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CONTENT

METHODOLOGY OF COGNITIVE-LINGUACULTURAL THEORY OF FOREIGN LANGUAGE TEACHING PRACTICE

Kuznetsova T.D., Karabalayeva Zh.M. Opportunities for change and Daring Greatly through the prism of Action Research Study.....	7
Baigulina E. Some features of a case method in the formation of foreign language communicative competence of students	26
Torekeyev B. A. The role of digital educational resources (DER) in the field of education in teaching a foreign language in a new paradigm of education.....	39
Medvedeva S.M The formation of pedagogical specialties students' discursive competence in the language higher educational institution within dialogue discourse using communicative situations on foreign language practical classes.....	52
Kiyakova G. B., Yermekbayeva.G.S., Turysbekova G.ZH. Practical application and advantages of information technology training in the educational process of higher education	63
Ashirimbetov N., Karmysova M.K. The innovations in “foreign language” educational area within the context of the modern educational paradigm	74
Dzhussubaliyeva D.M., Tuleshova K.T., Aliymbaeva D.A. The digital technology: past, present and future.....	79
VeskaVardareva, Itzka Derrizhan Postmodernity and proactive educational environment.....	91

Veska Vardareva, Itska Derijan, Gergana Dyankova, Sofia Dermendzhieva
Social and Emotional Learning (SEL) in the proactive educational environment 96

**REGULARITIES IN THE FORMATION OF A GLOBAL INTERCULTURAL
COMMUNICATION THROUGH WORLD LITERATURE**

Zhanalina L. K.
Text and Discourse in Nominative Grammar and Communicative Grammar 102

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SOME FEATURES OF A CASE METHOD IN THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS

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Түйіндеме

Мақаланың өзектілігі мамандарды кәсіби даярлау мәселесін қозғайды. Шетел тілін оқыту пәні 5B011900 «Шетел тілі: екі шетел тілі» мамандығы оқу бағдарламасының алдыңғы орында тұрған пәндердің бірі болып саналады. Кейс әдісі тілдік емес жоғары оқу орындарында кәсіби шетел тілін оқытудың тиімді құралы ретінде қарастырылады. Мақалада тілдік емес жоғары оқу орындарында кәсіби шетел тілін оқытуда кейс әдісін қолдану артықшылықтары қарастырылады.

Түйін сөздер: кейс-әдісі, шетел тілін оқыту, шетел тілінде коммуникативтік құзыреттілік, оқу үдерісі, қалыптастыру.

Аннотация

Актуальность статьи затрагивает вопрос профессиональной подготовки специалистов. С этой точки зрения, образовательной программы 5B011900 «Иностранный язык: два иностранных языка» иностранный язык позиционируется, как одна из приоритетных дисциплин. Метод кейсов рассматривается как эффективное средство обучения профессионально ориентированному иностранному языку в неязыковом вузе. В

статье рассматриваются преимущества использования кейс методов в обучении профессионально ориентированному иностранному языку в неязыковом вузе.

Ключевые слова: кейс-метод, обучение иностранному языку, иноязычная коммуникативная компетенция, учебный процесс, формирование.

Annotation

The relevance of the article touches upon the issue of professional training of specialists. From this point of view in the educational curriculum of the specialty 5B011900 “Foreign language: two foreign languages” the foreign language is positioned as one of the priority disciplines. The methods of case are considered as an effective means of teaching a professional oriented foreign language in a non-linguistic university. The advantages of using the case methods in teaching professional oriented foreign language in a non-linguistic university are considered in the article.

Keywords: case-methods, foreign language teaching, foreign language communicative competence, educational process, formation.

INTRODUCTION

In modern conditions of Kazakhstan, the study of the features of forming foreign language communicative competence is due to the need to train highly qualified specialists capable of working in new conditions, taking into account the requirements of the labor market and the development of international professional relations.

The system of higher education in Kazakhstan provides training in various fields. Nevertheless, there is a shortage of qualified specialists, not only with professional knowledge, but also characterized by personal qualities necessary for a competitive specialist, namely the presence of a common culture; the ability to adapt to changing production conditions; the ability to take responsibility for decisions, to

realize the creative potential; knowledge of a foreign language in professional activities [1].

One of the subjects of higher education forming communicative competence is a foreign language. In order to assess the importance of a foreign language as an educational subject in the development of communicative competence of the future specialist, it is necessary to understand what receives the society, the country if its citizens speak a foreign language, and what gives the knowledge of a foreign language to the person himself, who begins to live in market conditions.

