

ISSN 1999-4214 (print)

ISSN 2957-5095 (online)

ЕУРАЗИЯ ГУМАНИТАРЛЫҚ ИНСТИТУТЫНЫҢ

ХАБАРШЫСЫ

ВЕСТНИК

ЕВРАЗИЙСКОГО
ГУМАНИТАРНОГО
ИНСТИТУТА

BULLETIN

OF THE EURASIAN
HUMANITIES
INSTITUTE

№3/2026

Жылына 4 рет шығады
2001 ж. шыға бастаған

Выходит 4 раза в год
Начал издаваться с 2001 г.

Published 4 times a year
Began to be published in 2001

Астана, 2026

Бас редактор **Дауренбекова Л.Н.**
А.Қ. Құсайынов атындағы Еуразия гуманитарлық институтының доценті,
филология ғылымдарының кандидаты
Жауапты редактор **Алимбаев А.Е.**
А.Қ. Құсайынов атындағы Еуразия гуманитарлық институтының доценті,
философия докторы (PhD)

Редакция алқасы

Аймұхамбет Ж.Ә.	филология ғылымдарының докторы, профессор, Л.Н. Гумилев атындағы ЕҰУ, Астана, Қазақстан
Ақтаева К.	филология ғылымдарының докторы, профессор, А. Мицкевич атындағы Польша университеті, Познань, Польша.
Әбсадық А.А.	филология ғылымдарының докторы, профессор, А. Байтұрсынов атындағы Қостанай өңірлік университеті, Қостанай, Қазақстан
Аасланд Е.	философия докторы (PhD), профессор
Бредихин С.Н.	филология ғылымдарының докторы, профессор, Солтүстік Кавказ федералды университеті, Ставрополь, РФ
Гайнуллина Ф.А.	филология ғылымдарының кандидаты, доцент Ә. Бөкейхан атындағы университеті, Семей, Қазақстан
Ермекова Т.Н.	филология ғылымдарының докторы, профессор, Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан
Есиркепова К.Қ.	филология ғылымдарының кандидаты, қауымдастырылған профессор, А. Байтұрсынов атындағы Қостанай өңірлік университеті, Қостанай, Қазақстан
Жүсіпов Н.Қ.	филология ғылымдарының докторы, профессор, Торайғыров университеті, Павлодар, Қазақстан
Каранфил Г.	философия докторы (PhD), профессор, Комрат мемлекеттік университеті, Кишинев, Молдова
Курбанова М.М.	филология ғылымдарының докторы, профессор, Алишер Навои атындағы Ташкент мемлекеттік өзбек тілі мен әдебиеті университеті, Ташкент, Өзбекстан
Қамзабекұлы Д.	ҚР ҰҒА академигі, филология ғылымдарының докторы, профессор, Л.Н. Гумилев атындағы ЕҰУ, Астана, Қазақстан
Құрысжан Л.Ә.	филология ғылымдарының кандидаты, профессор, Ханкук шетелтану университеті, Сеул, Оңтүстік Корея
Онер М.	философия докторы (PhD), профессор, Эгей университеті, Измир, Туркия
Олдфилд А.	Философия докторы (PhD), профессор, Каролина Университеті Каролина, АҚШ
Пименова М.В.	филология ғылымдарының докторы, профессор, Шет ел тілдері институты, Санкт-Петербург, РФ
Сайфулина Ф.С.	филология ғылымдарының докторы, профессор, Қазан федералды университеті, Қазан, Татарстан, РФ
Сенмез О.Ф.	философия докторы (PhD), профессор, Токат Газиосманпаша университеті, Токат, Түркия

Редакцияның мекенжайы: 010009, Астана қ., Жұмабаев даңғ., 4
Телефон/факс: (7172) 561 933; e-mail: eagi.vestnik@gmail.com, сайт: ojs.egi.kz

Еуразия гуманитарлық институтының Хабаршысы.
Меншіктенуші: «А.Қ. Құсайынов атындағы Еуразия гуманитарлық институты»
Қазақстан Республикасы Ақпарат және қоғамдық даму министрлігі Ақпарат комитетінде қайта есепке қойылды. Тіркеу № KZ92VPY00046970 17.03.2022
Басуға 25.09.2026 ж. қол қойылды. Пішімі 60*84 1\8. Қағаз офсеттік Көлемі. БТ.
Таралымы 200 дана. Бағасы келісім бойынша. Тапсырыс № 89
«Ақтаев У.Е.» баспасында басылып шықты

© А.Қ. Құсайынов атындағы Еуразия гуманитарлық институты

Главный редактор **Дауренбекова Л.Н.**
Кандидат филологических наук, доцент Евразийского гуманитарного института имени
А.К. Кусаинова
Ответственный редактор **Алимбаев А.Е.**
Доктор философии (PhD), доцент Евразийского гуманитарного института имени
А.К. Кусаинова

Редакционная коллегия

Аймухамбет Ж.А.	доктор филологических наук, профессор, ЕНУ имени Л.Н. Гумилева, Астана, Казахстан
Актаева К.	доктор филологических наук, профессор, университет имени Адама Мицкевича, Познань, Польша.
Абсадық А.А.	доктор филологических наук, профессор, Костанайский региональный университет имени А.Байтурсынова, Костанай, Казахстан
Аасланд Е.	доктор философии (PhD), профессор
Бредихин С.Н.	доктор филологических наук, профессор, Северо-Кавказский федеральный университет, Ставрополь, РФ
Гайнуллина Ф.А.	кандидат филологических наук, доцент университет имени А. Бокейхана, Семей, Казахстан
Ермекова Т.Н.	доктор филологических наук, профессор, Казахский национальный женский педагогический университет, Алматы, Казахстан
Есиркепова К.К.	кандидат филологических наук, профессор, Костанайский региональный университет имени А. Байтурсынова, Костанай, Казахстан
Жусипов Н.К.	доктор филологических наук, профессор, Торайгыров университет, Павлодар, Казахстан
Каранфил Г.	доктор философии (PhD), профессор, Комратский государственный университет, Кишинев, Молдова
Курбанова М.М.	доктор филологических наук, профессор, Ташкентский государственный университет узбекского языка и литературы им. Алишера Навои, Ташкент, Узбекистан
Камзабекулы Д.	академик НАН РК, доктор филологических наук, профессор, ЕНУ имени Л.Н. Гумилева, Астана, Казахстан
Курысжан Л.А.	кандидат филологических наук, профессор, Университет иностранных языков Ханкук, Сеул, Южная Корея
Онер М.	доктор философии (PhD), профессор, Эгейский университет, Измир, Турция
Олдфилд А.	доктор философии (PhD), профессор, Университет Каролины Каролина, США
Пименова М.В.	доктор филологических наук, профессор, Институт иностранных языков, Санкт-Петербург, РФ
Сайфулина Ф.С.	доктор филологических наук, профессор, Казанский федеральный университет, Казань, Татарстан, РФ
Сенмез О.Ф.	доктор философии (PhD), профессор, Университет Токат Газиосманпаша, Токат, Турция

Адрес редакции: 010009, г. Астана., пр. Жумабаева, 4
Телефон/факс: (7172) 561 933; e-mail: eagi.vestnik@gmail.com, сайт: ojs.egi.kz

Вестник Евразийского гуманитарного института.
Собственник: «Евразийский гуманитарный институт имени А.К. Кусаинова».
Министерством информации и общественного развития Республики Казахстан Комитет информации постановлено на переучет № KZ92VPY00046970 17.03.2022
Подписано в печать 25.09.2026 г. Формат 60*84 1\8. Бум. типогр.
Тираж 200. Цена согласовано. Заказ № 89
Напечатано в издательстве «У.Е. Актаева»

©Евразийский гуманитарный институт имени А.К. Кусаинова

Chief Editor **Daurenbekova L.N.**
Candidate of Philological Science, Associate Professor of the A.K. Kussayinov Eurasian Humanities
Institute
Editor-in-Chief **Alimbayev A.E.**
Doctor of Philosophy (PhD), Associate Professor of the A.K. Kussayinov Eurasian Humanities
Institute

