnen Sie die Fachbegriffe ihren Definitionen zu:

der Wirkungsgrad – das Verhältnis von Nutzen zu Aufwand

die Kostenreduzierung – Verringerung der Ausgaben“

These tasks prepare students for reading and reduce lexical difficulties.

#### **While-Reading Stage**

At this stage, different reading strategies are practiced.



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For skimming:

„Lesen Sie den Text schnell und beantworten Sie die Fragen:

Worum geht es im Text?

Für welche Berufsgruppe ist er relevant?“

For scanning:

„Finden Sie im Text Informationen über technische Parameter und wirtschaftliche Vorteile.“

For intensive reading:

„Welche technischen Lösungen werden beschrieben?

Welche Schlussfolgerungen zieht der Autor?“

These tasks develop strategic reading skills and professional comprehension.

Post-Reading Stage

Post-reading activities transform comprehension into professional competence.

Typical tasks include summarizing:

„Fassen Sie den Text in 5–7 Sätzen zusammen und verwenden Sie mindestens fünf Fachbegriffe.“

Group discussions:

„Diskutieren Sie, ob die im Text beschriebene Lösung für Ihr Land geeignet ist.“

And professional application writing:

„Schreiben Sie eine Stellungnahme, wie die Ideen in Ihrem Beruf angewendet werden können.“

These activities enhance motivation, critical thinking, and professional communication skills. From a psychological perspective, reading involves visual, auditory, and kinesthetic memory. Professionally oriented texts reduce anxiety and create a positive emotional background, as students focus on meaning rather than errors. Motivation increases when students clearly see the practical value of reading.

## **Conclusion**

Teaching professionally oriented reading at non-linguistic universities is a complex but highly effective pedagogical process. The analysis confirms that systematic work with professional texts, combined with appropriate reading strategies, vocabulary instruction, and motivational techniques, significantly



contributes to the development of students' professional competence. The integration of German-language classroom activities demonstrates that theoretical principles can be successfully implemented in practice. Professionally oriented reading not only improves foreign language proficiency but also prepares students for real professional tasks such as research, analysis, and decision-making. Thus, professionally oriented reading should be regarded as a central component of foreign language education at non-linguistic universities and as an essential tool for training competitive specialists in the modern globalized world.

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