Despite the variety of approaches, their theoretical and practical significance, the problem of forming foreign language communicative competence of students of

non-linguistic universities in the process of professionally-oriented training as part of their professional competence is relevant. In our opinion, the necessary component of foreign language communicative competence of the future specialist is its professional-oriented training.

In this regard, the problem of scientific and pedagogical substantiation of pedagogical conditions of forming foreign language communicative competence of students of non-linguistic university in the process of professionally-oriented training in modern conditions is actual.

METHODS OF RESEARCH

“Who owns the information, owns the world”. The validity of the words spoken by Nathan Rothschild 200 years ago, confirmed, approved and updated each new era. The XXI century, rightly called the century of information, puts forward its high demands on the informative side of human life. Knowledge of a foreign language becomes an important prerequisite for success and a condition for achieving the goals.

Before talking about the pedagogical conditions and their prerequisites, it is necessary to clarify again the concept of foreign language communicative competence. The problem of foreign language communicative competence of a non-linguistic university student is well

studied in modern pedagogical science. Over the past ten years it has diversified analyzed in the dissertation research of Kistanova L.P. with the study situation- thesaurus approach [2], the problem of technology of level differentiation by Zaitseva I.A. [3], context of the case study methods by Malaeva A. V. [4], position of the contextual approach in training the managers by Isayeva M. A. [5], also Klimenko E. V. [6], Kasyanov I. V. [7], Bibikova E. V. [8], Kistanova L. P.[9], Kirjanova I.V. [10], Chichikin I. V.[11], Shukurova A.I. [12], Kurpesheva [13] studied the possibility of forming foreign language communicative competence in the process of university training.

The problem of foreign language communicative competence of non-linguistic university students attracts the attention of researchers. Pedagogical conditions - is an effective, real mechanism to include the maximum number of opportunities to optimize the pedagogical process, which stimulates and activates the activities of the learner and helps to find the most effective forms of their interaction. Pedagogical conditions are a set of objective possibilities of content, methods, organizational forms of training and material possibilities of its implementation, ensuring the successful solution of the tasks.

In relation to our research, we will understand pedagogical conditions as a combination of necessary measures that

contribute to the success of the formation of foreign language communicative competence of students in the process of professionally-oriented learning. Determining the formation of foreign language communicative competence of students in the process of professionally-oriented learning, we researched the case-method.

The method of cases forms the ability to find and apply the most effective methods to achieve maximum results depending on the situation, quickly find alternative solutions and be responsible for them in a high uncertainty of the environment.

Thus, the method of cases is the implementation of the basic principles of the situational approach: variability of goals and solutions (different problem situations require different approaches to their solution), consistency in achieving the objectives (accounting, analysis, interpretation of interacting factors), adjacency of the problems to be solved (management problem is considered in close connection with other problems).

Case –method allows setting problems of Kazakhstan educational system. As it is interactive, personal –oriented which research real and concrete situations. It develops the effectiveness of the learning process. In the process of using case-method learners take additional knowledge and it forms self-conscious in their abilities and they obtain skills: work with resources,

solving problems, analyze and synthesis of arguments and facts and cooperating with other members of the group [14].

The case helps students to discover new ways for self-improvement, development of personal and professional qualities, which leads to increase motivation and, as a result, creative independence of students. Since the case-method is aimed at generating multiplicity in solving problems, it does not provide universal formulas, but teaches to develop tactics of behavior, develops skills of independent work to improve professional knowledge, which are necessary for successful adaptation to the changes taking place in the chosen profession, as well as creatively and qualitatively perform their duties.

The use of the case method in foreign language lessons should be aimed at solving the following problems:

1. Develop speech skills (expansion of grammatical, lexical, phonetic knowledge);
2. Improve speech skills (use of different communication strategies and speech means, adequate to the situation and sufficient to achieve the goal; understand and logically, grammatically and phonetically correctly build statements using different styles in different socio-cultural environment);
3. Acquire analytical skills (highlight, analyze, classify information);
4. Master professional skills and social skills (to lead a discussion, to convince

others in a foreign language, the ability to listen and tolerant of the opposite opinion);

5. Form the reflexive skills (understanding their actions, decisions, pondering over their mistakes, summarizing, self-questioning, self-assessment);

6. Develop creative and prognostic skills (generation of ideas, search for independent alternative solutions, foreseeing possible consequences and results of activities).

The General orientation of the modern system of education in the field of foreign language education in higher education on the development of students' ability to effectively use a foreign language in their professional activities has led to our interest in the method of cases as the most successful means of forming foreign language communicative competence.