Editorial Board

Aimuhambet Zh.A.	Doctor of Philological Sciences, Professor, L.N. Gumilyov ENU, Astana, Kazakhstan
Aktayeva K.	Doctor of Philological Sciences, Professor, Poznan Adam Mitskevich University, Poznan, Poland
Absadyk A.A.	Doctor of Philological Sciences, Professor, Kostanay Regional University named after A.Baitursynov, Kostanay, Kazakhstan
Aasland E.	
Bredikhin S.N.	Doctor of Philological Sciences, Professor, North-Caucasus Federal University, Stavropol, RF
Гайнуллина Ф.А.	Candidate of Philological Sciences, Associate Professor Alikhan Bokeikhan University, Semey, Kazakhstan
Yermekova T.N.	Doctor of Philological Sciences, Professor, Kaz. National Women's Pedagogical University. Almaty, Kazakhstan
Yesirkepova K.K.	Candidate of Philological Sciences, Professor, Kostanay Regional University named after A.Baitursynov, Kostanay, Kazakhstan
Zhusipov N.K.	Doctor of Philological Sciences, Professor, Toraighyrov University, Pavlodar, Kazakhstan
Karanfil G.	Doctor of Philological (PhD), Professor, Komrat Devlet Univerditesi, Kishinev, Moldova
Kurbanova M.M.	Doctor of Philological Sciences, Professor, Tashkent State University of the Uzbek Language and Literature named after Alisher Navoyi, Tashkent, Uzbekistan
Kamzabekuly D.	Academician of NAS RK, Doctor of Philological Sciences, Professor, L.N. Gumilyov ENU, Astana, Kazakhstan
Kuryszhn L.A.	Candidate of Philological Sciences, Professor, Hankuk University of Foreign Studies Seoul Korea
Oner M.	Doctor of Philological (PhD), Professor, Aegean University, Izmir, Turkey
Oldfield A.	Doctor of Philological (PhD), Professor, Coastal Carolina University Carolina, USA
Pimenova M.V.	Doctor of Philological Sciences, Professor, Foreign Languages Institute, St-Petersburg, RF
Seifullina F.S.	Doctor of Philological Sciences, Professor, Kazan Federal University, Kazan, Tatarstan, RF
Senmez O.F.	(PhD), Professor, Tokat Gaziosmanpasa University, Tokat, Turkey

Editorial address: 010009, Astana., 4, Prospect Zhumabayev
Tel/Fax: (7172) 561 933; e-mail: eagi.vestnik@gmail.com, сайт: ojs.egi.kz

Bulletin of the Eurasian Humanities Institute.

Owner: «A.K. Kussayinov Eurasian Humanities Institute».

The Ministry of Information and Public Development of the Republic of Kazakhstan Information Committee decided to re-register No. KZ92VPY00046970 17.03.2022

Signed for printing 25.09.2026 Format 60 * 84 1 \ 8. Paper. Printing house

Circulation 200. Price agreed. Order No. 89

Printed in the publishing house of «U.E. Aktaev»

МАЗМҰНЫ / СОДЕРЖАНИЕ / CONTENTS

ТІЛ БІЛІМІ / ЯЗЫКОЗНАНИЕ / LINGUISTICS		
BAKYTZHANOVA A.K.	The problem of Professional Language in Scientific Publications of the International Database Scopus	7
ЕРСҰЛТАНОВА Қ.Ж.	Қазақ тілінің цифрлық медиакөңістіктегі тіл тазалығы	23
ИМАНБЕРДІ С.Қ. ӘБДУӘЛИҰЛЫ Б.	Қазақ кісі есімдері: отбасы және демография	32
КЕСІКБАЕВА Ә. ЕСЕНОВА Қ.Ө. ИСМАИЛОВА Ф.К.	Қазақ очерктерінің типтік түрлері және жолсапар очерктерінің прагматикасы	42
МУСАЕВ Ә.С. АМАНГЕЛЬДИН Е.А. АЛКЕБАЕВА Д.А.	Адам мен жасанды интеллект коммуникациясы: тілдік имитация және иллюзия	54
НУРБАЕВА А.М. БАЙСЫДЫК И.Б. АКЫБАЕВА Н.Н.	Генеративный искусственный интеллект в рекламном дискурсе: языковые сдвиги и трансформация голоса бренда	65
NURDAULET P. BIRAY N. MAULET A.	Theoretical Foundations of the Linguoculturological Study of Kui-anysz texts: Language and Culture, Linguocultural Unit, Concept, Symbol, and Cultural Code	78
ОРАЗБАЕВА Ф.Ш. РЫСҚҰЛОВА А.Д. ПЕРТАЕВА Ә.К.	Қазақ, орыс және ағылшын дискурсындағы генеративті семантика: салыстырмалы-типологиялық талдау	89
РАҚЫМҒАЛИЕВА А.О. ИСАКОВА С.С. МУХАМЕДЖАНОВА Г.Т.	Қазақ тіл білімінде когнитивтік терминтаңымның қалыптасуы мен дамуы	102
SAURBAYEV R.ZH. PASHAN D.M.	The Manifestation of Emotive and Evaluative Dimensions in Lexical Usage within the Context of Communication	111
СНАБЕКОВА М.М. НУРТАЕВА А.Б.	Қазақ және ағылшын тіліндегі жеке жұлдыздардың халықтық космонимдік атаулары жайында	124
ТҰЯҚБАЙ Т. ТҰЯҚБАЕВА Р. ТОЙБЕКОВА С.	Абай шығармаларындағы «е» көмекші етістігінің эволюциясы	133
ӘДЕБИЕТТАНУ / ЛИТЕРАТУРОВЕДЕНИЕ / LITERATURE STUDIES		
АЙМҰХАМБЕТ Ж.Ә. НУРДАУЛЕТОВА Б.И. БЕКЕЕВА Н.Ж.	Алтай оронимі мен Ертіс гидронимі: фольклорлық нұсқалар және этимологиялық талдау	146
АЛМАСХАНҚЫЗЫ А. СЕЙІТОВА Б.Б. МЕЛЬНИК С.	Асқар Алтай прозасындағы интермәтін және ұлттық семиосфера	158

ҚОРҒАНБЕКОВ Б.С. ДАУЛЕТ Л.	Мырзашөл өңірі қазақтарының фольклоры: жанрлық жүйесі мен мәдени-танымдық ерекшелігі	173
KARBOZOV E.K. NOGAIBEK KYZY L.	Semiotic and Symbolic Significance of Sacred Notions in Wedding Ritual Folklore	184
ДИЛЬДЕБАЕВА Ж.Ш. АХМЕТ К.С.	Әдебиеттегі кроссовер жанры және қазіргі қазақ прозасы	196
ЖОРАШОВА А.М. АЙТУГАНОВА С.Ш. ТАМАБАЕВА Қ.Ө.	Қазіргі қазақ прозасындағы метанарратив: Айгүл Кемелбаева шығармаларының құрылымдық ерекшеліктері	207
ЖУМАГЕЛДИН Ж.Ш. ЖАРЫЛҒАПОВ Ж.Ж. КЕНЖЕГАЛИЕВ С.А.	Қазақ анималистік прозасындағы баяндау формаларының құрылымы	218
ИСИНА Н.У. НУРМАНОВА Ж.К. ЖАПАНОВА М.Е.	Авторская стратегия в малой прозе Умит Тажкен	227
МИРАЗОВА М.Н. БОЛТАНОВА Ж.	Қазылық тауының көркем санадағы пішіні	243
ОРАЗХАН Н.Н. ДАРИБАЕВ С.Д. МАХАНБЕТҚЫЗЫ А.	*Қорқыт ата бейнесін медиакеңістікте жандандыру мәселесі	252
САДЫҚ А.С.	Қазақ ғашықтық ән өлеңдерінің поэтикалық типологиясы	262
САПАШ Ш.Б. ТАХАН С.Ш.	Методологические подходы к изучению казахской драматургии в отечественном литературоведении 1960–1980-х годов	273
СИРЯЧЕНКО В.В. БАЗЫЛОВА Б.К. СЕКЕЙ Ж.	Возможности и вызовы интеграции искусственного интеллекта и визуализации данных в изучение эволюции казахской литературы	284
ТОҚТАРБАЙ Е. Н. ӘУБӘКІРОВА Қ.А. ТОҚСАМБАЕВА А.О.	Шәкәрім поэзиясындағы «оян» мотиві	294
UTESHOVA A.A. MATBEK N.K.	Mystical Chronotope and Mythical Symbolism in Contemporary Kazakh Youth Prose	305
ТІЛ ЖӘНЕ ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ / МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ / METHODOLOGY OF TEACHING LANGUAGE AND LITERATURE		
АСҚАРОВА Г.С. КАРИБЕКОВА А.Ж. АЙТОВА Ж.Ж.	Цифрлық гуманитаристика аясында ежелгі дәуір әдебиетін оқытудың жаңа парадигмасы	315
САТКЕНОВА Ш. ТЛЕУБАЕВ С. Б.	Мультимедиялық құралдар арқылы қазіргі қазақ әңгімелерін оқытудың ерекшелігі	328

A.K. BAKYTZHANOVA



Academy of Public Administration under the President of the Republic of
Kazakhstan, Almaty, Kazakhstan
(e-mail: altyn051275@gmail.com)

THE PROBLEM OF PROFESSIONAL LANGUAGE IN SCIENTIFIC PUBLICATIONS OF THE INTERNATIONAL DATABASE SCOPUS

Annotation. This article is dedicated to analyzing the problem of professional language and its impact on various aspects of scientific and professional activities, as evidenced by the increasing number of research publications in the Scopus database from 1942 to 2024. The relevance of the topic stems from the growing need for effective interdisciplinary communication and the adaptation of professional language in educational and international contexts.

