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OPPORTUNITIES FOR CHANGE AND DARING GREATLY THROUGH THE PRISM OF ACTION PLAN

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Abstract

The article deals with the result of the action research study aimed at exploring the impact of the epistemic position of the opportunity for the self-development critical and critical thinking, task-based performance, strategy training and reflection on the academic achievement of PhD students and development of their self-determined scientific-research competence in the educational process on the basis of the Matrix Programme. The participants were 33 PhD first-year students of Abylai khan Kazakh University and World Languages. The data obtained in the action research deepened our understanding of how the incorporation and increase of self-dependent work contribute to the development of PhD students' professional and scientific research competence, keen focus on the strategies and self-evaluation in the framework of cognitive linguacultural paradigm. Qualitatively all the students made a noticeable improvement in the course study. The results obtained confirmed our assumption that the most significant thing is daring greatly for changes and innovations that can provide high quality in FL education.

Keywords: competence, critical and creative thinking, task-based projects, strategies, reflection, research, self-development, innovations.

Introduction

The modernization processes in the field of science and education in the Republic of Kazakhstan are aimed at the development of the in-depth integration of fundamental science, innovation technologies and education which provide qualitative training of the new generation of competent specialists capable of intellectual innovative activities and innovative products in the sphere of economics, industry, science and technology of the Republic of Kazakhstan and its relations with other countries in the world.

In this connection, the innovation scientific – educational mission of the University and its scientific schools and laboratories is of vital importance for the integration of Innovation – Science – Education.

Nowadays the quality of training specialists is characterized not only by the high level of their fundamental knowledge, skills and competences, but by the personal characteristics as well enabling them on the basis of the developed competences to fulfill professional tasks and independently find innovative solutions of the problems using experience, different technologies, and methods of research.

Following the modern requirements, as beginning researchers, the post-graduate students (PhD and MD students) are to master a high level of their scientific research (gnostic) competences which are

realized through the whole range of sub-competences: information – research competence, creative – modeling competence, diagnostic – experimental, scientific metalanguage.

However, it is worth mentioning that there is almost total lack of publications devoted to different aspects of the FL educational process in Postbaccalaureate Programme of both MD students and PhD students, namely the formation of their professional and scientific research competences though, of course, our school of thought headed by academician S.S. Kunanbayeva has contributed much in this field (Kunanbaeva 2010, 2014, 2015).

You can hardly find a description of modern action research studies done in cooperation with student – researchers related to their educational process. The purpose of the present paper is to describe an extraordinary experience of work with a group of post-graduate students (1st year PhD students) on the course of the discipline "Perspective tendencies and new scientific research trends in linguistics, translation, and linguadidactics" (3 credits, 1st semester). In addition, the present paper is exploring the impact of the PhD students' self-dependent work on their learning motivation, academic achievements and development of scientific-research competences through the implementation of critical and creative thinking. Task-based performance, reflection and strategy training on the basis of one of

the disciplines as a part of the educational programme.

The objective of the discipline was to introduce PhD students into the picture of the perspective tendencies and modern scientific research trends in the sphere of translation, linguistics, and linguadidactics and help them improve skills and sub-competencies in scientific research activity:

1. Information - research sub-competence which provides the ability of students to select and use different sources of information related to the theme of their investigation;

2. Analytical – synthesizing sub-competence which includes an acquisition of methods of work with scientific literature;

3. Creative – modeling sub-competence which is oriented on the formation of creative ability to model problem solving and new technologies which are of great theoretical and practical value;

4. Diagnostic – experimental sub-competence that provides the ability to use methods of empirical research, of which the method of experiment is the leading one;

5. Scientific metalanguage sub-competence which includes an acquisition of scientific terms as a means for adequate definitions and characteristics of scientific facts, notions, processes, and phenomena.

Humanitarians nowadays are influenced and challenged by many global ideas in different branches of linguistics, cognitive-linguistic, psycholinguistics, psychology,

FLT Methodology,

translation studies, and semiotics the role of which is essential in cognition and communication.

Science, as well as human life in general, undergo too many changes in the course of its development. In science trends and tendencies change and vary depending on the paradigms. "A trend is a strong chance that something will happen in a particular way" (Macmillan Dictionary). We have a tendency to use Internet resources in everyday life. It is normal, for example for FL education development that old trends give way to new ones. Linguasynergy, for example, a modern tendency of the researches has a great future, though it is often used as a byword. A trend is an increasing, growing tendency that produces a result. It may be current, general, growing, long-term, modern, etc.

Bruce M.Mackh (2018) in the book "Higher Education by Design" speaks about two trends adults' self-directed learning in terms of andrology: Heutagogy and digigogy (from an online course). The first student-driven perspective. They are substantially different from the traditional lecture-based courses we usually expect that the students will accept any statement at face value as the wisdom of qualified expert, remaining a passive recipient of the transmitted knowledge. According to the author, adult learners are self-directed and are expected to take responsibility for their

own learning, to try to know the rationale behind what they learn, learning best through experience, think critically and trust their own judgment.

The structures of the Higher Education continue to operate on the models befitting the Industrial Age rather than the Informational Age in which we live now. That is why many specialist specialists in the field of Higher Education speak about the necessity of changing educational paradigm saying that the minimal interaction between the students and teachers, the lack of feedback, individual tasks for professional experience, the lack of interdisciplinary and collaborative approach and the ICT, the ineffectiveness of lectures, the lack of creativity make it necessary to make changes.

Procedure

During 15 weeks 33 PhD students took part in Action Research on the basis of specially designed tasks on the discipline «The perspective tendencies and modern scientific research trends in the theory of linguistics, translation, and linguadidactics» which was a part of their PhD curriculum. The tasks were of 5 types in the context of their profession:

1. Tasks stimulating focus on the course content and critical thinking (questionnaire

and in class discussions);

2. Pragma-professional tasks oriented on the development of professional competences;

3. Tasks oriented on reading authentic scientific literature and critical thinking;

4. Task-Based group projects with the use of critical and creative thinking. Power-Point presentations.

5. Tasks for developing strategies (communicative and cognitive).

It is true that Task-oriented activities give students a sense of purpose and help to focus on the problems related to the spheres of research in translation studies, linguistics, and linguadidactics in terms of the new cognitive linguacultural paradigm. The regular assignments to read and study a portion of information and make up 5 questions to discuss at every seminar proved to be useful.

Type 1 -tasks focused on the general aspects of the course content (and corresponding chapters from the recommended textbooks) were regularly used in the teaching process with the purpose to stimulate PhD students' self-directed cognitive and communicative activity and help them to identify the problems they would like to critically study and design a questionnaire to discuss in class so as to construct new knowledge.

Type 2 –tasks are pragma-professional tasks. They are situational professionally-oriented problem tasks requiring non-standard creative solutions of the problem (many variants possible solutions). Here are some

of them compelled by the students:

1. You are going to conduct a workshop for young teachers on the problem of the relationships between language and culture: language is not only a means of communication but also a cultural code of the nation. What evidence would you give to the central thesis of your report? Why? Provide arguments.
2. Cultural differences are revealed in grammar structures. Translate the following into English considering the cultural difference in the expressing request, order, probability: По газонам не ходить. Курить строго воспрещается! Не сорить! Купание запрещено! Закройте дверь. Give some other examples and your argumentation.
3. At the seminar in cognitive linguistics students discussed the concepts of “friend” and “time” giving example of idioms with the words. Give 5 of your own examples in different languages. Supply argumentative explanations.
4. Students were to create questionnaires for Socratic Seminar, to generate student-driven, student-centered discussions. The questions were supposed to focus students on the studied material and create meaningful discussions on the topic. All the students were to think of the

meaningful questions that could potentially spark interesting discussions

Type 3 –tasks oriented on reading authentic scientific literature and critical thinking include different forms of work (from simple to most difficult) with the articles related to the themes of PhD researches.

1. The expertise of a scientific article according to the scheme.
2. Analyze 2 scientific articles choosing in each on them the main points; compare them; find commonalities and differences.
3. Find arguments to prove whether the main points in the article are valid or not. Express your own attitude to both positions. What contribution does this information make to the problem of your research?
4. Predict possible results of developing theory and practice on the theme of your research on the basis of the critical study of the article and your attitude to the author`s recommendations.
5. Compile annotated bibliography cards on the theme of your PhD dissertation.

Our task was not an easy one because the participants of Action Research were not a homogeneous group of PhD students – all belonging to different specialties, with different types of professional readiness & competences. But the most acute problems that united them all were the problems of Intercultural Communication related to the sphere of linguistics, translation and FL Education. Thus, an interdisciplinary and

collaborative approach created valuable opportunities for students to develop higher-order thinking skills:

Questions:

- What is the theme of your research? Why have you chosen it?
- What perspective tendencies and modern scientific trends do you know in your field of your research?
- Why are the majority of recent investigations centered around Intercultural Communication?
- Why do you think «discourse» has become an “umbrella” term?
- What is Intercultural Communication?
- What ICC? Different approaches to its structure?
- How do you know that you are Interculturally competent?
- What are the main characteristics of translation as a specific type of Intercultural Communication?
- How is the personality of the translator formed? How does he create his final product? How are the conflicts of cultures reflected in the language of translation?
- What are the stumbling blocks in intercultural communication?
- Do you agree that culture controls communication? Why?

The approach adopted in our classes required students to move from theoretical understanding of the problems under study to the experience - based critical Thinking and evaluation of their own studies in terms

of competences.

In constructing the course content, it was necessary: 1) to avoid the so-called "spoon – feeding"; the effect in the educational process and that is why lectures gave an only brief talk on the theme. Those were mainly brief explanations covering the key problems and leaving a huge area of information for the students to explore by themselves and to extend it in relation to the sphere of students' self – development and self – education using innovation methods and technologies such as method of reflections, Internet resources, case – studies, pragma – professional tasks, project works of different types which are aimed at the development of professional competences;

2) it was also necessary not to impose prior standards and categories in terms of the old paradigm. As John Dewey would say in this case “if we teach today's student as we thought yesterday's, we rob them of tomorrow.” Taking this into account much attention was focused on the students' self – dependent work, the use of technologies and competence approach. At the lectures students were given only introductory information on the theme and asked to study the related chapters of the textbook or any other related material so that they could have some idea about the next session and have an insight into the theme to try and find some gaps and problems they would really want to know about and discuss in the

classroom.