The purpose of communicative and cognitive case is the development of motivation and ability to systematic, independent acquisition of new knowledge and skills, enrichment of their professional and linguistic competence, the formation of the desire for self-realization, the need for actualization and realization of personal potential through communication with other people and collective activity. Thus, the system of exercises is an integral part of the structure of any case. In the methodology of teaching foreign languages exercise is used to achieve the goal aimed at the formation of a practical communicative component and is

a form that combines educational material and actions for its assimilation [15,16,17].

Depending on the training conditions, the exercise can be a complex procedure in which all the components of the educational process are implemented, namely: the assimilation of the content, consolidation and automation of the action, or one of the procedures used at a certain stage of work with the material (the use of exercises along with the primary explanation and memorization of the action, generalization and consolidation of the action, automation of the action).

The analysis of the requirements of different scientists to the exercises allowed to identify the following conditions for the effectiveness of their implementation in the educational environment:

- each exercise should contain a speech task that reflects the purpose of the exercise. It is important that the formulation of the assignment wore a brief, accessible way to students have not experienced difficulties in understanding and sense of purpose they perform exercises and could then evaluate the result from the standpoint of original goals;

- exercise should contain the problem and guidance in the selection of the most effective ways of its resolution. These instructions will help students to avoid mistakes both in the primary and in the subsequent implementation of a certain set of actions in situations of a similar nature

and will contribute to the development of skills of self-control and self-correction in students;

- depending on the content issues and the tasks necessary to exercise lined up from performing simple actions to perform complex actions, as well as to the sequence of their execution, provided a certain number of reps for effective learning by students. In this consideration, the effectiveness of each individual exercise depends not only on its internal structure, but also on how this exercise can be successfully correlated with others. Developed exercises done by us directed on:

- 1) establishing correspondence between the form, meaning and function of lexical and grammatical structures;

- 2) improving the ability to understand foreign language speech by ear and reading, in order to extract and assimilate professional information, as well as productive speech skills;

- 3) mastery of professional thesaurus.

In connection with the identified provisions, we have developed a three – part system of exercises based on the information complex-case. This system contains three types of step-by-step replacing each other exercises corresponding to the foreign language training and professional activities of students.

Case-oriented exercises are performed at the preparatory stage, when students

together with the teacher collect material for the future case, as well as search for information that will help them "get involved" in the problem thematic field of the case. With the help of these exercises are laid the basis for the primary perception and understanding of the problem field of the case, as well as certain expectations regarding solutions to problems.

Case-immersing, or intra-case exercises correspond to the second stage of work on the case. At this stage, the direction of the students ' activities is determined by solving the case. During the exercises, students expand their vocabulary, grammar, acquire professional knowledge, gain experience of professional communication in a foreign language, develop various strategies aimed at solving problems.

Case-resultant exercises are designed to help students evaluate the effectiveness of their learning activities, as well as to consolidate the acquired knowledge, skills and abilities in the field of professionally oriented foreign language communication.

Thus, the consideration of the features of different approaches to the implementation of the case method, as well as the study of the specifics of different types of cases and the conditions of application of this method in a non – linguistic University, allowed identifying a special kind of case-communicative cognitive cases.

RESULT OF THE RESEARCH

Organization of experimental training aimed at testing the proposed methods of teaching professionally-oriented foreign language in forming of foreign language communicative competence of future bachelors studying in the natural scientific direction on specialty 5B060700 "Biology" of Taraz innovative humanitarian university (Taraz).

The experiment was carried out in accordance with the principles of scientific research, namely, objectivity, essential analysis, unity of logical and historical, conceptual unity, systematic approach. The purpose of experimental training was to check the validity and reliability of the designed technique.

Experimental training was conducted in the framework of training in professionally-directed foreign language in groups of 2nd year students enrolled in the natural sciences on specialty 5B060700 "Biology" Taraz innovative humanitarian university. In total, 51 students took part in the experimental training. Experimental training had a systematic distributed nature, which involved alternation of classes aimed at analysis and solution of communicative and cognitive cases (2 academic hours in two weeks), with classes aimed at preparing to work with the case, involving the implementation of various case-oriented exercises.

Students of specialty 5B060700 "Biology" performed tasks, some of them were made in a foreign language and implemented in the form of cases. The preceding events were thematic classes in a foreign language, practicing and training complex terminological vocabulary. Using video and audio materials from authentic sources, students were trained in professional communication for its further implementation in the development, protection and subsequent discussion of their own professional cases. For the direction of preparation of "Biology" on the basis of the task were developed cases to determine the basic characteristics of the plant to describe the methods of enrichment of minerals. Students, having previously completed this work in their native language, began to develop a case in a foreign language.