The aim of the study is to identify the main directions and trends in the study of professional language based on the analysis of 1,520 scientific publications found using the keywords “professional” and “language.” The research methodology includes content analysis of the selected publications and statistical data processing using the SPSS program, which allowed for quantitative measurements of the growing interest in this topic.

The theoretical significance of the work lies in systematizing knowledge about professional language and its role in interdisciplinary interaction, educational practices, and the development of professional competence. The practical significance is determined by the possibility of applying the obtained results to improve communication strategies, educational programs, and professional development of specialists.

The results of the study showed a steady increase in the number of scientific publications on the topic of professional language, reflecting the growing interest of the academic community in this issue. The conclusions emphasize the need for further research and practical measures aimed at improving professional language and communication in the global scientific community.

Keywords: professional language, linguistic personality, professional personality, linguistic competence, interdisciplinary communication, education, analysis of scientific publications, statistical analysis.

Introduction. The relevance of this article is conditioned by the necessity to adapt specialized terminology to ensure effective interdisciplinary and intercultural communication. In the context of globalization and the integration of scientific and professional communities, there is an increasing need to create universal approaches to professional language to facilitate the exchange of knowledge and experience among specialists from different fields and cultures. Studying foreign experience allows us to identify and adapt successful practices aimed at simplifying professional communication without losing precision and substance, which is crucial for scientific research, international collaboration, and educational processes. Examining this problem will help identify obstacles and opportunities for more effective dissemination of knowledge through global scientific platforms.

The relevance of researching professional language in an international context is underscored in the works of many scholars. Bakurova et al. [1] emphasize the importance of educational and cognitive competencies, which are integral parts of communicative competence, critically important for effective scientific work in the context of using a foreign language. Shin et al. [2] discuss the impact of international experience on academic productivity, pointing out differences in productivity levels between scientists educated abroad and those trained domestically. Tleuzhanova et al. [3] and Rizakhojayeva et al. [4] highlight the significance of foreign language proficiency and digital learning platforms in professional training. Bobek and Devitt [5] analyze cultural differences and language barriers faced by foreign professionals in Ireland, as well as the role of cultural competence in professional integration. Studies by Xiwei [6] and Al-Saraj [7] show how language anxiety affects confidence and success in learning foreign languages, which is particularly important for foreign researchers. Finally, Özer et al. [8] and Thupayagale-Tshweneagae et al. [9] examine the influence of international experience on scientists' self-esteem and the need for institutional support mechanisms for the successful adaptation of foreign researchers in new academic environments.

An analysis of publication activity from 1942 to 2024 using the keywords "professional" and "language" in the Scopus database revealed 1,520 scientific works, emphasizing the deep interest of researchers in this topic. American scientists lead with 328 articles, followed by researchers from the United Kingdom and the Russian Federation with 139 and 124 publications, respectively. Australia, China, and Canada are also actively engaged in studies in this field, with 117, 74, and 61 works, respectively. Even countries with fewer publications, such as Kazakhstan and Malaysia, contribute significantly, reflecting the multifaceted and global nature of research on professional language. This international distribution underscores not only the significance of research on professional language but also the necessity of a cross-cultural and multidisciplinary approach in this area.

Our study, "The Problem of Professional Language in Scientific Publications of the International Scopus Database," aims to conduct a detailed analysis of scientific works indexed by the keywords "professional" and "language" from 1942 to 2024. We strive to investigate key trends, scientific directions, and methodological approaches that shape the study of professional language in scientific publications. The objectives include a quantitative analysis of publication activity, geographical distribution of scientific works, identification of key researchers and organizations, and analysis of leading journals in this field. This will allow us to identify the main research centers active in this topic, pinpoint current knowledge gaps and under-researched aspects. Based on the collected data, we will determine promising directions for future research, which will help deepen the understanding of professional language and contribute to the development of effective strategies for optimizing academic communication.

Methodology and research methods. The study aimed at analyzing professional language in scientific publications of the international Scopus database covers documents published from 1942 to 2024, allowing for a comprehensive long-term analysis of research works. A total of 1,520 works meeting the specified search criteria using the keywords "professional" and "language" were included in the sample. The composition of the publications is diverse: articles make up the majority (1,042), followed by book chapters (212), conference materials (117), review articles (63), books (34), and other types of scientific works. Such a variety of source formats provides a comprehensive approach to studying professional language and its features in academic discourse. The analysis of publications includes studies from leading scientific journals such as "Foreign Language Annals," "Lecture Notes in Networks and Systems," and "Frontiers in Psychology," highlighting the multidisciplinary and internationally recognized nature of the topic. The geographical distribution of the studies plays an important role; the materials cover works of scientists from around the world, allowing for the analysis of professional language issues in various cultural and linguistic contexts. This approach not only contributes to identifying common patterns and trends in the use of professional language but also sheds light on unique features and problems characteristic of specific scientific communities and language

traditions, thereby expanding the understanding of the complexity and diversity of academic language.

The data analysis procedure begins with a thorough collection of information from the Scopus database by conducting a detailed search using the keywords “professional” and “language” for the period from 1942 to 2024. This stage includes filtering and selecting scientific works, which are then subjected to a preliminary assessment to verify compliance with the pre-established research criteria. Information about each publication, including type, authors, year of publication, and number of citations, is cataloged for subsequent analysis. The second stage of analysis involves using the SPSS program to conduct descriptive statistical analysis, allowing for the determination of the total number of publications, their distribution by years, and document types. Additionally, statistical indicators such as mean values, standard deviations, and other measures of central tendency and variability are calculated, contributing to the quantitative assessment of the collected data. This combined approach provides a multi-level understanding of the researched issues, revealing both explicit and implicit aspects of professional language. The final stage includes data visualization, creating charts and graphs for a clear presentation and analysis of results. The synthesized report, prepared based on the analysis, integrates all key findings and becomes the foundation for writing the scientific article.

Discussions and observation. The influence of professional language on interdisciplinary communication is a complex and multifaceted issue that significantly impacts the effectiveness of collaboration among various fields of knowledge. Professional language, often characterized by specific jargon, can act both as a bridge and a barrier in interdisciplinary contexts. Mitchell et al. [10] emphasize the importance of a language-focused approach to developing logical reasoning in interdisciplinary research, proposing explicit instruction in linguistic resources necessary for analytical writing, thereby improving communication between disciplines. This resonates with the work of Myrhøj et al. [11], who note that the use of broader language in discussions of serious illnesses facilitates mutual understanding among medical professionals, thereby improving patient care quality. Hjelle et al. [12] found that effective information exchange in interdisciplinary teams is key to successful collaboration but is often hindered by organizational barriers, highlighting the necessity of a common linguistic framework. Additionally, Bender et al. [13] discuss how the introduction of specific roles, such as the Clinical Nurse Leader, can enhance collaboration by promoting clearer communication pathways among healthcare workers. Gilligan [14] demonstrates that developing interactional expertise—when team members understand each other’s terminologies and methodologies—requires time and effort, underscoring the importance of trust and effective communication strategies. Thus, understanding and adapting professional language are critically important for overcoming communication barriers and improving interdisciplinary collaboration, which is particularly relevant in the context of scientific publications in the international Scopus database.

The adaptation and simplification of professional language in educational settings are also key aspects of enhancing learning quality and student development. Flavian and Dan [15] note that teacher training programs worldwide focus on the linguistic register used by educators, with a growing understanding of the necessity to combine language teaching with the development of critical thinking in students. This dual approach helps students not only comprehend the language but also apply it analytically and creatively, contributing to deeper material assimilation. Moreover, integrating interactive teaching methods has shown significant improvements in students’ language competence, especially in specialized fields such as medical education; Wagner et al. [16] established that interactive teaching techniques are necessary for developing professional communication skills. The incorporation of technologies into language learning is another important aspect of modern educational practices. Amir [17] argues that effective professional development of teachers should include training in information and communication technologies (ICT), which facilitate the integration of these tools into teaching and improve learning quality. The presence of comprehensive support systems, including adequate training and technical assistance, has proven effective in enhancing teaching quality