So, students were deeply immersed into the atmosphere of systematic study constructing scientific knowledge that, by definition, “must be clear, unequivocally defined, unmistakable, demonstrable, repeatable, communicable, logical, rational, verbalizable, conscious.” Maslow A.H. (1966) Besides, according to James Dean Brown (1995), “studies can never be absolute”, “they must be viewed in relative terms: relative to probability, relative to other studies, relative to theoretical framework” and, most of all, studies must be relative to our experience in the field of our research.

Our interest to Socratic Seminars and Critical Thinking has stemmed and gradually developed in the experience with a group of the second year MD students and first-year PhD students since 2016 at the Kazakh Ablai Khan University of the International Relations and World Languages. Socratic Seminar is known as a formal discussion from a text through critical thinking, one of the main tools of which is students’ creating questionnaires to stimulate discussion through sharing new ideas, opinions, perceptions rather than merely retelling what others said or wrote. Mere reproduction of long scientific articles, as well as plagiarism, is not an ethical compass for scientific research, for the mind and intellectual growth.

At the Socratic Seminars, students

are motivationally, cognitively and emotionally involved in the discourse by sharing their ideas, expressing their agreement or disagreement, their judgment, and criticism. Through the collaboration at the seminar, they maintain and develop discourse chain sharing their experience, values, ideas, demonstrating their empathy, cultural awareness, as well as a sense of cooperation. They develop reflection in action and post action, metacognitive awareness and finally make their own research design on the problem. Here we cannot but agree with Deborah Shiffrin (1987) who says that for organization of discourse in the classroom there should be a “discourse community”, which implies that the participants are equally interested in the subject and motivated, communicatively, cognitively and emotionally involved and are aware of the success they can achieve with the feedback and helpful scaffold Vygotsky L.S. (1962) that inspires and supports. Feedback encourages cognitive growth and engagement; in fact, without feedback and support (scaffold) there are no transformative changes. The teacher provides valuable and helpful feedback in the process of the whole performance (linguistic aspects and project dynamics) by preventing communication breakdown and facilitating the process of discourse or project work by encouraging students’ activities.

Nowadays the problem of language and meaning is studied by linguistics, psycholinguistics, cognitive linguistics and Methodology of FL Education from different points of view. The variety of researches in this field can be classified into several groups.

Group 1: researches that are based on the well-known, well-established theories and postulates unreservedly following "the trodden path". For example, there often appear some text-books on professionally-oriented FLT in non-language universities on the basis of the old knowledge-based paradigm without taking into consideration the competence approach and new technologies in the context-based FLT.

Group 2: includes researches based on traditional ideas with new "labels" applied to the old context. For example, there is a new trend to regard the structural organization of the text as the result of integrative a synergistic process when the term "synergy" denotes blending or merging of energies as self-organization of the text. Instead, some authors use the new term "synergy" only in reference to "semantic process and syntactical process" in the text which is criticized by Zalevskaya A.A. (2014).

Group 3 includes researcher that purposefully develop new ideas without correlating them with other new tendencies in science.

Group 4 includes researches developing to the new approaches to the problem of language and word meaning, showing that the existing semantic theories and procedures to word meaning analyses are no longer updated. Cognitive linguistics makes it possible to view different phenomena from different angles and change the interpretation of the subject of investigation. For example, without exaggeration, we can say that the polysemy phenomenon is the greatest endowment because it distinguishes a natural language from the compiled language which may become for a language learner one of the obstacles that hinder communication. Cognitive linguistics helps to view meaning on the basis of new conceptions:

- Meaning is constructed. The meaning is not in the text, it is in the mind of the reader - Evans, V. (2006).

- "Meaning equals conceptualization tailored to the specifications of linguistic convention" Langacker R.W. (1987).

- The meaning of a word is phenomenon thought, and on the other hand, it is a phenomenon of speech Zalevskaya A.A. (2014).

In this respect, the "Interfacial theory of the word meaning: psycholinguistics approach" created by Zalevskaya A.A. presents the word as a complex interface of the world of meaning. The interface theory focuses on "live" word meaning and gives

an answer. The questions: what is there beyond the word in the one's head? In the search for the question, it is necessary to take into consideration the dual ontology of the word meaning and the integrative approach to live to mean, focusing on permanent interaction of body and mind, perception cognition, emotions and situations, chains of interference, etc. In other words, the necessity to communicate stimulates the formation of a specific interface between the social and personal, ensuring success in cognizing the world. Socially acknowledged word meaning is fixed in dictionaries, reference, encyclopedia, and the "live" word is in the mind of a person. We cannot deny any longer that one and the same text may be understood differently by different people depending on the immediate situation of communication and the "live" word. So, we can see that interface is a notion that can be applied not only to computers and digital platforms. It is a medium between a complex system such as society, for example. The idea of an interface was discussed from the perspective of philology, translation and FL teaching. We addressed the interface theory as a broad term which refers to a flexible, virtual tool that can be used for teaching (the idea of gamification, for example) as a technique of text analysis in translation and even as future of artificial intelligence which does not only respect the idea but also creates meaning. The theory

opens doors for different types of research on the problem of intercultural communication.

Task-Based Project 1:

Approaches to Contemporary Understanding of Intercultural Communication.

The PhD students were to make interactive mini-lectures and questions for discussion on the basis of the recommended literature Kunanbayeva (2015) such as:

Make up PhD mini-lectures & Questions for discussion.

1. Edward Hall. Context & Meaning (pp 44-55).
2. Michael Argyle. Intercultural Communication (pp 32-45)
3. Richard E. Portes and Larry A. Samovar. - Basic principles of the Intercultural Communication (pp 5-22)
4. Dean C. Barnlund. Communication in a global village (pp 21-32)

Task-Based Projects – 2

1. The problem of discourse and text in philological, translation and linguadidactics research in the context of Intercultural Communication: the state of studies and perspectives of research. (Research Project).
2. The role and functions of situations in the context of Intercultural Communication as the subject of research in inno-philology,

translation, and linguadidactics (Information – Research project)

3. Culture and Communication in the content of Intercultural Communication problems and solutions (Analytical - prognostic)

4. Translation: Communication or Speech Activity? (Research project).

5. Difficulties in comprehension and translation of phraseological units, their cognitive – linguacultural characteristic in trilingualism conditions. (Research project).

6. Creative and Critical Thinking in the classroom in the context of Intercultural Communication: Task-Based approach (Creative project).

7. The role and importance of pragma – professional tasks in the professional training of specialists in the field of inno-philology, translation, and linguadidactics in the context of cognitive – competence approach (Creative project).

8. Information – communicative environment as the basis of modeling professional Foreign Language Communication in the field of training inno-philology, translation, and linguadidactics specialists. (Analytical – prognostic project).

9. Interfacial theory of word meaning (Zalevskaya A.A.): what is the behind the word? (Analytical – prognostic project).

10. Formation of Cognitive Component of Intercultural Communicative Competence of specialists in the field of philology, translation, and linguadidactics: problems

and solutions (Research project).

Task-Based projects described in the paper were enthusiastically received by the PhD students participating in the Action – Research Study and guarded them regarding motivating interesting risk talking challenging, educationally beneficial.

The final presentation of T-B Projects in power-point included a considerable amount of information which was well organized & updated.

Student – researchers, cognitively and emotionally involved discourse, determine the direction and the development of this discourse. This, however, does not imply a passive role of the teacher who coordinates the work and focuses the students' attention on some methodological and linguistic aspects, assists them in developing metalinguistic awareness and adapting appropriate strategies.

In the framework of the discipline "Perspective tendencies and modern research trends in the theories of linguistics, translation, and linguadidactics" from the very beginning PhD students were invited to actively participate in the small scale action-research and to try and find answers to the main research questions: to what extent would your self-dependent work with incorporation of critical thinking, creative reflection and strategy training help you affect achievement to improve your professional, communicative competence and basic research competence thus

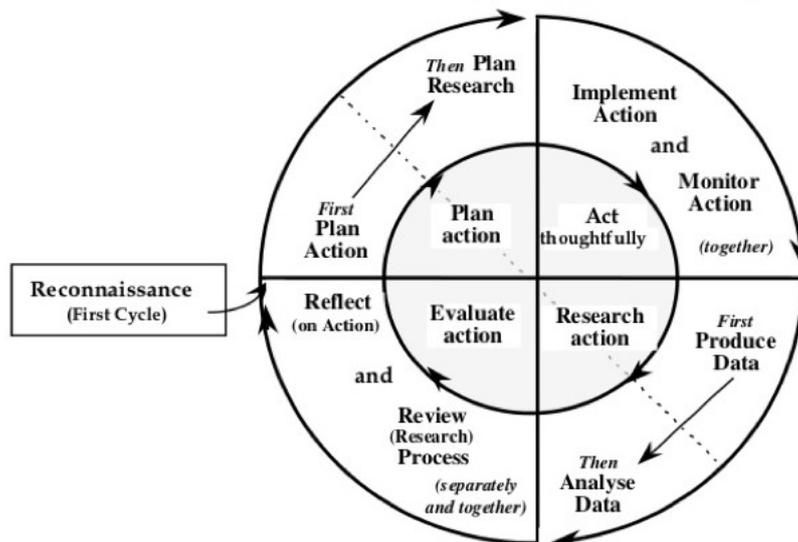
realizing your potential as PhD students?

The idea of action research in FL is not a new one. Action research highlights a series of procedures that teachers can use to improve the process of teaching or to evaluate the success and/or appropriacy of specific activities and procedures Harmer J. (2001). There are many other reasons for conducting action research, for example, to judge the effectiveness of a method, ICT and other innovations, etc. Action research provides such a way of work that links theory and practice into the whole one: ideas-in-action. It is a way of encouraging students to develop research skills.

We should distinguish between applied research and action research. Action research is more rigorous and does not claim

to contribute directly to the solution of the problems. Action research, the contrary, is less interested in obtaining generalizable scientific knowledge than knowledge for a particular (local) situation or purpose. Action research is situational, collaborative, content-based, participatory and self-evaluative. Most scholars think that action research has the scientific – Richards J.C., Nunan D. (1990) believe that innovative potential can contribute the professional development of specialists, especially in encouraging their self – development through action research.

Action research involves a cycle of action and reflection which lead to another research cycle as shown in the scheme by Tripp (2003).



The action research sequence we used in the course was as follows:

1. identifying a problem;
2. thinking of the research questions to gain information (planning);

3. collecting data (using different methods; questions, videotapes interviews, journals, accounts, observations, etc.);
4. analyzing the results;
5. reflection;

6. deciding what to do next - (starting a new cycle again).