According to N.A. Prochiantz, that the real professional situation determines the ability to use methods of organization of interaction in the classroom, stimulating real professional communication with the use of real instruments, technical apparatus, etc. the Presence of maximum number of components the actual situation provides more reliable transfer of language skills from the classroom into professional activity [18].

Knowledge of the subject of research, knowledge of terminology in a foreign language contributed to the implementation

of the case study method. During the implementation of the case studies highlighted activity the essence of the manifestation of communicative competence. In the defense of real cases demonstrated that in activities of speaking occurs, communication is enriched and improved. We present the results of the diagnosis of the level of formation of communicative competence of students in

order to identify the effectiveness of the second pedagogical conditions that contribute to the formation of cognitive and activity components of communicative competence.

Results of diagnostic level of forming communicative competence of students at the end of the orienting and attaching stages are presented on diagram 1, 2.

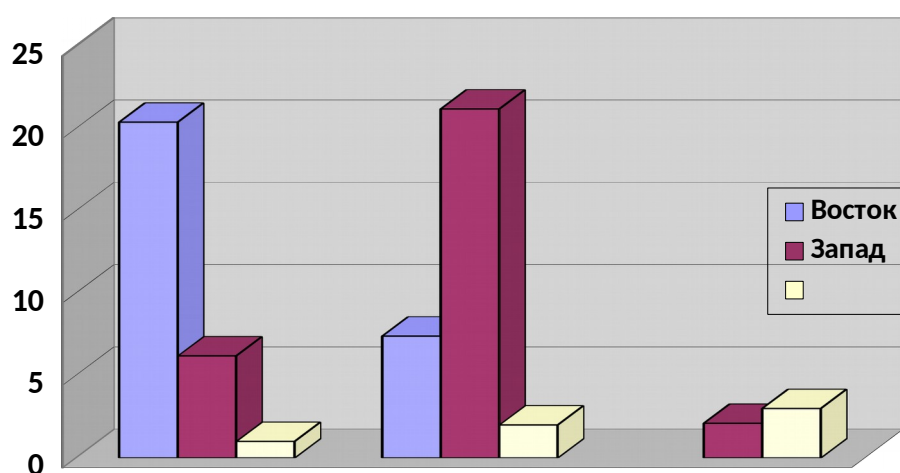


Diagram 1 - Changes in the level of forming students' communicative competence

Analysis of changes in the level of formation of communicative competence on the cognitive component allows us to draw conclusions:

- 24.5% increase in the number of students of the recommended level of community (4), which is characterized by such manifestations as interest in the interlocutor, sufficient patience in communicating with others;

- the level, which is characterized by a certain degree of restraint in communicative manifestations,

unwillingness to participate in discussions, decreased by 6.4% ;

- the level, which is characterized by such features as surface judgments, uncontrolled talkativeness and excessive verbosity, conflict and incompetence in communication, decreased by 23.4%.

On diagram 2 shows the distribution of students by levels of developing social intelligence as the ability of the individual provides its adaptive behavior in communicative interaction. From the diagrams obtained after the implementation

of the first and second pedagogical conditions at the orienting and familiarizing stages of the formation of communicative competence, we can draw the following conclusions:

- according to composite estimates, there is an absolute increase in the average level by 26.6%, as well as an average strong level by 6.4% and a high level by 4.3% ;

- 28.7% increase in the level on the scale of "ability to understand the intentions of communication participants and predict the communicative situation", which is the most significant positive increase of all the described scales;

- the number of students with a low level of social intelligence on the scale of "congruence in communication (non-verbal communication)" decreases by 19.1%, and there is an increase in the average and high levels;

- by 13.8% there is an increase in the number of students of the average strong level on the scale of "verbal expression»;

- by 23.4% there is an absolute increase in the number of students with average and high levels in the aggregate on the scale of "interpersonal communication and communicative interaction".