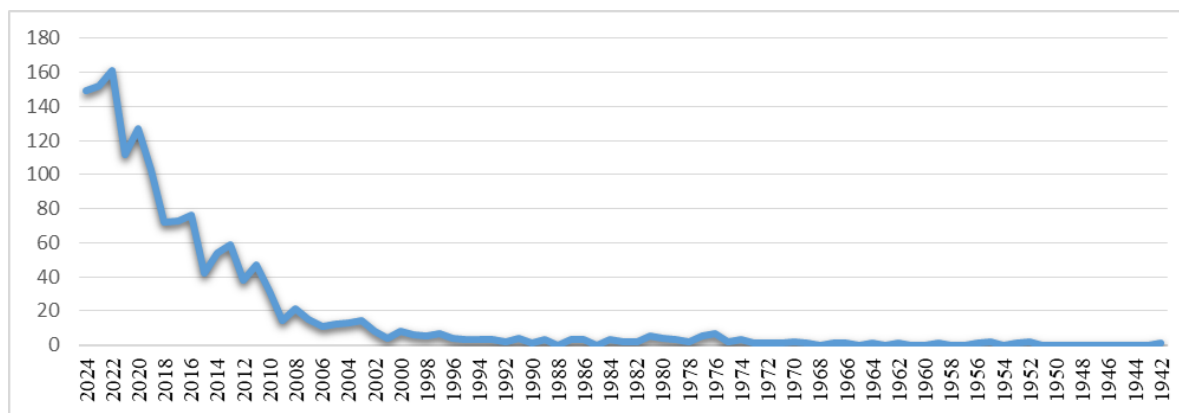
and learning outcomes, especially in the context of language education, where the ability to adapt to new technologies significantly affects student experience. The professional competence of educators is directly linked to their language training. Nugroho et al. [18] assert that professional development aimed at maintaining and improving language competence is critically important for teachers of English as a Foreign Language (EFL). This competence directly influences teaching effectiveness and student learning outcomes. Furthermore, Belyaeva et al. [19] believe that modern higher education should equip students not only with language skills but also with the ability to adapt to constantly changing professional environment requirements, which is necessary for the development of self-education and continuous professional growth. Professional development initiatives should also consider the specific needs of language teachers. Buendia and Macias [20] note that despite numerous studies in the field of language teacher development, areas such as language assessment literacy remain underexplored. This underscores the need for targeted professional development that provides teachers with the skills necessary for effective assessment and enhancement of students' language competence. Additionally, Chu et al. [21] emphasize the importance of understanding the professional qualities of effective language teachers, which can inform the design of professional development programs supporting teachers throughout their career paths.

Thus, the literature review indicates the multifaceted nature of the problem of professional language in scientific publications of the international Scopus database, touching upon aspects of interdisciplinary communication, educational practices, and the development of professional competence [10]. Effective interdisciplinary interaction requires overcoming language barriers [11] and creating common linguistic foundations [12]. The adaptation of professional language in educational processes contributes to increasing knowledge accessibility and developing critical thinking in students [15]. All this underscores the need for further research and practical measures aimed at improving professional language and communication in the global scientific community, which will contribute to more effective dissemination of knowledge and innovations.

Conducting a multifaceted analysis of documents from the Scopus database allowed for the identification of key trends and directions in studying professional language in scientific publications. Temporal analysis showed a steady increase in the number of publications from 1942 to 2024, indicating a growing academic interest in this topic. Geographical analysis confirmed the international nature of the research with active contributions from scientists from various countries, reflecting the global relevance of the professional language topic. Analysis by fields of knowledge demonstrates a multidisciplinary approach in the studies, covering linguistics, sociology, psychology, and educational sciences. Examining the journals in which the articles were published revealed key platforms such as "Foreign Language Annals" and "Frontiers in Psychology," indicating centers for disseminating knowledge in this area. An analysis of keywords in publication titles helped highlight the main researched aspects, such as "intercultural communication" and "language barriers." The assessment of citation numbers allowed for the identification of the most influential works that shape the current direction of scientific debates. These results reflect not only the current state of scientific research on professional language but also show the dynamics of developing research interest in this area, emphasizing the importance of understanding the complexities of professional language communication in a globalized academic context.

An analysis of the number of publications by years related to the topic of professional language in scientific publications reveals significant interest in this issue among the academic community. A steady growth in the number of publications is observed, starting from one publication in 1942 and reaching 149 publications in 2024. A particularly pronounced increase in the number of articles begins from the year 2000, when the number of publications starts to steadily rise each year, reflecting the expanding interest in studying linguistic aspects of professional communication on the international arena (Figure 1).

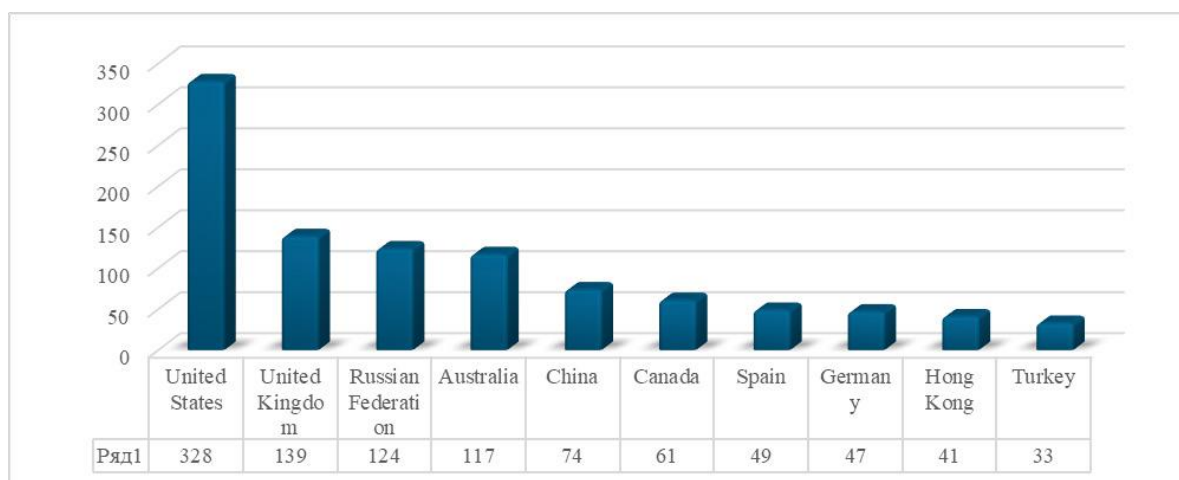
Figure 1 – Dynamics of publication activity on the topic of professional language: analysis of Scopus data from 1942 to 2024 (Source: own calculations based on publications indexed in Scopus)



Since the early 2000s, there is a notably strong growth in interest in this topic, which may be associated with market globalization and the necessity to adapt professional communication to intercultural standards. The peak activity in recent years indicates the relevance of research on professional language in the context of intensified international cooperation and knowledge exchange. These data emphasize not only the quantitative growth of publications but also the deepening qualitative content of research in this area, opening new directions for further academic inquiries.

An analysis of the number of publications by countries related to professional language in scientific publications of the Scopus database revealed significant differences in research activity. The USA leads with 328 publications, highlighting a strong influence and dominant role in research on this topic at the international level. They are followed by the United Kingdom and the Russian Federation with 139 and 124 publications, respectively, reflecting deep academic interest and the development of research in this sphere in these countries. Australia, China, and Canada also show significant activity with 117, 74, and 61 publications, respectively, demonstrating international recognition and multifaceted approaches to studying professional language (Figure 2).

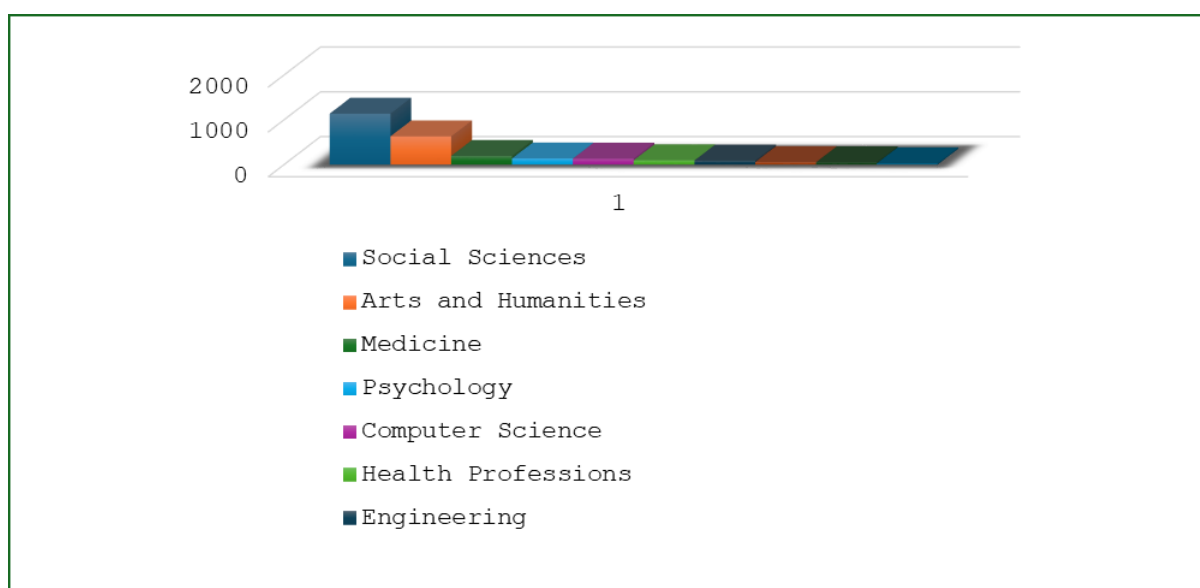
Figure 2 – Top 10 countries by the number of publications on the topic of professional language: analysis of Scopus data for 1942–2024 (Source: own calculations based on publications indexed in Scopus)



Continuing the analysis, countries like Spain, Germany, Hong Kong, and Turkey with 49, 47, 41, and 33 publications, respectively, also show steady interest in this area. Interestingly, developing countries like Kazakhstan and Malaysia with 31 and 27 publications are also actively participating in global research, emphasizing the expansion of academic boundaries and the inclusion of a wide range of international participants in discussions on professional language. These data illustrate not only the geographical diversity of research but also the scale of international cooperation and the contribution of various countries to the development of academic knowledge on professional language, enriching multicultural and interdisciplinary approaches in modern science.