In scientific literature, the term “problem” is most often defined as a theoretical and practical difficulty requiring thinking activity for its solution. As to the notion "task," we follow the definition given by Skehan, P. (2001) and others: "a task is an activity in which meaning is primary, there is a common problem to solve, and the task is closely related to real-world activities." From this it follows that depending on the primary importance of meaning that we attach to the problem and the tasks for the solution, we choose ways and strategies.

We have already mentioned the tendency of language learning through reflection. Reflection has many facets and reveals itself in different circumstances, and it involves linking current experience to previous learning (a process called scaffolding – Vygotsky L.S. (1962)

We often find ourselves in a reflective position which is a cognitive process that transforms the state of mind which implies a readiness to ask oneself a question, readiness for self- control and self-organization, readiness for self-analysis and finally alternative thinking (creative and critical). What strategies are essential to be taught to help reflection?

Strategies are a sequence of actions specially designed to achieve the goal. Oxford, R. L. (1990) speaks of 62 strategies

as specific actions taken by the learner to make learning easier, faster and more enjoyable, more self- directed, more effective, more transferable to new situations. They may be direct and indirect.

At the Socratic Seminars, students are given opportunities to reflect on the learning process and develop their competences making judgments asking higher -order wh- questions, solving problems and participating in heated discussions on the issues related to their specialties. For instance, why, what, what do you think, etc.

English as the medium of scholarly communication at our seminars displayed a relatively high level of language competence of the majority of students, though code-switching from L1 to L2 was a regular thing to prevent the breakdown in communication because some students had insufficient English language proficiency in realizing intended meanings. Due to this, we must say that the contribution made by the students was totally different. However, they all participated in the discussions irrespective of the language proficiency level. The growth of motivation and self-efficacy belief was evident. Action research is interactive, collaborative and reflective and creative.

Numerous studies were carried out by many scholars on the effectiveness of communicative strategies and learning strategies such as cognitive strategies (grouping, note-taking, inferencing, transfer), metacognitive strategies (planning,

self-monitoring, self-evaluation), socio-affective strategies (cooperation, questions for clarification) were described by Brown D.H. (2000) in his book "Principles of language learning and teaching". Communicative strategy, according to Dörnyei, Z. (1995) include avoidance strategies and compensatory strategies. The most widely used by our PhD students were the strategies of approximation, literal translation and code-switching that was quite natural for some PhD students with not quite sufficient level of knowledge of academic English as the medium of intercourse. However, in our case code-switching from L2 to L2 and L3 was conscious and specially focused to show language and cultural differences or to model language activities in Chinese, Japanese and other tonal words that use pitch to signal differences in world meaning and grammatical distinction which are likely to cause misunderstanding and even failure in oral communication. Our experience shows that code-switching in the framework mentioned above can be a valuable tool and not just an easy option.

Communicative strategies are given special attention to our research, for they are cognitive plans for communication, specific steps that we employ to solve problems in communication. Faerch, C., and G. Kasper (ed.) 1983 speaking about communicative strategies say that they may be "potentially conscious plans for solving what to an

individual presents itself a problem in reaching a particular communicative goal".

Nowadays some scholars regard communicative strategies as elements of strategic competence. In our Action research, the research question was: To what extent do the opportunities for self-dependent from the incorporation of critical and creative thinking, strategies training and self-reflection influence the development of your scientific research activity and help you to realize your potential as PhD students?

We cannot but agree that successful FL discussion depends on many factors (task factors and personal factors) and primarily on the motivation of the participants, on their ability to make some contribution depending on their knowledge, prior experience, on the topics under discussion and the types of thinking (analytical-creative, integrative-constructing, etc.) Kynanbayeva S.S.(2015).

At the end, of course, the PhD students were given the freedom to choose topics for their group Task-based projects related to the course 7 task-based projects – cooperative, self-evaluative reflexive. The positive aspects of task-based projects are as follows:

1. they provide the learners with complex and challenging tasks which encourage cooperation, risk-taking creativity and daring greatly to develop competences;
2. the activity involves different types of thinking (critical, creative) and different strategies (analytical-creative);

3. task-based projects cognitively and emotionally involve students into problem-solving.

4. the structure of the tasks consist of

a) communicative use of language and

b) methodical tasks oriented on competences;

5. there are 3 dimensions for analyses of T-B projects: code complexity, cognitions complexly and communicative strategies;

6. CT+TB provide opportunities to reflect.

The task-based projects described in this paper were well received by the students and the majority of them found the tasks professionally beneficial, interesting, cognitively challenging. For most of them, it was a new type of work and trying something new always involves risk-taking. It is an axiom of Modern FL Education that “whenever you teach and learn a complex system of cultural customs, values, and ways of thinking, feeling and acting” (H. Douglas Brown).

Students have suggested 5 possible ways of work with scientific sources aimed at the form action of research competence & to sub-competence.

1. Write a short critical review (positive or negative) you have recently read the article (level of knowledge) connected with the theme of your PhD dissertation.

2. On the basis of 2 articles on the theme chose in each of them the main thesis: compare them find the commonalities and

points of difference.

3. Compare the main points of and their scientific value 2-3 articles and say which one do you feel more acceptable for your PhD.

4. Read and analyze some articles on the theme of your PhD. Make prognoses to implement those researches for developing some them and practice of your investigations.

5. Make an annotation cards or the theme of your PhD research.

Simple as it is it revealed some pitfalls they were not aware of. From the small -scale action research we have undertaken it is evident that through engaging students in task-based projects focusing on critical and creative thinking on the basis of scientific texts PhD students form: 1) their communicative strategies for public discussions, 2) scientific-research competence, 3) reflective skills in self-control, monitoring and evaluation thus realizing the potentials of PhD as future researcher.

"Daring Greatly" is the concept introduced by Brene Brown (2012), a researcher, and a famous writer, who explains that vulnerability is crucial in achieving significant results in any field. According to Brene Brown, to achieve success and be creative an individual has to be willing to dare greatly and expose oneself to the vulnerabilities, so as to be able to tap in the immense resources of creativity,

cooperation, and productivity. There are 6 key concepts: shame, vulnerability, empathy, self-compassions, boundaries, and trust.

We observed and interviewed the students' perception of the difficulty of the studied material and analyzed their comments on their own performance. Many of the high performing students were able to acknowledge their insecurities and vulnerabilities and displayed a high level of self-awareness. In contrast, students who did not achieve high results would not give any comments or would give quite short, non-descriptive answers.

1. It was totally different from our previous experience.
2. It was difficult but interesting. The content.
3. The atmosphere was warm. We felt comfortable. The feedback inspired and engaged.
4. Training in critical thinking takes time but very useful.
5. The variety of articles in interesting.
6. It can be applicable to other classes.
7. It challenged students to share ideas and

information for more knowledge. For constructing new knowledge.

8. The work with Questionnaires was thought-provoking.

9. To speaking with your problem project runt of the etc.

Findings and Discussion

The findings reveal significant changes and the complex process the participants underwent in the course of the systemic provision of opportunities for high order thinking on the basis of incorporation of self-dependent learning, task-based projects, strategy training, and reflection.

Table 1. Describes the statistics for critical thinking skills developed in the form of self-dependent learning and questionnaires. The results indicate a significant difference in essential scores of thinking before and after the implementation of the possibilities of the PhD students' self-dependent learning the course content.

Table 1. Statistics of students' questionnaires as elements of critical thinking

| No of stud. | CT (Questionnaires) Maximum level | | | | CT (Questionnaires) Minimum level | | | | CT(Questionnaires) Critical level | | | | Average academic score | |
|-------------|-----------------------------------|-------|-------|--------|-----------------------------------|-------|-------|-------|-----------------------------------|-------|---------|---|------------------------|------------|
| | Before | | After | | Before | | After | | Before | | After % | | Before | After |
| | | | | | | | | | | | | | | |
| 33 | 15 | 45,4% | 28 | 84.8 % | 16 | 45.3% | 5 | 15.2% | 2 | 6.06% | - | - | 3.8 points | 4.7 points |

In addition, the qualitative aspect of the questionnaire used by the PhD students in the course of self-dependent learning of the course greatly differs from that at the end: questions focus mostly on the factual information (what, who, when) rather than the information of inferential character (why, what do you think about it?) requiring in-depth analysis and sharing ideas and opinions, arguments and discussion and peer evaluation. These significant differences suggest that complex of methods involved

helped students develop their overall critical thinking particularly concerning questionnaire targeting students' interpretation, evaluation and argumentation.

In terms of the interpretation of the critical thinking skills in Task-based project the improvement may be mainly due to the nature of the professionally-oriented tasks, interest peer scaffolding in the process collaboration project work and the use of technology.

Table 2. Task-based project performance summary

| № of stud. | T-B Project 1 | | | Average score | T-B Project 2 | | | Average score |
|------------|---------------|------------|-------------|---------------|---------------|------------|-------------|---------------|
| | Max. level | Min. level | Crit. level | | Max. level | Min. level | Crit. level | |
| 33 | 20 | 12 | 1 | 4,18 | 27 | 6 | - | 4,61 |

The participants improved their skills to judge and evaluate the information provided either by their team members or during the project presentation made by other groups. They collaboratively constructed their understanding of the most appropriate arguments depending on the

situation exercising their professional skills strategies and competences.

Students demonstrated the potential for the development of professional, personal and scientific research competences as well as the 21st-century skills:

Table 3

| Discipline | Competence | Skills and knowledge |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Perspective tendencies and new scientific research trends in linguistics, translation, and linguadidactics | 1. Scientific competences (instrumental sub-competence, epistemological sub-competence, analytical sub-competence, accumulative information sub-competence) | - <i>scientific knowledge</i> - <i>ability to formulate a research issue</i> - <i>capacity for analysis and grasp of sophisticated IT tools</i> |

| | | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>2. Project and team management competences</p> <p>3. Personal competencies</p> <p>4. The ICC competence & its several sub-competences (sociocultural subcompetence, conceptual subcompetence, communicative subcompetence, cognitive, linguacultural subcompetence, reflexive-developmental subcompetence)</p> <p>5. The 21st-century skills (core competences)</p> | <p><i>-ability to work in a team</i></p> <p><i>-communication skills</i></p> <p><i>-business culture and management skills</i></p> <p><i>-awareness of the pertinence of the research and its impact on the environment</i></p> <p><i>-creativity</i></p> <p><i>-open-minded approach</i></p> <p><i>-motivation</i></p> <p><i>-adaptability</i></p> <p><i>-vulnerability (daring greatly)</i></p> <p><i>-awareness of the cultural context</i></p> <p><i>-language skills: speaking, reading listening and writing</i></p> <p><i>-metathinking skills, reflection, and self-reflection</i></p> <p><i>-having a new picture of the world build in the mind</i></p> <p><i>-learning to learn</i></p> <p><i>-digital skills</i></p> <p><i>-communication skills</i></p> <p><i>-cultural awareness</i></p> <p><i>- social and civic competences</i></p> <p><i>-sense of initiative and entrepreneurship</i></p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Overall, we see that many different competencies are to be developed during

PhD studies. Generally, we can divide them into three categories: scientific, project management and personal competences. Additionally, intercultural communicative competence (ICC) which is vital as students are taught the subjects in English. All the competences are equally important and are to be developed throughout education. However, the competencies are very complex and interconnected; they require a great deal of self-awareness and that are to be developed both in class and independently.