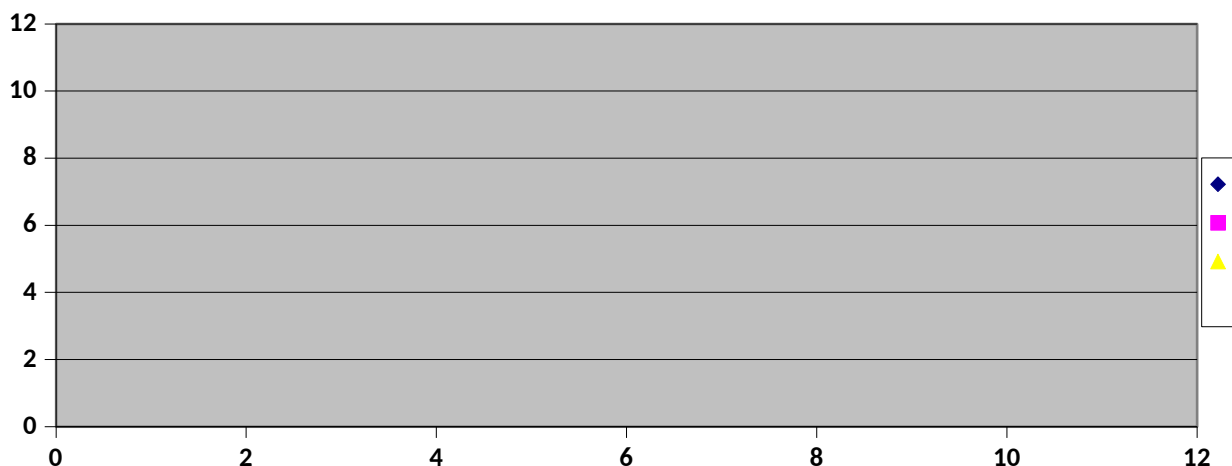


Diagram 2 - Changes in the level of forming communicative competence of students in the natural scientific direction on specialty 5B060700 «Biology»

The revealed level of communicative competence on the cognitive component indicates the improvement of students ' ability to recognize different meanings that can take the same verbal communications depending on the nature of human relationships and the context of the communication situation. Respondents began to make fewer mistakes in the

interpretation of the words of the interlocutor, to show more role plasticity, to read nonverbal communication.

The analysis of the experimental data obtained during the experiment and their comparison allowed drawing the following conclusions:

- at all stages of the experiment there is an increase in students with a higher level of

communicative competence component in the experimental group. In the control group, growth is observed in the motivational-value component and partially cognitive component, but less significant. Regarding the activity component of the communicative competence in the control group on quality indicators is a decrease in the level.

- the intensity of positive changes in cognitive and activity components of communicative competence in the experimental group was noted, which is associated with the enrichment of the content of education with a rich professional context and the introduction of personality-oriented activity technologies in the educational process. Thus, the level of overall harmony of motivational orientations in communications has increased in terms of the motivational and value component.

The cognitive component is characterized by such features as superficial judgments, uncontrolled talkativeness and excessive verbosity, conflict and incompetence in communication. According to the activity component, the number of students who prefer the style of cooperation by reducing the choice of styles of compromise, adaptation and competition has increased. According to the reflexive-evaluative component, a positive dynamics was recorded.

Thus, during the experimental training, it was confirmed that the method of teaching

professionally oriented foreign language, based on the context approach with the use of communicative and cognitive cases, contributes to the successful development of foreign language communicative competence. It can be stated that when using communicative and cognitive cases, learning objectives become clearer to each student, students feel a personal interest in achieving learning outcomes, they become active subjects of the educational process, students are open to interaction with each other and are ready to provide mutual assistance, students seek to be creative.

DISCUSSION AND CONCLUSION

Thus, we have formulated the training capabilities of the case method. It is not easy to integrate into the learning process. It requires significant efforts of teachers, everyday creative work on the understanding and selection of situations, analysis of educational material, the creation of the case as a work of art education. This is a huge work in the classroom and beyond, with and without students. But it can provide a significant increase in the efficiency of the educational process.

The use of the "case-study" method is considered to be a very effective method of learning, as it contributes to the formation in practice:

- creative skills in choosing alternative solutions;

- communicative: the ability to lead a discussion, convince others, defend their point of view;

- social: the ability to listen, evaluate people's behavior, argue the opposite opinion and analyze.

In the process of preparation and discussion of cases there is a reflection and rethinking of the role of language knowledge in the formation of communicative competence of the student. In addition, the case-method based on the principles of problem-based learning gives students the opportunity to gain practical skills, as well as to gain experience in team work and practice public speaking and professional discussions. The joint work of teachers and students on the development of

cases can be considered as a successful practice of learning in cooperation.

The found dominants in the structural components of communicative competence allowed us to solve the problem of the choice of educational technologies that ensure the involvement of students in communicative activities in the environment. In the practical implementation of technologies through the development and demonstration of real cases demonstrated that it is in the communication/communication arises, enriched and improved. For the correct organization of the team's work on the project at the initial stage of the formation of the activity component of communicative competence, we followed the basic principles of training in cooperation.

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