An analysis of the number of publications by fields of knowledge related to the topic of professional language revealed the dominance of social sciences with 1,136 publications, emphasizing the importance of this topic in studying social processes and interactions. Arts and humanities have also significantly contributed with 630 publications, reflecting the influence of professional language on cultural studies and the understanding of human identity. Medicine and psychology, with 194 and 137 works respectively, demonstrate the importance of professional language in the context of health and mental well-being, highlighting how language barriers and communication skills affect patient care and psychotherapeutic practices (Figure 3).

Figure 3 – Top 10 fields by the number of scientific publications on the topic of professional language: analysis of Scopus data for 1942–2024 (Source: own calculations based on publications indexed in Scopus)

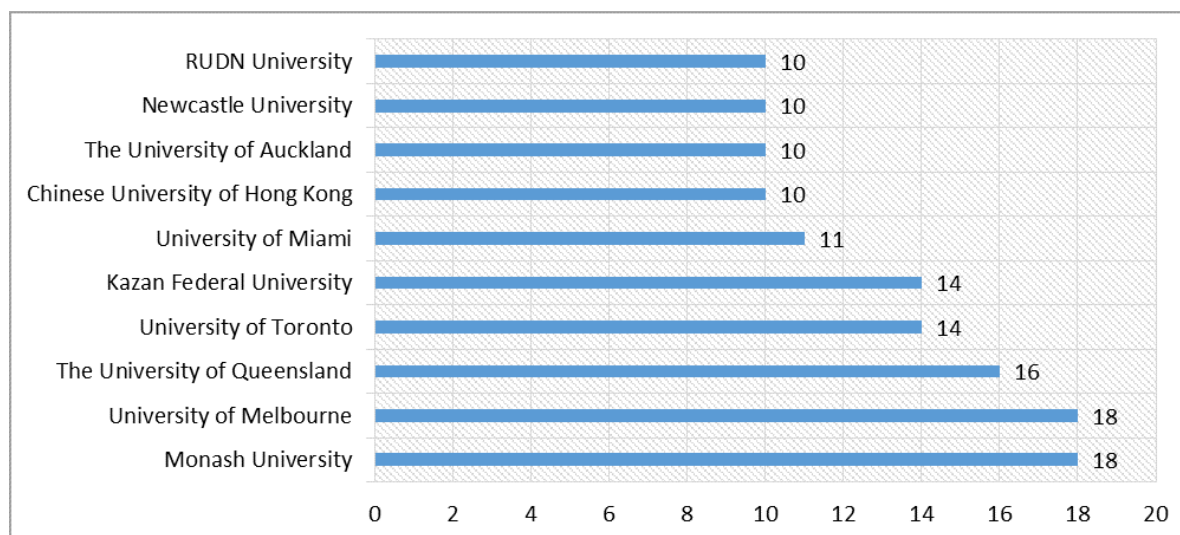


Computer sciences with 131 publications and engineering with 90 works show how technological and engineering approaches are integrated into studies of professional language, especially in the context of developing communication software and data analysis. Areas like business, management, and accounting (57 publications), as well as nursing (51 publications), emphasize the practical application of language research in professional training and personnel management. These data not only illustrate the multidisciplinary nature of professional language research but also highlight the depth and diversity of approaches to studying linguistic issues in various professional and academic contexts, reflecting its universality and significance for many spheres of life.

An analysis of the number of publications by organizations related to professional language reveals the activity of research centers worldwide. Monash University and the University of Melbourne lead with 18 publications each, emphasizing the significance of Australian universities

in promoting research on this topic. The University of Queensland and the University of Toronto also hold leading positions with 16 and 14 publications, respectively, demonstrating their academic commitment and contribution to the development of knowledge on professional language. Kazan Federal University and the University of Miami, with an equal number of publications (14 and 11, respectively), confirm the activity of research in this area in Russia and the USA, reflecting international and multidisciplinary attention to the topic (Figure 4).

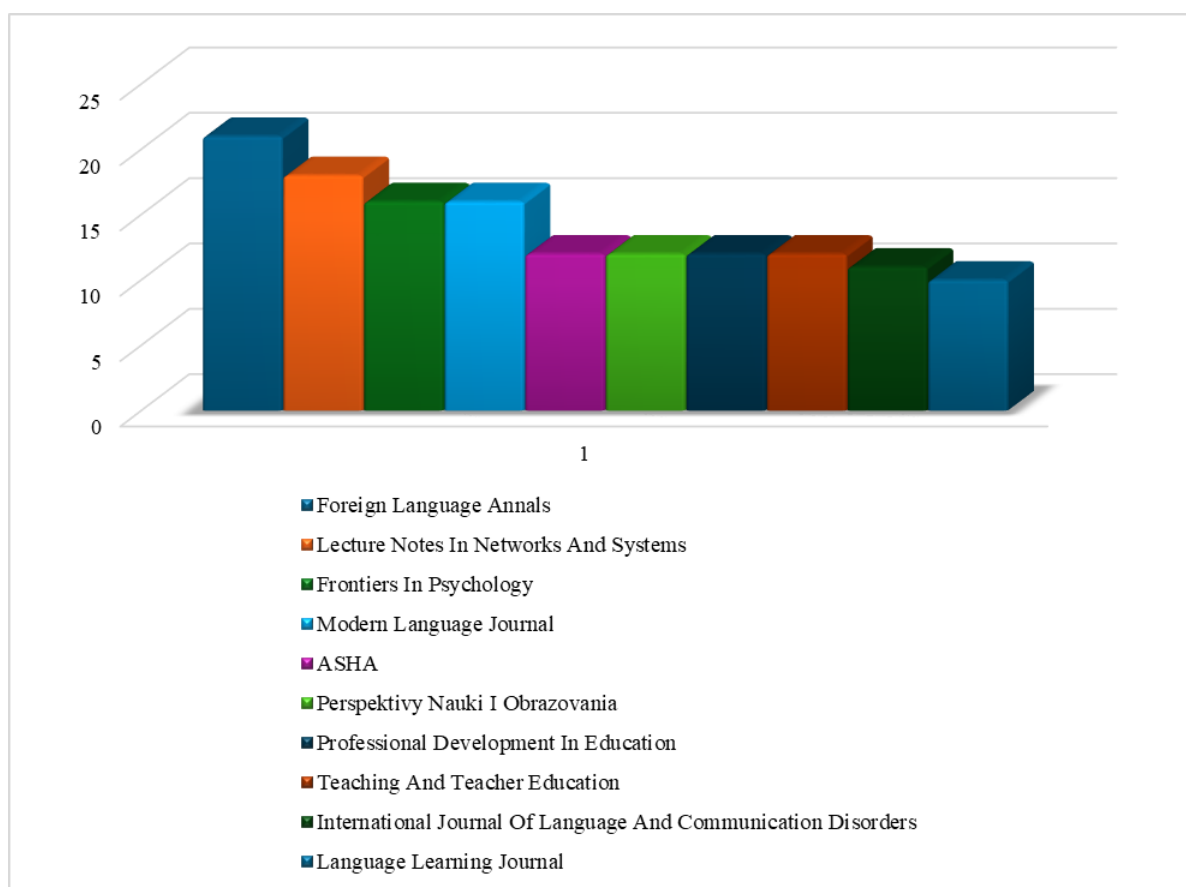
Figure 4 – Top 10 organizations by the number of scientific publications on the topic of professional language: analysis of Scopus data for 1942–2024 (Source: own calculations based on publications indexed in Scopus)



Other educational institutions such as the Chinese University of Hong Kong, the University of Auckland, Newcastle University, and RUDN University show significant activity with 10 publications each. This underscores the widespread dissemination and significance of the professional language topic in various cultural and educational contexts. Overall, the diversity of universities and research centers in the list of leaders illustrates the global nature and interdisciplinary approach in studying professional language, contributing to the development of international academic networks and collaborations.

Investigating the contribution of scientific journals in the field of professional language, “Foreign Language Annals” stands out with 21 publications, emphasizing the active research work aimed at studying linguistic aspects in the professional environment. Following are “Lecture Notes in Networks and Systems” and “Frontiers in Psychology” with 18 and 16 publications, respectively, reflecting the interdisciplinary approach to studying language and its psychological aspects in a professional context. “Modern Language Journal” also occupies a significant place with 16 works, illustrating the depth of academic interest in the pedagogical aspects of professional language (Figure 5).