Conclusion

From the small-scale Action Research study, it became evident that through the systemic provision of

opportunities for Critical and Creative Thinking, reflection and Task-based project the PhD students improved their scientific research competence and realized their potential of PhD researchers.

There is also evidence that through engaging students in tasks that focus on Critical Thinking and Creative Thinking PhD students trained their strategies, self-reflection, and self-evaluation which is important for research, for changes and daring greatly. There are some limitations of the research due to the fact that it was short-scale Action Research with a very short duration and only one discipline based that may limit generalization of the findings. At the same time, the Action Research study reveals the necessity for further research taking into account the task factors and personality factors. This is in terms of the never-ending process of cognition.

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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.

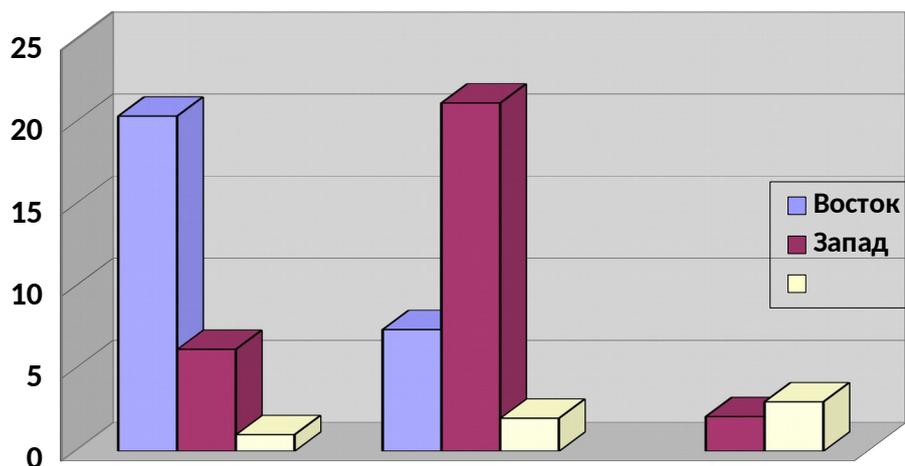


Diagram 1 - Changes in the level of forming students' communicative competence

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,

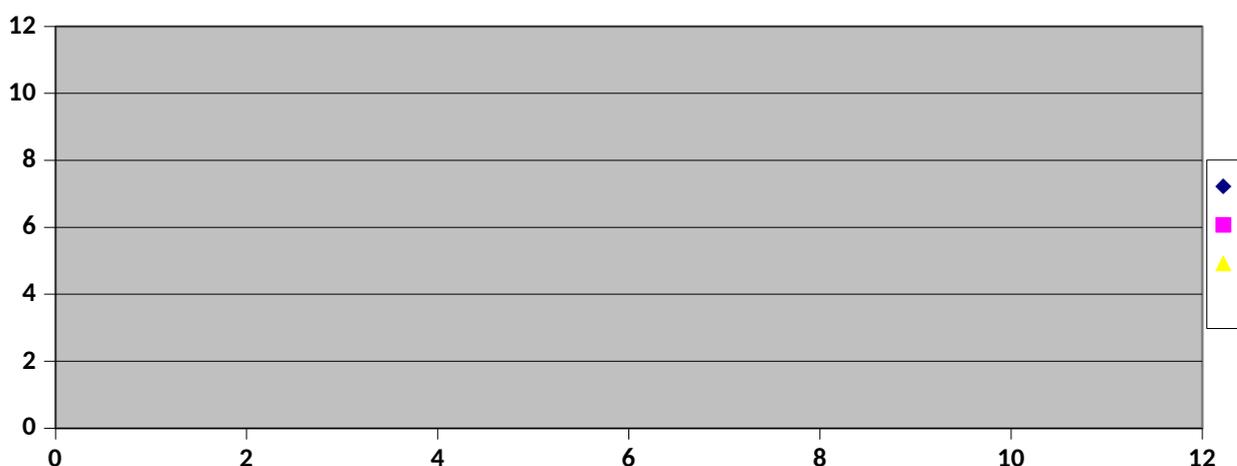


Diagram 2 - Changes in the level of forming communicative competence of students in the natural scientific direction on specialty 5B060700 «Biology»

The revealed level of communicative competence on the cognitive component

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".

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.

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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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**THE ROLE OF DIGITAL EDUCATIONAL RESOURCES (DER) IN THE FIELD OF
EDUCATION IN TEACHING FOREIGN LANGUAGE IN A NEW PARADIGM OF
EDUCATION**

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Abstract: The article is devoted to the use of the digital educational resources (DER) in modern realities as an effective teaching tool, which activates the mental activity of students, makes it possible to make the learning process attractive and interesting. This is a powerful incentive to increase motivation to master a foreign language. The article is based on the idea of using modern technologies and digital educational resources in teaching foreign language.

Keywords: digital educational resources, communication, teaching – learning activities, pedagogical applications, teaching foreign language.

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Білім берудің жаңа парадигмасындағы шетел тілін оқытуда білім саласындағы сандық ресурстардың (БСР) алатын орны

Түйін: Мақала заманауи шындықтардағы білім саласындағы сандық ресурстардың (БСР) студенттердің психикалық белсенділігін белсендендіретін тиімді оқу құралы ретінде пайдалануға арналған, оқу үдерісін тартымды және қызықты етуге мүмкіндік береді. Бұл шетел тілін меңгеруді ынталандыруды күшейтуге зор ынталандыру. Мақала шетел тілін оқытуда заманауи технологиялар мен сандық білім беру ресурстарын пайдалану идеясына негізделген.

Тірек сөздер: білім саласындағы сандық ресурстар, танымдық процесс, байланыс, білім беру қызметі, педагогикалық бағдарламалар, шетел тілін оқыту.

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Роль цифровых образовательных ресурсов (ЦОР) в сфере обучения иностранному языку в новой парадигме образования

Аннотация: Статья посвящена использованию ЦОР в современных реалиях как действенного инструмента преподавания, который активизирует мыслительную деятельность учащихся, позволяет сделать учебный процесс привлекательным и интересным. Это мощный стимул повышения мотивации к овладению иностранным языком. В основе статьи лежит идея использования современных технологий и цифровых образовательных ресурсов при обучении иностранному языку.

Ключевые слова: цифровые образовательные ресурсы, когнитивный процесс, учебно-воспитательная деятельность, педагогические технологий, иностранный язык.

The DER education system was included along with the progress of the technological approach that emerged in connection with the development of educational processes and the expansion of innovative experience gained in teaching practice. In its most general definition, the concept of “technology” is interpreted as “a scientifically or practically justified system of activity used by man in order to transform the environment, the production of material or spiritual values”. Having arisen in the industrial sphere, the technological approach represented a new level of development, the introduction of scientific achievements into practice, an increase in the indices of productivity and professionalism. Further, the technical revolution ensured the transfer of technologization to the sphere of social relations, and then to the sphere of the pedagogical process. A new term has emerged, “pedagogical technology”, which finds various variations of interpretations. For example, a number of scientists (B.T. Likhachev, S.A. Smirnov, M. Meyer) relate the concept of pedagogical technology with the use of technical teaching aids, as well as with all the methodological tools that a teacher uses, with a combination of tools and teaching methods.

Representatives of a different position - V.A. Slastenin, B. Skinner, S. Gibson,

define pedagogical technology as a kind of communication process based on a specific “program” of interaction between subjects of the pedagogical process, systemic use of human resources, educational material, equipment, etc. to solve educational problems; as a kind of organization of the educational process. V.M. Monakhov defines the pedagogical technology of the joint pedagogical activity of the teacher and the students in planning, organizing and carrying out the educational process, with the obligatory provision of comfortable conditions for the flow of this process for both parties. Another representative of this view on the definition of educational technology A.M. Kushnir gives her the following interpretation - “the best way to achieve the goal in the given conditions” [1, p. 43-45]. According to another position in the definition of technology training, whose representatives are P.I. Pidkasisty, V.V. Guzeyev, R. Kaufman, and others. Pedagogical technology is considered as an extensive field of knowledge, which operates with the concepts of social and natural sciences. By definition, P.I. Pidkasisty, pedagogical technology - “the direction in didactics, the field of scientific research on the identification of principles and the development of optimal systems for the design of reproducible didactic processes

with predetermined characteristics” [2, p.179-185]. V.V. Guzeyev notes that educational technology is “a system that includes an idea of the source data and planned learning outcomes, means of diagnosing the current state of students, a set of learning models and criteria for selecting the optimal learning model for specific conditions.” There is another point of view on the definition of this concept, according to which pedagogical technology is considered as a multidimensional process. For example, according to M.V. Clarina, pedagogical technology is a system of order of all means - personal, methodical, organizational, which can be used to achieve pedagogical goals. K.M. Silber describes pedagogical technology as “a complex integrative process involving people, ideas, means and ways of organizing activities for analyzing problems and planning, evaluating and managing problem solving, covering all aspects of learning”. Finally, G.K. Selevko gives the following definition of pedagogical or educational technology: “pedagogical technology is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in time and space and leading to the intended results” [3, p.102-103].

Despite some disagreements in the interpretation of the concept of pedagogical technology, all the above points of view are unanimous in the opinion that pedagogical

technology is associated with a certain field of pedagogical activity, which not only includes these technologies as components, but also is an integral part of a certain technology.

The emergence of new technical means has also contributed to the emergence of modern educational resources, which are becoming an integral component of the educational process, which has been called “informatization of education”. According to P.I. Pidkasistogo, “informatization of education is a complex of measures for the transformation of pedagogical processes on the basis of introduction into training and education of information products, means, technologies”. According to G.K. Selevko, “informatization of education is the process of providing the education sector with the methodology and practice of developing and optimizing the use of modern information technologies oriented towards the realization of the psychological and pedagogical goals of training and education”. This process gives rise to the emergence of a new type of educational technology - information and communication.

At the dawn of its appearance, this technology was called "information technology" - "created by applied informatics set of systematic and mass ways and methods of information processing in all types of human activity using modern means of communication, printing, computing and software were: the possibility of organizing

a cognitive process based on the activity approach to learning, the individualization of the process of flow with the use of special computer training programs, without compromising its integrity; the possibility of organizing an “open education system”, where each student can choose their own learning path; increasing the share of autonomy in learning and self-study, etc.

This technology originated with the progression of the second information revolution (1976), which resulted in the creation and then the widespread use of a personal computer. The means of implementing this technology were texts, graphic objects, sound recordings, multimedia, tables, or databases. There are various classifications of computer learning tools. According to the field of methodical purposes, they allocate teaching tools that communicate the necessary knowledge, and form the skills associated with them, which are manifested in educational or practical activities; simulators whose function is to provide the practice of skills of various kinds; information retrieval and reference - report any information, contribute to the formation of skills in the systematization of information; demonstration, which make it possible to "visualize" objects or phenomena to be studied; imitation, the purpose of which is to present a certain aspect of reality, to study its constituent elements; laboratory, giving the opportunity to conduct experiments with the phenomena or objects

under study; modeling - allowing to simulate the studied objects, processes, phenomena; settlement, which automate the necessary calculations and similar operations; training games, the main purpose of which is to create situations in which students can show all soy skills in a particular type of activity.

But technical progress did not stop there, followed by the third information revolution, the main achievement of which was the emergence of the global Internet. Already by the end of the 20th century, changes were taking place in society, which negated the relevance of the concept of “information culture”, now the process of communication between cultures is in the center of attention, and information technologies are the means of organizing this communication. From this point on, the boundaries between different cultures and societies widened significantly, thus providing a path for an endless stream of information that is increasing every day. These changes made it possible to speak not only about storage, processing and transmission of information, but also about active communication between individuals, accompanying these information flows, therefore, modern Internet services served to create the so-called information-communicative environment (ICE).

Selevko G.K. treats ICE as “a set of conditions ensuring the implementation of a user’s activity with an information resource for collecting, processing, producing,

broadcasting, applying information, knowledge (including the distributed information resource of the global Internet), as well as informational interaction with other users through interactive information and communication technology tools that interact with it as a subject of informational communication and personality". Zotov V.V. comes to the conclusion that the information and communication environment is "the network distribution of social subjects that satisfy information and communication needs through the use of DER", because, first, the communication system in modern society is represented by a certain communication network that connects individual subjects of society Mutual social influence on each other, organizing their joint activities through the transfer of messages through Internet technologies; secondly, the communication system is a repository of a large amount of public knowledge and information, which are used by individuals to meet their need for social interaction [4, p.49]. Thus, having arisen in connection with the development of scientific and technological progress, the DER becomes a phenomenon that has not the last impact on the processes occurring in society. According to research data, the Internet today is equated with a social institution that contributes to the satisfaction of information and communication needs of an individual, and on a five-point scale the degree of this influence is 4.5 points.

Thus, at present we cannot only talk about informatization of education, since the use of DER for collecting, storing, processing and transmitting it, the capabilities of audio-visual information playback facilities are complemented by a communicative function when conditions are created for the implementation of intercultural dialogue, contributes to the expansion of human horizons, and, as a consequence, his inner growth, personal development. Information and communication technologies (ICT) in a general sense can be defined as "a wide range of digital technologies used to create, transmit and disseminate information and provide services (computer equipment, software, telephone lines, cellular communications, e-mail, cellular and satellite technologies, wireless and cable networks, multimedia, and the Internet)". The DER tools system includes all the computer software mentioned above, as well as Internet network tools such as email, newsgroups, chat, etc. These funds are applicable in the educational process in order to search for the necessary literature, play video and audio information, including television, exchange of experience between researchers using the means of communication. It follows that ICT tools provide, firstly, the possibility of free access to scientific, as well as educational and methodological information, secondly, without special efforts to provide consulting

services to people who are at a remote distance, to hold seminars and conferences in real time thirdly, the possibility of organizing research activities, etc. The use of DER in education contributes to the solution of a whole range of didactic tasks, among which are noted: improving the educational process and its organization in particular, increasing the degree of individualization of this process, increasing the effectiveness of students' independent work, speeding up the dissemination of educational, as well as scientific and methodological information, the possibility of organizing research student activities; and ensuring mobility in the educational process. DER find their application in various forms of organization of work in the classroom, such as: teacher lecture, individual work of each student in the audience (writing an essay, performing tests, practical tasks, learning new information resources) and outside, pairing or group work (projecting activities), work in the audiovisual environment (language laboratory).

In our opinion, modern DER represent a wide range of opportunities for research, among which blogging, using wiki technologies, and all sorts of search engines are interesting. From this point of view, a blog is of particular interest to us. In the conventional sense, a blog is a website, the main content of which is regularly added posts (posts) containing text, images or multimedia.

Some authors define a blog as: “a chronologically marked sequence of copyright messages of arbitrary content, open to comment by other users of this resource.” Blogging is comparable to keeping your own personal diary accessible to other users for reading and feedback. Therefore, such a diary has a narrative character, i.e. It is a narrative text of a monological nature, specially created by a specific author, which reflects the author’s personal experience, his values; a also simultaneously contains elements of a dialogue, since the initial monologue utterance is the reason for the emergence of a kind of discussion that finds its expression in the form of comments left by numerous users of the site. Depending on the prevalence of the communicative or reflective function of the blog, they are classified into memoirs of a type — intended for reading by a wide audience and blogs of a diary type, which are intended for the personal use of the author and are not available for reading by other users. Not unimportant function of the blog of the first type is the possibility of self-expression, as it gives the creator the opportunity to speak, to declare his active position, in the second case, the blog is a kind of organizer or personal notebook of the user, allowing you to plan your own activities.

Communication through a personal diary in the network is a form of communication in the context of mass

communication. This type of communication, as a rule, is characterized by the mediation of communication by technical means, the involvement of vast social groups in the communication process, the lack of instant feedback between communicators, as well as the presence of a massive and anonymous audience. The anonymity factor is essential here, since it gives the blog user an absolute freedom in expressing his views on aspects of interest. In addition, communication through blogs includes not only text exchange, but also the exchange of graphic images, video and audio files, links, etc.

The aforementioned classification of blogs according to the degree of accessibility to the reader was one of the very first proposed by Japanese scholars in 1997, which with the development of the culture of Internet communication, and in particular of keeping a personal online diary, was insufficient, and later other classifications of blogs followed. So, they distinguish news blogs that are maintained by several authors and, as a rule, are published several times a day and contain information on various topics; specialized blog covering a specific area, such as "education" or "learning foreign languages"; a topic blog dedicated to a specific topic, where entries usually appear in reverse chronological order; corporate blogs that enable the organization of communication of representatives of one organization or

containing news about it; collective and individual blogs. There is also a special type of blog intended for publishing scientific, academic and technical knowledge on the network - the knowledge blog.

The creators of this site adhere to the view that at present the implementation of a scientific publication can be a somewhat complicated and long-term process, when, as a blog, it gives the opportunity to discuss the latest science news, to share their opinions quickly and simply. Traditionally, such scientific blogs were of "journalistic type", that is, they contained information about science, science news, events in science, etc., and until recently were not part of science itself, part of its process. Such blogs are very convenient for the publication of their scientific achievements in almost the same way as a scientific journal. In creating a knowledge blog, blog technology, with its main characteristics, is used to further create an article, write a book or encyclopedia. Creating such a publication is no different from writing an article in a journal, the author writes his article on the site, the main requirement for which is the design of this article in HTML format. Further, the author places his article on the site, sends it to the "published" section, from this moment the article is in the status of "under review". After passing through the review procedure, this article undergoes an assessment and adoption procedure for publication on the site by the editor, who reads the reviews for

the article and, based on them, makes the final decision, after which the article acquires a link and becomes available for mass viewing. The review process takes place in the same way, that is, the reviewer after reading the article writes an annotation in the blog link to which appears on the article's website, and the review is automatically added to the comment to the article.

Arguments in favor of using blogs as an aid to students' research activities are the following:

1) A blog is a written message, and as one of the forms of written speech it is characterized by contact, which implies a certain stylistic and logical organization of the given statement, which needs planning, deliberation, clarity of the presented provisions, etc.

2) Keeping a blog in the form of a blog is a process of continuous reflection, since, on the one hand, when creating his record, the author needs to look at it with a view from the side, how the reader will perceive this information, on the other hand, keeping such a diary reflects the author's thinking Accordingly, by reading his diary, the author can evaluate the course of development of his idea.

3) Communication carried out within the framework of indirect communication contributes to the improvement of self-presentation skills, as well as the formation of presentation skills in general.

4) A blog gives you the opportunity to practice on the formation of skills of independent search for problems and setting goals. "The author must independently in practice identify the features and norms of communication, explore the range of opportunities provided by the environment, form their own ways of organizing activities.

5) By creating certain communities that specialize in a number of narrow topics, students find like-minded people with whom they can discuss important issues for them. They read the records of other community members, discuss them, which leads to the exchange of information and opinions on a particular topic, contributes to the formation of analytical skills and abilities to carry out critical analysis.

6) The particular features of the blog that distinguish this type of Internet communication from the possible others are the ease of publishing and searching for information, and most importantly, the high speed of information dissemination via the Internet, which makes it possible to keep abreast of the latest news and events.

7) A blog acts as a kind of online community that brings together a large number of people who share certain interests, which contributes to easy networking and gives rise to the organization of joint activities of students. [4, p. 53].

In his work, devoted to the “Creation of author's training Internet resources in a foreign language” Sysoev P.V. and Evstigneev M.N. describe a variety of technologies that are used for the search, as well as a means of creating copyright Internet resources, including: **hot list, treasure hunt, subject sampler, multimedia scrapbook and web quest**. We will consider in more detail those of them that, in our opinion, can contribute to the formation of the necessary skills that underlie the possession of research competence. **Hot list** - a list of sites on a specific topic. It is very convenient in finding the necessary information, when one of the keywords on the topic, or the whole topic, is entered into the Internet search engine, as a result of which, you can get the desired hot list. The use of a sheet, though, contributes to the formation of the ability to analyze and compare sources of information, highlight the main and secondary information on the topic, draw up its own differentiated list of sources, etc.