Figure 5 – Top 10 scientific journals by the number of publications on professional language: analysis of Scopus data for 1942–2024 (Source: own calculations based on publications indexed in Scopus)



Other publications such as “ASHA,” “Perspektivy Nauki i Obrazovania,” and “Professional Development in Education,” each with 12 publications, demonstrate the importance of educational and professional strategies in language teaching and development. These journals emphasize the growing significance of professional language research in various educational and professional contexts, expanding the boundaries of applying linguistic sciences in the modern world. The presence of specialized journals like the “International Journal of Language and Communication Disorders” and the “Language Learning Journal” confirms the deep integration of language research into clinical and educational practice, making a significant contribution to the development of international scientific dialogue on this topic.

An analysis of keywords used in scientific publications on professional language reflects the research focus and methodological approaches. Words like “journal” and “language” are most frequently encountered in article titles, with 406 and 335 mentions, respectively, highlighting significant attention to publication activity and linguistic aspects in academic research. Other keywords such as “education” and “international,” with 275 and 164 mentions, point to the global and educational context of the studied topic. Words like “teaching” and “research” are also important, illustrating a focus on pedagogical methods and scientific studies in the context of professional language (Table 1).

Table 1 – Top 20 keywords found in the titles of scientific publications on professional language: analysis of Scopus data for 1942–2024 (Source: own calculations based on publications indexed in Scopus)

Keywords	Number Of Keywords	Keywords	Number Of Keywords
journal	406	conference	67
language	335	english	61
education	275	educational	57
international	164	science	55
teaching	121	studies	51
research	120	communication	50
teacher	98	practice	47
learning	92	proceedings	45
professional	89	teachers	41
development	79	sciences	36

An analysis of citation trends in scientific articles on professional language issues in scientific publications allows for the identification of the most significant studies in this field. The article «Unpeeling the onion: Language planning and policy and the ELT professional» by Ricento, T.K., and Hornberger, N.H., published in 1996, has 576 citations, indicating long-term influence and relevance of research in language teaching and policy planning. Other works such as «The impact of professional development and coaching on early language and literacy practices» by Neuman, S.B., and Cunningham, L., from 2009 with 332 citations, and «Unifying cognition, emotion, and activity in language teacher professional development» by Golombek, P., and Doran, M., from 2014 with 241 citations, also emphasize the importance of professional development and the interaction of cognitive and emotional aspects in education (Table 2).

Table 2 – Top 10 most cited works in the field of professional language in scientific publications: analysis of Scopus data from 1942 to 2024 (Source: own calculations based on articles indexed in Scopus; Export Date: 15 October 2024)

Authors	Title of the Work	Classification	Year	Citations
Ricento, T.K., Hornberger, N.H.	Unpeeling the onion: Language planning and policy and the ELT professional	Language Education and Teacher Training	1996	576
Neuman, S.B., Cunningham, L.	The impact of professional development and coaching on early language and literacy practices	Educational Development and Teacher Training	2009	332
Golombek, P., Doran, M.	Unifying cognition, emotion, and activity in language teacher professional development	Educational Psychology and Teacher Development	2014	241
Carreira, M., Kagan, O.	The Results of the National Heritage Language Survey: Implications for Teaching, Curriculum Design, and Professional Development	Linguistics and Cultural Studies	2011	223

Pennington, M.C., Richards, J.C.	Teacher Identity in Language Teaching: Integrating Personal, Contextual, and Professional Factors	Educational Psychology and Professional Development	2016	222
Lindholm, M., Hargraves, J.L., Ferguson, W.J., Reed, G.	Professional language interpretation and inpatient length of stay and readmission rates	Health Communication and Hospital Management	2012	184
Karabenick, S.A., Noda, P.A.C.	Professional development implications of teachers' beliefs and attitudes toward english language learners	Educational Psychology and Multicultural Education	2004	167
Markussen-Brown, J., Juhl, C.B., Piasta, S.B., Højen, A., Justice, L.M.	The effects of language- and literacy-focused professional development on early educators and children: A best-evidence meta-analysis	Early Childhood Education and Teacher Training	2017	165
Ruohotie-Lyhty, M.	Struggling for a professional identity: Two newly qualified language teachers' identity narratives during the first years at work	Educational Psychology and Professional Identity	2013	152
Dickinson, D.K., Caswell, L.	Building support for language and early literacy in preschool classrooms through in-service professional development: Effects of the Literacy Environment Enrichment Program (LEEP)	Early Childhood Education and Literacy Development	2007	149

Works on the application of professional language in healthcare, such as «Professional language interpretation and inpatient length of stay and readmission rates» by Lindholm, M., Hargraves, J.L., Ferguson, W.J., Reed, G., from 2012 with 184 citations, also demonstrate the significance of language skills in medical communication and management. These studies show how professional language affects service quality and patient treatment outcomes, emphasizing the necessity for further research and development in this area.

During the course of the research, trends and dynamics of publication activity on the topic of professional language were analyzed in scientific works indexed in the Scopus database from 1942 to 2024. The analysis showed a growth in the number of works, especially noticeable starting from the year 2000, indicating an increased academic interest in this issue. The primary research was conducted in countries with developed scientific infrastructure, such as the USA, the United Kingdom, and Russia, highlighting the global and multidisciplinary nature of the topic. Various scientific disciplines, including social sciences, humanities, medicine, and computer sciences, actively contribute to the investigation of this question. It is particularly noteworthy that a significant number of publications are devoted to the educational aspects of professional language, confirming the need for further study of the interrela.

Results. In this work, the main goal was to study the features of professional language in academic discourse based on an analysis of publications in the international Scopus database. The task was to identify key trends and changes in the use of professional language from 1942 to 2024, which allowed us to assess the dynamics of interest in this topic over an extended period. The study of professional language in scientific publications of the international Scopus database sheds light on critically important aspects of academic communication and reveals

the consequences of using professional language for the academic sphere and professional interaction. An extensive literature analysis covering various formats and disciplines underscores the multidisciplinary significance of linguistic studies and the impact of language skills on the scientific community. Particularly significant is the contribution of the linguistic aspect to the professional development of scientists and specialists in various fields, emphasizing the need to develop and implement language standards and training to improve the quality of academic dialogue and publications. These findings can have a long-term impact on policy development in educational and research institutions, promoting a deeper understanding and use of language in scientific research. Thus, the results of our study support the idea that proficiency in professional language and its correct application play a key role in shaping the scientific community, confirming the necessity of integrating language education into academic standards and criteria for evaluating scientific works.

Based on the conducted analysis of studies on professional language in scientific publications, it becomes evident that further research and the development of practical recommendations are necessary. First and foremost, it is recommended to strengthen the focus on multicultural aspects of professional language by developing educational programs that include components of intercultural communication and multilingualism. This will help improve understanding and recognition of cultural diversity in academic communication. The second important task is the creation of international guidelines for standardizing academic language in publications to ensure their accessibility and comprehension at the international level. This will contribute to unifying requirements for scientific works and improving the quality of scientific content.

It is also advisable to initiate interdisciplinary projects that allow researchers from different scientific fields to share experiences and develop new approaches to using professional language. This will help overcome existing barriers and expand opportunities for scientific collaboration. Additionally, attention should be paid to the development and implementation of new technologies for analyzing and translating scientific texts, which will facilitate the work not only of researchers but of the entire academic community. The application of artificial intelligence and machine learning for translation and text processing can significantly enhance the efficiency of scientific communication. Finally, it is necessary to encourage the publication of scientific works in multiple languages to expand their accessibility and increase the involvement of researchers from various cultural and linguistic contexts. This will help strengthen the global scientific community and contribute to a deeper and more comprehensive analysis of professional language issues.

Conclusion. In conclusion, the conducted study allows us to note that the problem of professional language is multifaceted and has a significant impact on various aspects of scientific and professional activity. The use of specialized terminology and professional jargon can both deepen understanding in a specific field and create obstacles to interdisciplinary communication and international cooperation.

Effective interaction between different fields of knowledge requires a conscious approach to language, including the adaptation of terms and the development of common communicative foundations. In the educational sphere, the simplification and adaptation of professional language become key to enhancing the quality of education and developing critical thinking in students. The integration of interactive methods and modern technologies into the learning process contributes to a deeper assimilation of material and the development of necessary professional skills.

Moreover, the development of cultural and linguistic competence is an important factor in ensuring quality interaction in the global scientific community. Understanding cultural and linguistic nuances facilitates knowledge exchange, improves professional practice, and reduces the risk of misunderstandings and conflicts.

Thus, the relevance of this topic is due to the necessity to continue working on improving professional language and communication. This implies the development of strategies for adapting terminology, implementing effective educational methods, and strengthening the

cultural and linguistic training of specialists. Such measures will contribute to enhancing interdisciplinary collaboration, improving the quality of scientific publications, and more effectively disseminating knowledge and innovations on a global scale.