Multimedia Scrapbook is a collection of multimedia resources consisting of text documents, graphic documents, video files, etc. All these files are easily available for download by different users. The capabilities of this resource can be used to create a kind of portfolio where the student places all the accumulated materials on the topic of his research, and can easily share them with colleagues, discuss any issues,

etc. The creation of such a resource by the student himself contributes to the development of reflection, since the course of work on studying the problem is clearly presented, what has already been worked out and done, and what is subject to further refinement.

One of the Web 2.0 technologies is **wiki technology**. A wiki is a unique technology for creating and organizing a website, which allows users to actively edit the content of this website: correct errors in the text, add and delete information, etc. At the same time, the participants of the work with the text do not need any special training, or the use of any special programs and knowledge of HTML, it is enough just general computer skills and knowledge of information on the topic of interest. Basically, this technology is today used to create all sorts of reference books, databases, documentation development. A feature of the wiki is that, say, unlike a blog, where participants only comment on an existing text, this technology makes it possible to become a full participant in the creation of a readable text. In a global sense, a wiki allows you to accumulate all existing "knowledge" on any issue and to ensure free and fast movement through this database.

The following points are characteristic features of a wiki site: the implementation of joint work on the text by different users is ensured, at different times; after editing, changes in the text appear immediately;

there is always an opportunity to return to the previous version (text before editing); each article has a separate original name, and the title of the article is at the same time a hyperlink to external systems; A wiki contains links to texts that have not yet been created, and at the same time they are also a means of creating new entries; for each page there is a list of links to other resources, and at the same time, a list of other articles that link to this text. But wiki-technology also has some drawbacks, for example: duplication of information; unstructured links, because of which you can lose the page with which the transition to the links was started; unreliability of information - as a participant in the project can be anyone, the information contained in the texts of the pages of a wiki site can be either highly subjective, or unverified, or simply not true. Cases of vandalism are not excluded;

To create wiki-sites there are a large number of programs, the so-called "engines", such as Mediawiki, specially designed for Wikipedia, which is used to create encyclopedias; Wackowiki, Confluence and NPJ, which are used to form databases; Wikipad and deskDo, used for personal use. There are certain rules for creating articles on such sites:

- The inclusion of copyrighted texts and images is prohibited.
- When writing an article, you should strive for a neutral presentation and reflect all known points of view.

- It is necessary to specify the sources of information to confirm the accuracy of the information.

Despite the small flaws, and due to the above characteristics and capabilities, wiki-technology is widely used in the educational process. Wikis are actively used for organizing teamwork, for example, the creation of various projects or joint publications. In the process of collective creativity, this technology can act as a kind of "electronic board", where each group member leaves his notes and notes. Moreover, the wiki-technology is not only a means of creating a resource, but also its "repository", since it can act as databases. However, a wiki can be a kind of source of educational materials, or it can be a means of expanding or supplementing existing educational material. It should be noted that the use of wiki-technology in education contributes to the creation of the following conditions:

- conditions for mastering the skills of continuous learning;
- conditions for the emergence of new opportunities for self-development;
- conditions for increasing the share of student autonomy;
- wiki improves and modernizes the educational process, and therefore, makes it open to the "future";
- conditions for the formation of the ability to anticipate;

- conditions are created for combining the efforts of students in a single project;
- conditions for the development of interactive skills;
- conditions for the development of planning skills in their own cognitive activity and self-organization.

Based on this, we can assume that these conditions will contribute to the development of a number of students' skills, such as, for example: the ability to work with sources; ability to critically evaluate the read; teamwork skills; communication skills; ability to plan; the ability to logically build the structure of statements, text, etc .; the ability to carry out self-reflection. Consequently, it can be assumed that the use of wiki-technology in the educational process of a language university will contribute to the formation and development of research competence of future teachers of foreign languages.

In the first section of this work, we reviewed the theoretical background for the formation of intercultural-communicative competence of language students through the use of DER, analyzed existing scientific papers on this issue, the results of which can be presented as follows: the dominant teaching method of a foreign language is always built on the basis of the dominant approach in education, which over the past 80 years have consistently vlyalis epistemological, axiological, student-activity approach that improving and complementing

each other, in accordance with modern requirements led to a competence-based approach, to take its leading position in teaching foreign language methods today.

The main postulate of the competence-based approach in education is to shift the emphasis from providing students with knowledge, to form a number of skills that would enable them to independently acquire and develop this knowledge in the future, which, in turn, requires a review of the functions that the subject teacher performs by ia. Changing the role of a foreign language teacher implies the possession of a teacher by a number of competencies, a special place among which is occupied by the intercultural-communicative competence of the teacher FLT.

Intercultural-communicative competence of a foreign language teacher is a complex concept that implies knowledge, experience and a number of skills, manifested in the activity of a subject teacher on FLT, aimed at satisfying cognitive (intellectual) needs, the product of which is new knowledge; and the degree of compliance of these skills with a given degree of complexity of the tasks performed and problems to be solved in this professional sphere. The versatility of this concept is expressed by the combination of the components of its components, among which are cognitive, motivational, approximate, creative, operational and pragma-professional components. These

conditions require the purposeful formation of intercultural-communicative competence in the process of preparing students for pedagogical activities, which can best be realized through the use of DER, as they provide virtually unlimited access to a large amount of information, and also allow communication and exchange scientific views with a large number of people studying a similar problem.

Thus, working with multimedia materials contributes to a deeper learning of a foreign language by students, since CD are authentic, relevant, use all kinds of visualization, provide the opportunity for independent work in a computer class, help the development of monologue and dialogical speech. We carried out experimental work “Increasing the motivation of learning a foreign language through the use of digital educational technologies in an educational institution”. ***After analyzing the data obtained as a result, the following conclusions were made:***

- The initial level of student learning motivation is low and requires improvement;
- Motives for acquiring knowledge are replaced by motives for obtaining a mark, which requires a shift in emphasis from evaluation to the practical value of knowledge;
- Among the factors that could change the attitude to the subject of the

Foreign languages, students named a change in the content, the use of new DER, a change in the forms of work in the classroom;

- In order to create a language environment to increase student interest, we selected a collection of digital educational institutions. All materials are classified thematically;
- Significantly increased the level of interest in the content of the learning process;
- Increased activity of schoolchildren in the classroom;
- Students got a feeling of satisfaction from the work done.

Taking into account all of the above, we consider it necessary to use the DER in my pourochnoy activities. And we hope the article described in this development will be in demand by foreign language teachers. Noting all the positive aspects of using the DER, we would like to emphasize that no new information technology can replace the teacher in class. Only a teacher can awaken emotions, look into the student’s soul. Only a teacher with his personal charm and high professionalism will be able to create a psychologically comfortable environment in the lesson. Nobody will replace the teacher’s students as a role model for practicing skills; there is no alternative to working in pairs and groups in a lesson. The teacher remains the main and leading figure in the classroom, and the use of the DER should be

considered as one of the effective ways of organizing the educational process and at a more advanced stage, when used correctly,

intelligently and creatively, can become a useful and necessary tool for learning a foreign language.

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**THE FORMATION OF PEDAGOGICAL SPECIALTIES STUDENTS' DISCURSIVE
COMPETENCE IN THE LANGUAGE HIGHER EDUCATIONLAL INSTITUTION
WITHIN DIALOGUE DISCOURSE USING COMMUNICATIVE SITUATIONS ON
FOREIGN LANGUAGE PRACTICAL CLASSES**

Annotation

The article discusses the essential characteristics of discourse, dialogue discourse and discursive competence. At the present stage of development of the methodology of foreign language education, the formation of discursive competence in the framework of dialogue discourse occupies a special place. Dialogue turns from a certain type of communication into a dialogic type of culture, which is constantly evolving and undergoing some changes. Therefore, the dialogue discourse is of particular interest to the authors of the article, and describes the method of forming discursive competence in the framework of dialogue discourse using communicative situations in practical classes of foreign language. The degree of the students' intercultural und communicative competence formation depends on the level of the discursive competence formation, which is the aim of foreign language education in Kazakhstan at the present stage of the development of methodological thought.

Key words: “professional education”, “competence approach”, “discourse”, “dialogue discourse”, “discursive competence”, “intercultural and communicative competence”, “method of forming discursive competence”, situation”, “communicative situation”.

Currently, in the modern domestic professional education the goals and objectives of the continuous professional training of citizens in society are being redefined. This fully applies to the system of foreign language education in the Republic of Kazakhstan.

The expanding integration processes, the growth of professional and scientific exchanges, the deepening of international interaction and cooperation in the past decade have stimulated the ongoing development of foreign language education” [1]. The necessity to train a competent

specialist who can be an active “intermediator of intercultural communication” enters into in the foreground [2]. The transition from the "knowledge" to the "competence-based" educational model of a high information level is occurring. The strategic goals and objectives of training competent specialists who are able to solve professional tasks and effectively carry out professional activities in a foreign language environment suggest that it is necessary to form the pedagogical specialties students' discursive competence in a language university within the framework of dialogue discourse. This topic is considered to be relevant, since it corresponds to the discursive-cognitive paradigm established in linguistics and to the competence approach in the methodology.

At the present stage of development in methodology of the foreign language education the formation of discursive competence in the framework of dialogue discourse occupies a special place. Dialogue turns from a certain type of communication into a dialogic type of culture, which is constantly evolving and undergoing some changes. Therefore, of particular interest to us is the dialogue discourse which many scholars regard as a kind of discourse.

With all the variety of interpretations of the concept of “discourse”, scholars agree on one thing: the essential characteristic of

discourse is procedurality (speech activity) and intersubjectivity (speech behavior), focused on performance. N.D. Arutyunova considers the discourse as “a coherent text in combination with extralinguistic, pragmatic, sociocultural, psychological and other factors” and by the discourse refers to speech “immersed in life” [3, pp. 136–137]. I.N. Borisova believes that “discourse is a situational and socially conditioned communicative activity occurring in real positions of space and time and the text is one of whose products in the effective sphere” [4, p.136]. For A.K. Mikhalskaya the discourse is a sounding word and a pronounced procedural process: “A sounding word is a live speech, pronounced during the deployment of a speech event, which is called a discourse in modern linguistics (rhetoric) (from Latin *discurro*, *discursum* - to tell, to express, but also to run up and down); the second meaning of the Latin word is also included in the meaning of the modern linguistic term “discourse”, which means not only narrative, but also dialogical speech, verbal interaction between partners, talk exchange . [5, p. 437].