Literature

1. Bakurova Y., Parshutkina T., Kudryavtseva O., & Chernovol M. Formation of research skills in university non-linguistic training profile students during the implementation of a professionally oriented distance course in a foreign language // *Laplace Em Revista*. – №7(Extra-E). – 2021. – P. 91-98. DOI: <https://doi.org/10.24115/s2446-622020217extra-e1165p.91-98>
2. Shin J., Jung J., Postiglione G., & Azman N. Research productivity of returnees from study abroad in Korea, Hong Kong, and Malaysia // *Minerva*. – №52(4). – 2014. – P. 467-487. DOI: <https://doi.org/10.1007/s11024-014-9259-9>
3. Tleuzhanova G., Syrymbetova L., Mekezhanova A., Sarzhanova G., & Kulsharipova Z. Subject-based speaking как метод развития иноязычной профессиональной компетенции // *Journal of Siberian Federal University Humanities & Social Sciences*. – №14(3). – 2021. – P. 408-425. DOI: <https://doi.org/10.17516/1997-1370-0731>
4. Rizakhojayeva G., Yussupova G., Mamyrbayeva B., & Meirbekov A. Professional foreign language training in the context of the digital university // *International Journal of Engineering Pedagogy (iJEP)*. – №11(6). – 2021. – P. 50-69. DOI: <https://doi.org/10.3991/ijep.v11i6.23421>
5. Bobek A., & Devitt C. Ethnically diverse workplaces in Irish hospitals // *Employee Relations*. – №39(7). – 2017. – P. 1015-1029. DOI: <https://doi.org/10.1108/er-04-2016-0067>
6. Xiwei L. Exploring the classification and implications of foreign language anxiety // *Lecture Notes in Education Psychology and Public Media*. – №28(1). – 2023. – P. 161-165. DOI: <https://doi.org/10.54254/2753-7048/28/20231322>
7. Al-Saraj T.M. Foreign language anxiety in female Arabs learning English: case studies // *Innovation in Language Learning and Teaching*. – №8(3). – 2014. – P. 257-278. DOI: <https://doi.org/10.1080/17501229.2013.837912>
8. Özer Ö., Uzun N., & Çakır Ö. Akademisyenlerin yabancı dilde sözlü iletişim kurabilme özyeterlik inançlarını etkileyen faktörler // *Dil Eğitimi Ve Araştırmaları Dergisi*. – №6(2). – 2020. – P. 693-710. DOI: <https://doi.org/10.31464/jlere.774718>
9. Thupayagale-Tshweneagae G., Baratedi W., Sebola B., Raditloko S., & Dithole K. Foreign nurse educators' lived experiences of incivility: the case for Botswana // *Curationis*. – №43(1). – 2020. DOI: <https://doi.org/10.4102/curationis.v43i1.2162>
10. Mitchell T., Pessoa S., Gomez-Laich M., & Maune M. Degrees of reasoning: student uptake of a language-focused approach to scaffolding patterns of logical reasoning in the case analysis genre // *TESOL Quarterly*. – №55(4). – 2021. – P. 1278-1310. DOI: <https://doi.org/10.1002/tesq.3085>
11. Myrhaøj C., Viftrup D., Jarden M., & Clemmensen S. Interdisciplinary collaboration in serious illness conversations in patients with multiple myeloma and caregivers – a qualitative study // *BMC Palliative Care*. – №22(1). – 2023. DOI: <https://doi.org/10.1186/s12904-023-01221-5>
12. Hjelle K., Skutle O., Alvsvåg H., & Førland O. Reablement teams' roles: a qualitative study of interdisciplinary teams' experiences // *Journal of Multidisciplinary Healthcare*. – №11. – 2018. – P. 305-316. DOI: <https://doi.org/10.2147/jmdh.s160480>
13. Bender M., Connelly C., & Brown C. Interdisciplinary collaboration: the role of the clinical nurse leader // *Journal of Nursing Management*. – №21(1). – 2012. – P. 165-174. DOI: <https://doi.org/10.1111/j.1365-2834.2012.01385.x>
14. Gilligan J. Expertise across disciplines: establishing common ground in interdisciplinary disaster research teams // *Risk Analysis*. – №41(7). – 2019. – P. 1171-1177. DOI: <https://doi.org/10.1111/risa.13407>
15. Flavian H., & Dan D. Assessing teachers' use of language and their teaching quality // *Quality Assurance in Education*. – №26(4). – 2018. – P. 466-475. DOI: <https://doi.org/10.1108/qa-03-2018-0024>
16. Wagner M., Kupriyanova M., Maximova O., & Ovezova U. Improving the effectiveness of teaching: the impact of interactive methods in teaching English students as they increase their

proficiency level to B2 // *Theory and Practice in Language Studies*. – №12(11). – 2022. – P. 2232-2238. DOI: <https://doi.org/10.17507/tpls.1211.02>

17. Amir A. A holistic model for disciplinary professional development—overcoming the disciplinary barriers to implementing ICT in teaching // *Education Sciences*. – №13(11). – 2023. – P. 1093. DOI: <https://doi.org/10.3390/educsci13111093>

18. Nugroho H., Widiati U., & Susanti A. EFL teachers' perceptions on professional development for language proficiency maintenance and improvement // *International Journal of Evaluation and Research in Education (IJERE)*. – №11(3). – 2022. – P. 1585. DOI: <https://doi.org/10.11591/ijere.v11i3.22966>

19. Belyaeva I., Samorodova E., Voron O., & Zakirova E. Analysis of innovative methods' effectiveness in teaching foreign languages for special purposes used for the formation of future specialists' professional competencies // *Education Sciences*. – №9(3). – 2019. – P. 171. DOI: <https://doi.org/10.3390/educsci9030171>

20. Buendia X., & Macias D. The professional development of English language teachers in Colombia: a review of the literature // *Colombian Applied Linguistics Journal*. – №21(1). – 2019. – P. 89–102. DOI: <https://doi.org/10.14483/22487085.12966>

21. Chu W., Liu H., & Fang F. A tale of three excellent Chinese EFL teachers: unpacking teacher professional qualities for their sustainable career trajectories from an ecological perspective // *Sustainability*. – №13(12). – 2021. – P. 6721. DOI: <https://doi.org/10.3390/su13126721>

А.К. БАКЫТЖАНОВА

ҚР Президенті жанындағы Мемлекеттік басқару академиясы,
Алматы, Қазақстан

SCOPUS ХАЛЫҚАРАЛЫҚ ДЕРЕКТЕР БАЗАСЫНЫҢ ҒЫЛЫМИ БАСЫЛЫМДАРЫНДАҒЫ КӘСІБИ ТІЛ ПРОБЛЕМАСЫ

Аңдатпа. Мақала кәсіби тіл проблемасын, оның ғылыми және кәсіби қызмет салаларының әр түрлі аспектілеріне әсерін талдауға арналған, бұл зерттеу мәселесін 1942-2024 жылдар аралығында Scopus дерекқорындағы ғылыми жарияланымдар санының өсуін анықтап растайды. Тақырыптың өзектілігі тиімді пәнаралық коммуникацияға деген қажеттіліктің артуымен және кәсіби тілдің білім беру мен халықаралық контексте бейімделу сұранысының артуына байланысты.

Зерттеудің мақсаты «кәсіби» және «тіл» кілт сөздері негізінде анықталған 1520 ғылыми жарияланымды талдау арқылы кәсіби тілді зерделеудің негізгі бағыттары мен үрдістерін айқындау болып табылады. Зерттеу әдіснамасы іріктелген ғылыми жарияланымдардың мазмұнын контент-талдауға алу және осы проблемаға деген қызығушылықтың өсуінің сандық көрсеткіштерін анықтауға мүмкіндік берген SPSS бағдарламасын пайдалана отырып, деректерді статистикалық талдауды қамтиды.

Зерттеудің теориялық маңызы кәсіби тіл туралы білімді және оның пәнаралық байланыстардағы, білім беру практикасы мен кәсіби құзыреттілікті дамытудағы рөлдерін жүйелеуде жатыр. Зерттеудің практикалық маңыздылығы алынған нәтижелерді коммуникациялық стратегияларды арттыру, білім беру бағдарламаларын жетілдіру және мамандарды кәсіби дамыту үшін қолдану мүмкіндігімен анықталады.

Зерттеу нәтижелері кәсіби тіл мәселелеріне арналған ғылыми жарияланымдар санының тұрақты өсімін көрсетті, бұл академиялық қауымдастықтың осы проблемаға деген қызығушылығының артып келе жатқанын сипаттайды. Зерттеудің қорытындылары әлемдік ғылыми қауымдастықта кәсіби тіл мен коммуникацияны жетілдіруге бағытталған ізденістер мен практикалық шараларды жүргізу қажеттігіне баса назар аудартады.