The analysis of the definition of “discourse” allows us to agree with T.A. Van Dijk, who believes that "Discourse, violating the intuitive or linguistic approaches to its definition, is not limited to the framework of the text or the dialogue itself" [6]. Indeed, the discourse goes

beyond the text and on this basis is an open, non-structural completeness education, in which extra-linguistic factors are implicitly needed to understand and adequately interpret the utterance. In the discourse at the mental level, the context of speech is actualized by contrasting what is said and what was meant [7].

Following T.A. Van Dijk, we understand the discourse in a broad and narrow sense. In a broad sense, discourse is understood as a complex communicative event. "Discourse is a communicative event that occurs between a speaker, a listener (an observer, etc.) in the process of a communicative action in a certain temporal, spatial, and other context. This communicative action (CA) can be spoken, written, verbal and non-verbal." Typical examples are an ordinary conversation with a friend, a dialogue between a doctor and a patient, and others. Discourse in the narrow sense is considered as text or conversation. As a rule, they single out only the verbal component of the CA and talk about it further, as "text" or "conversation". In this sense, the term "discourse" means a completed or ongoing "product" of CA, its written or speech result, which is interpreted by recipients. That is the discourse is a written or speech verbal product of a communicative action in the most general sense [6].

As already noted, the dialogue discourse is of particular interest to us. In

the scientific literature, two terms "dialogue discourse" and "dialogical discourse" are actively used. Following M.M. Bakhtin we will apply the term "interactive discourse" in our work [8].

By dialogue discourse we will mean the process and the result of joint communicative activities of two or more individuals, including, in addition to the actual speech work, a specific set of extra-linguistic signs that provide an adequate understanding of what is being said.

In foreign language education, the practical goal is to form intercultural and communicative competence, which has a systemic organization formed by a number of subcompetences [9]. Most researchers in the intercultural and communicative competence distinguish linguistic, socio-linguistic, discursive, strategic, social, socio-cultural competence (Jan van Ek, S.I. Savignon, D.Himes, L. Bachmann). The discursive competence in the composition of intercultural and communicative competence is studied by D.N. Kulibaeva [10].

Traditionally, this competence refers to the ability to understand various types of communicative statements and the ability to create holistic, coherent and logical texts using a variety of linguistic means. At present, discursive competence is understood by many researchers wide enough (M. Canale, M. Swain, S. Moirand,

N. P. Golovina, L. P. Kaplich, O. I. Kucherenko, I. F. Ukhvanova-Shmygova, etc.). "Discursive competence is not only the creation of complete and coherent texts, but also knowledge of different types of discourse and their construction rules, the ability to interpret them in accordance with the communicative situation and produce these discourses taking into account the extra-linguistic features of the communication situation, the roles of the communication participants and the ways of communicating communicators within a single progress "[11].

Consider the main provisions on which discursive competence is formed. 1. Discourse is central to intercultural communication. 2. Training should be preceded by a selection of types of discourses that are relevant to the goals of learning in a particular educational institution. The sphere of our interests is the pedagogical specialties of the language university. Discourses representing selected types should correspond to the areas and situations within which this category of students will communicate. 3. Introduction to discourse should be based on its audiovisual presentation. This can be a video (slides, photographs, etc.), which is used to represent an authentic communicative situation, communicators - representatives of a different culture, their verbal and non-verbal behavior, cultural background. 4. Teaching the generation /

perception of discourse includes three stages: introduction, training, practice in communication.

The introduction includes the teacher's introductory conversation, which indicates the communicative purpose of communication, introduces communicators, audiovisual presentation of discourse, control of understanding, analysis of the situation and the speech and non-speech behavior of communicants.

Training includes the perception and analysis of several discourses of the same type, exercises for consolidating language means, reproduction of discourses.

Practice in communication includes a) managed communication: the creation / understanding of discourses on a given communicative situation, communicative purpose, type of discourse and its topic; b) free communication: creating / understanding the act of communication using the studied types of discourses on the basis of the proposed problem situation in a foreign language cultural environment [12, p. 10].

Now we make the selection of the types of dialogue discourse that should be taught to students of pedagogical specialties of a language university. These include the types of discourses used in official communication of professional-oriented learning activities. In the field of oral

dialogue, discourse is: educational conversation, conversation with parents, discussion of professional-oriented issues, interviews, controversy, discussion (in the form of a “Round Table/panel discussion”, expert group meeting, conference, symposium, debates, online debates, Internet forums, negotiations, meeting, teachers' meeting, parents' meeting, report followed by discussion, oral review and response to it, etc.

The types of oral dialogue discourse used by students in informal communication: family conversation, conversation with colleagues on pedagogical topics, family conversation, questioning, discussion of pedagogical issues, discussion of family issues, discussion of issues among friends, giving gifts, etc.

After that, situations of formal and informal communication are determined and studied [12, p.11].

Situatedness as one of the characteristic features of a dialogue, dialogue discourse implies that the success of dialogical communication in a foreign languages class depends on a given situation and the students' understanding of the communicative task of communication. Situatedness is the essence and it predetermines the logic of the dialogue communication form.

The situatedness principle was formulated in the methodology of teaching foreign languages under the influence of F. de Saussure's ideas on the distinction between language, speech and speech activity [13], conditionality of speech and speech activity by the situation, and also as a result of more and more in-depth understanding of the principle of practical orientation of learning.

In the early 80s, in his research D.I. Izarenkov traced the connection between a specific speech product - a dialogical unity - and the underlying speech situation. The researcher proposed a functional understanding of the speech situation, derived from the analysis of a large number of dialogical unity of everyday household communication. The definition of the situation concept proposed by D.I. Izarenkov is revealed as follows: it is “such a set of conditions (circumstances) in the act of a person's activity, one part of which containing a contradiction, confronts him with a problem — the task of action, the other part determines necessity (or expediency) and provides the possibility of solving the problem with the help of the interlocutor, the address to which for this purpose and serves the speech action, formed by the totality of circumstances in general ”[14]. As the author explains, the structural components of the situation are two groups of conditions: the first causes the objective necessity of action, forms its target

side, as it carries a contradiction, a problem, the resolution of which opens the way for the further course (successful completion) of the activity; The second group of conditions provides the executive side of the action.

Such a structure of the situation describes not only the dialogical unity itself as a form of speech (situational dialogue, according to D.Izarenkov), but also the mechanism of its generation in each act of speech, but essentially the basis of the mechanism of generation of any speech utterances, since the situational dialogue is genetic foundation of all forms of speech.

The situation is considered as a teaching method for the development of speech (G.I. Rozhkov), the speech situation is considered a means of developing unprepared speech (V.L. Skalkin), the speech situation is given a special place among the conditions and means of training (T.A. Ladyzhenskaya). A.A. Leontyev describes the situation as “a set of conditions, speech and non-speech, necessary and sufficient to carry out speech action according to our plan, whether these conditions are given in the text or created by the teacher in the classroom”. N.D. Galskova and N.I. Gez understand the situation as a set of objective factors of reality and the subjective reflection of personal experience, as well as their own ideas in understanding the conditions of communication. According to A.A.

Alkhazishvili, in the situation of "the student, carrying out the act of verbal communication, has the goal of satisfying any, in principle, non-training needs." E.I. Matetskaya considers the situation "as a model of such life situations in which students of a certain age speak and read a lot." E.I. Kholodkov describes the situation as “an objective reality, on the basis of which another reality develops”.

Of particular interest of us is S.F. Shatilova’s point of view, who considers the speech situation as “extralinguistic circumstances that cause a person to respond with verbal actions, to solve communicative tasks in this connection” [15]. This definition of the situation brings us closer to the essential characteristics of discourse, dialogue discourse, for which the extralinguistic signs are important. This circumstance is an undoubted advantage in defense of the statement that the formation of discursive competence within the framework of various types of dialogue discourse should be based on the use of communicative situations in practical classes in a foreign language.

Following N.I. Formanovskaya, under the communicative situation we will understand “a single conglomerate of external circumstances and internal mental reactions that encourage us to carry out our need to exchange texts (i.e., information) in

the process of labor, social, personal activities” [16].

1. Situations in the domestic sphere:

at home in the family, meeting with friends, colleagues; visiting a store, visiting a doctor, traveling by subway, by bus, by train, by plane; in the city: walk through the city, in an unfamiliar city; in the countryside: walking, on the farm, in the village; at the university: at lectures, at break, at a seminar lesson, in a library, preparing homework.

2. Situations in the professionally-oriented sphere:

the receiving of foreign specialists in an educational institution; business negotiations, discussion of the agreement on the exchange of teachers, schoolchildren, students; discussing the conditions of pedagogical partnership, pedagogical cooperation, joint work on a specific project, topic; participation in meetings, business meetings, conferences, symposia; exchange of pedagogical and methodical experience, etc.

3. Situations in the socio-cultural sphere

(related to conversations with foreigners in a formal and informal setting): a discussion of the problems of pedagogy, education, psychology, methodology, politics, economics, science, ecology, peace and cooperation; visiting the theater, cinema, concert, museum; visiting the stadium, pool, and other sports facilities and events; library visits: tastes and literary

tastes; the study of history; visiting sights of the city, country.

Now it is necessary to establish the **possible status of communicants and their communicative goals.**

In the sphere of everyday life: parents and children, teachers and students; teachers and students, teacher and colleagues; seller-buyer, doctor-patient, policeman - man in the street, driver / pilot / steward / sailor - passenger; librarian - a client, a head and members of a delegation / specialist group who arrived in the country of the language being studied; beginning teacher and school administration, teacher and parents, young teacher and teachers of the department, etc.

Communicative goals and communicative intentions of communicators

in these situations may be the following: request / receive / communicate relevant information, discuss any issue with a view to making a decision, convince a partner of something, prove the correctness of their position, assess any fact, position, express / defend your opinion / attitude, support / refute the partner’s opinion, put forward and substantiate the proposal, indicate the way to solve the problem, state the fact, summarize, make a conclusion, support and to act, to express doubt, criticism on the subject under discussion, to tell about the event, the person, the subject; describe the

phenomenon, the person, the subject [12, p.11].

So, according to N.V. Elukhina's method, **there are three stages in the formation of discursive competence:** 1. Students' introduction to a new type of discourse. 2. Training in perception and generation of the studied type of discourse. 3. Practice in communication: a) managed communication; b) free communication.