Түйін сөздер: кәсіби тіл, тілдік тұлға, кәсіби тұлға, лингвистикалық құзыреттілік, пәнаралық коммуникация, білім беру, ғылыми жарияланымдарды талдау, статистикалық талдау.

А.К. БАКЫТЖАНОВА

Академия государственного управления при Президенте РК,
Алматы, Казахстан

ПРОБЛЕМА ПРОФЕССИОНАЛЬНОГО ЯЗЫКА В НАУЧНЫХ ПУБЛИКАЦИЯХ
МЕЖДУНАРОДНОЙ БАЗЫ ДАННЫХ SCOPUS

Аннотация. Статья посвящена анализу проблемы профессионального языка и его влияния на различные аспекты научной и профессиональной деятельности, что подтверждается увеличением числа исследовательских публикаций в базе данных Scopus с 1942 по 2024 годы. Актуальность темы обусловлена растущей необходимостью эффективной междисциплинарной коммуникации и адаптации профессионального языка в образовательных и международных контекстах.

Цель исследования заключается в выявлении основных направлений и тенденций в изучении профессионального языка на основе анализа 1520 научных публикаций, отобранных по ключевым словам «professional» и «language». Методология исследования включает контент-анализ отобранных научных публикаций и статистический анализ данных с использованием программы SPSS, что позволило получить количественные показатели роста интереса к данной проблеме.

Теоретическая значимость исследования состоит в систематизации знаний о профессиональном языке и его роли в междисциплинарном взаимодействии, образовательных практиках и развитии профессиональной компетентности. Практическая значимость исследования определяется возможностью применения полученных результатов для совершенствования стратегий коммуникации, образовательных программ профессионального развития специалистов.

Результаты исследования показали устойчивый рост числа научных публикаций по теме профессионального языка, что отражает усиливающийся интерес академического сообщества к данной проблематике. Выводы подчеркивают необходимость дальнейших исследований и практических мер, направленных на улучшение профессионального языка и коммуникации в глобальном научном сообществе.

Ключевые слова: профессиональный язык, языковая личность, профессиональная личность, лингвистическая компетентность, междисциплинарная коммуникация, образование, анализ научных публикаций, статистический анализ.

References

1. Bakurova Y., Parshutkina T., Kudryavtseva O., & Chernovol M. Formation of research skills in university non-linguistic training profile students during the implementation of a professionally oriented distance course in a foreign language // Laplage Em Revista. – №7 (Extra-E). – 2021. – P. 91-98. DOI: <https://doi.org/10.24115/s2446-622020217extra-e1165p.91-98>
2. Shin J., Jung J., Postiglione G., & Azman N. Research productivity of returnees from study abroad in Korea, Hong Kong, and Malaysia // Minerva. – №52(4). – 2014. – P. 467-487. DOI: <https://doi.org/10.1007/s11024-014-9259-9>
3. Tleuzhanova G., Syrymbetova L., Mekezhanova A., Sarzhanova G., & Kulsharipova Z. Subject-based speaking kak metod razvitia inoiazыchnoi profesionālnoi kompetensii // Journal of Siberian Federal University Humanities & Social Sciences. – №14(3). – 2021. – P. 408-425. DOI: <https://doi.org/10.17516/1997-1370-0731>
4. Rizakhoyayeva G., Yussupova G., Mamyrbayeva B., & Meirbekov A. Professional foreign language training in the context of the digital university // International Journal of Engineering Pedagogy (iJEP). – №11(6). – 2021. – P. 50-69. DOI: <https://doi.org/10.3991/ijep.v11i6.23421>
5. Bobek A., & Devitt C. Ethnically diverse workplaces in Irish hospitals // Employee Relations. – №39(7). – 2017. – P. 1015-1029. DOI: <https://doi.org/10.1108/er-04-2016-0067>

6. Xiwei L. Exploring the classification and implications of foreign language anxiety // *Lecture Notes in Education Psychology and Public Media*. – №28(1). – 2023. – P. 161-165. DOI: <https://doi.org/10.54254/2753-7048/28/20231322>
7. Al-Saraj T.M. Foreign language anxiety in female Arabs learning English: case studies // *Innovation in Language Learning and Teaching*. – №8(3). – 2014. – P. 257-278. DOI: <https://doi.org/10.1080/17501229.2013.837912>
8. Özer Ö., Uzun N., & Çakır Ö. Akademisyenlerin yabancı dilde sözlü iletişim kurabilme özyeterlik inançlarını etkileyen faktörler // *Dil Eğitimi Ve Araştırmaları Dergisi*. – №6(2). – 2020. – P. 693-710. DOI: <https://doi.org/10.31464/jlere.774718>
9. Thupayagale-Tshweneagae G., Baratedi W., Sebola B., Raditloko S., & Dithole K. Foreign nurse educators' lived experiences of incivility: the case for Botswana // *Curationis*. – №43(1). – 2020. DOI: <https://doi.org/10.4102/curationis.v43i1.2162>
10. Mitchell T., Pessoa S., Gomez-Laich M., & Maune M. Degrees of reasoning: student uptake of a language-focused approach to scaffolding patterns of logical reasoning in the case analysis genre // *TESOL Quarterly*. – №55(4). – 2021. – P. 1278-1310. DOI: <https://doi.org/10.1002/tesq.3085>
11. Myrhaug C., Viftrup D., Jarden M., & Clemmensen S. Interdisciplinary collaboration in serious illness conversations in patients with multiple myeloma and caregivers – a qualitative study // *BMC Palliative Care*. – №22(1). – 2023. DOI: <https://doi.org/10.1186/s12904-023-01221-5>
12. Hjelle K., Skutle O., Alvsvåg H., & Førland O. Reablement teams' roles: a qualitative study of interdisciplinary teams' experiences // *Journal of Multidisciplinary Healthcare*. – №11. – 2018. – P. 305-316. DOI: <https://doi.org/10.2147/jmdh.s160480>
13. Bender M., Connelly C., & Brown C. Interdisciplinary collaboration: the role of the clinical nurse leader // *Journal of Nursing Management*. – №21(1). – 2012. – P. 165-174. DOI: <https://doi.org/10.1111/j.1365-2834.2012.01385.x>
14. Gilligan J. Expertise across disciplines: establishing common ground in interdisciplinary disaster research teams // *Risk Analysis*. – №41(7). – 2019. – P. 1171-1177. DOI: <https://doi.org/10.1111/risa.13407>
15. Flavian H., & Dan D. Assessing teachers' use of language and their teaching quality // *Quality Assurance in Education*. – №26(4). – 2018. – P. 466-475. DOI: <https://doi.org/10.1108/qa-03-2018-0024>
16. Wagner M., Kupriyanova M., Maximova O., & Ovezova U. Improving the effectiveness of teaching: the impact of interactive methods in teaching English students as they increase their proficiency level to B2 // *Theory and Practice in Language Studies*. – №12(11). – 2022. – P. 2232-2238. DOI: <https://doi.org/10.17507/tpls.1211.02>
17. Amir A. A holistic model for disciplinary professional development—overcoming the disciplinary barriers to implementing ICT in teaching // *Education Sciences*. – №13(11). – 2023. – P. 1093. DOI: <https://doi.org/10.3390/educsci13111093>
18. Nugroho H., Widiati U., & Susanti A. EFL teachers' perceptions on professional development for language proficiency maintenance and improvement // *International Journal of Evaluation and Research in Education (IJERE)*. – №11(3). – 2022. – P. 1585. DOI: <https://doi.org/10.11591/ijere.v11i3.22966>
19. Belyaeva I., Samorodova E., Voron O., & Zakirova E. Analysis of innovative methods' effectiveness in teaching foreign languages for special purposes used for the formation of future specialists' professional competencies // *Education Sciences*. – №9(3). – 2019. – P. 171. DOI: <https://doi.org/10.3390/educsci9030171>
20. Buendia X., & Macias D. The professional development of English language teachers in Colombia: a review of the literature // *Colombian Applied Linguistics Journal*. – №21(1). – 2019. – P. 89-102. DOI: <https://doi.org/10.14483/22487085.12966>
21. Chu W., Liu H., & Fang F. A tale of three excellent Chinese EFL teachers: unpacking teacher professional qualities for their sustainable career trajectories from an ecological perspective // *Sustainability*. – №13(12). – 2021. – P. 6721. DOI: <https://doi.org/10.3390/su13126721>

Автор туралы мәлімет:

Бакытжанова Алтын Куанышбековна – филология ғылымдарының кандидаты, ҚР Президенті жанындағы Мемлекеттік басқару академиясының сарапшы-тренері, Алматы, Қазақстан.

Бакытжанова Алтын Куанышбековна – кандидат филологических наук, эксперт-тренер Академии государственного управления при Президенте РК, Алматы, Казахстан.

Bakytzhanova Altyn Kuanyshbekovna – Candidate of Philological Sciences, expert trainer of Academy of Public Administration under the President of the Republic of Kazakhstan, Almaty, Kazakhstan.