At the stage of managed communication, students are offered a communicative situation, a type of discourse and its topic. We offer the following informal communicative situation: *You are at your friend's in Germany / England / France. Joint breakfast. At breakfast in Europe it is customary to have a conversation. Ask your friend about the weather, his plans for today; share your plans for the evening; suggest sharing time, thank for breakfast.*

At the stage of free communication, students are offered a communicative situation and a specific communicative goal. Students choose the type of discourse themselves and organize their speech and non-speech behavior. For example, the official communication: *You came to exchange experience in the school-gymnasium in Germany / England / France. Introduce yourself to the teacher to whom you are attached, ask him about the cooperation program, the specifics of work*

in this school, share your vision of working together. The teacher talks about those innovative methods in the methodology that distinguish this school from others, and wishes fruitful cooperation.

In general terms the system of teaching communication looks like this way, which contributes to the fact that students successfully master the types of dialogue discourses necessary for communication and makes it possible on this basis to form discursive competence.

In our research we tested the following hypothesis: the formation of pedagogical specialties students's discursive competence in a language university within the framework of dialogue discourse in foreign language education will be more effective if

- clarify the concepts: "dialogue discourse" and "discursive competence";
- select the types of dialogue discourse that should be taught to students of pedagogical specialties in a language university;
- carry out the formation process of this competence based on the use of communicative situations of formal and informal communication in the household, professionally-oriented and socio-cultural spheres.

Research methods

To achieve this goal, the following theoretical, empirical and statistical research methods were used:

- a critical analysis of the scientific methodological and linguistic literature on the research problem;

- observation of the formation process of the pedagogical specialties students' discursive competence in a language university in the framework of dialogue discourse and based on the use of communicative situations;

- an experiment on testing this technique in the educational process;

- a method of statistical processing of experimental results.

Experiment

The experiment was conducted in the German language classes in the combined university group of first-year students of the pedagogical faculty during the 2017-2018 academic year at M. Kozybaev NKSU with the aim to form a discursive competence. Students were offered various types of dialogue discourse, pre-selected in accordance with the program for pedagogical specialties of the university, and communicative situations where these types of discourses could be implemented. Situations that were played out during practical exercises covered formal and informal communication in everyday, professionally-oriented and socio-cultural spheres.

Research results

| No | Criteria by which the level of discursive competence formation was determined | Data before the experiment (% of students) | Data after the experiment (% of students) |
|----|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------|
| 1. | Knowledge of different dialogue discourse types | 68 % | 85% |
| 2. | The ability to perceive and generate the studied type of discourse. | 66% | 82% |
| 3. | The ability to select the type of discourse for a given communicative situation and to organize their verbal and nonverbal behavior. | 64% | 80% |

Conclusion

In our study, the hypothesis was confirmed: the formation of the pedagogical specialties students' discursive competence

within the framework of dialogue discourse in foreign language education is more effective if 1) those types of dialogue

discourse are selected that should be taught to students of pedagogical specialties of a higher education institution; 2) to implement the formation process of this competence on the basis of using communicative situations of formal and informal communication in the household, professionally-oriented and socio-cultural spheres.

The systematic use of different types of dialogue discourse and communicative situations in the foreign language practical

classes, where these types of discourses can be realized, provides a certain level of development of discursive competence. Discursive competence being, according to many scholars, a subcompetence of intercultural and communicative competence, ensures its formation. Formed intercultural and communicative competence is the goal of modern foreign language education in Kazakhstan.

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**PRACTICAL APPLICATION AND ADVANTAGES OF INFORMATION
TECHNOLOGY TRAINING IN THE EDUCATIONAL PROCESS OF HIGHER
EDUCATION**

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Abstract

The article considers possibilities of application of information and communication technologies in higher education. The main objective of the article is to justify and substantiate distance learning as a new form of learning. In the article the analysis of forms of education, the main directions of development of distance learning, the differences of distance learning from the traditional. Highlighted problems to be solved by students and teachers in distance education. It is shown that the effectiveness of distance learning is determined by the use of pedagogical techniques that underlie the design and implementation of online courses. It is concluded that distance learning can be considered as an independent form of learning.

Key words: distance learning, independent study form, distantly electronic technology, information technologies, individualization, educational process, quality of education.

The main competitive advantage of a highly developed country is associated with the possibility of developing its human potential, which is largely determined by the state of the education system. The aim of the policy of modernization of education in the medium term is to ensure the competitiveness of Kazakhstan in the world. This goal is achievable if in the coming years the optimal balance of costs and quality in education and science is ensured.

The development of education is accompanied by the emergence of new definitions in pedagogical science, the replenishment of the value of existing and obsolescence of unclaimed concepts. The main competitive advantage of a highly developed country is associated with the possibility of developing its human potential, which is largely determined by the state of the education system. The aim of the policy of modernization of education in the

medium term is to ensure the competitiveness of Kazakhstan in the world. This goal is achievable if in the coming years the optimal balance of costs and quality in education and science is ensured. The development of education is accompanied by the emergence of new definitions in pedagogical science, the replenishment of the value of existing and obsolescence of unclaimed concepts. This process is enhanced by the penetration of information technology in education. The world Declaration on higher education for the 21st century noted that new information technologies are an important means of ensuring quality in higher education. The achievement of its high quality, compliance with the actual needs of the individual, society and the state has become the first task of the educational policy of Kazakhstan.

Currently, within the framework of the priority national project "Education", information technologies are being actively implemented in the educational process. The concentration of modern technical means of training contributes to the modernization of the educational process, activates the mental activity of students, promotes the development of creativity of teachers, allow distance learning, and develop a system of continuous education, thereby increasing the efficiency of the educational process. In domestic and foreign publications, the computerization of the educational process

is considered as one of the relevant factors in the organization of training in a particular subject. The latest information technologies in education make it possible to make more active use of the scientific and educational potential of leading universities and institutes, to attract the best teachers to create distance learning courses, to expand the audience of students. Despite the fact that a wealth of experience in the field of computer learning has already been gained, many teachers are wary of the possibility of using computer learning tools. Also, it should be noted that the process of computerization of education is faced with a number of problems. The process of implementing information technology in education is quite complex and requires deep understanding. On the one hand, they play an important role in ensuring the effectiveness of the educational process, on the other - there may be a problem of the pace of assimilation of material by students using a computer, that is, the problem of possible individualization of learning. Key words: information technologies, individualization, educational process, quality of education.

Currently, the role of information technology in people's lives has increased significantly. Modern society is involved in the General historical process called Informatization. This process includes access of any citizen to sources of information, penetration of information

technologies in scientific, industrial, public spheres, high level of information service. The processes taking place in connection with the Informatization of society contribute not only to the acceleration of scientific and technological progress, intellectualization of all kinds of human activity, but also to the creation of a qualitatively new information environment of society, ensuring the development of human creativity. One of the priorities of the process of Informatization of modern society is the Informatization of education, which is a system of methods, processes and software and hardware integrated to collect, process, store, distribute and use information for the benefit of its consumers. The purpose of Informatization is the global intensification of intellectual activity through the use of new information technologies: computer and telecommunications.

Information technologies provide an opportunity to: - rationally organize cognitive activity during the learning process; - make learning more effective, involving all kinds of sensory perception of the learner in a multimedia context and equipping intelligence with new conceptual tools; - build an open education system that provides each individual with its own learning vector; - involve in the process of active learning categories of students with different abilities and style of teaching; - to use the specific properties of the computer

to individualize the educational process and to apply to fundamentally new cognitive means; - to intensify all levels of the educational process. The main educational value of information technologies is that they allow you to create immeasurably brighter multisensory interactive learning environment with almost unlimited potential at the disposal of both the teacher and the student. Unlike conventional technical means of training, information technologies allow not only to saturate the student with a large amount of knowledge, but also to develop the intellectual, creative abilities of students, their ability to acquire new knowledge on their own, to work with various sources of information.

In the context of modernization of education, more and more followers find the idea of strengthening the independent creative thinking of students, their personal orientation, strengthening the activity of components in education. An important role in ensuring the effectiveness of the educational process plays its activation, based on the use of new educational technologies, including information. The need to find new pedagogical technologies is caused by the following contradictions: between motivation and stimulation of students' teaching; passive-contemplative and active-transformative types of educational activities; psychological comfort and discomfort; education and training; standard of training and individual

development of the individual; subject-subject and subject-object relations. The functions of the computer as a tool for training, based on its ability to accurately record the facts, storage and transmission of large amounts of information, grouping and statistical data processing. It allows to apply it for optimization of management of training, increase of efficiency and objectivity of educational process at considerable economy of time of the teacher in the following directions: - receiving information support; - diagnostics, registration and systematization of parameters of training; -work with educational materials (search, analysis, selection, registration, creation); - the organization of collective work; implementation of distance learning. When working with training materials PC (personal computer) provides the teacher with a variety of types of assistance, which is not only to simplify the search for the necessary information when creating new training materials through the use of reference and information systems, but also in the design of materials for training (texts, drawings, graphs), as well as in the analysis of existing developments.

Automatic analysis, selection and prediction of the effectiveness of training materials are important areas of use of the computer as a tool for information support of training activities. The teacher can not only select materials for teaching, i.e. make

lexical and grammatical minimums, select texts and exercises, but also analyze texts and entire textbook. In addition to the development of printed educational materials, modern computer tools allow teachers to create new component-oriented programming (COP) without programming. To do this, there are several possibilities: modification and addition of databases open COP use of so-called author or generative programs. These programs are called generative because they are self-generated computer training programs (COP) from the language material introduced by the teacher. In relation to the student, the computer can perform many functions, acting as: Teacher; Expert; activity Partner; activity Tool; Students can use the PC according to their individual needs at different stages of work and in different qualities. Thanks to the possibilities of implementing the functions of the teacher, the computer is often used in the process of self-study and home work of students, in the course of Autonomous language learning, in order to fill the gaps in knowledge of lagging students. In this situation, training and educational computer programs are used specially created for educational purposes. We can say that the computer from the «teacher» turns into an active assistant teacher.

In the present post-industrial society the role of information technology extremely important, they now occupy a Central place in the process of intellectualization of

society, the development of its education system and culture. Their wide use in various fields of human activity dictates the expediency of a speedy acquaintance with them since the early stages of learning and cognition. The education system and science is one of the objects of the process of Informatization of society. Informatization of education due to the nature of the process of knowledge transfer requires careful testing used TI (technologies of Informatization) and their wide dissemination. In addition, the desire to actively apply modern information technologies in education should be aimed at improving the level and quality of training.

The modern period of society development is characterized by strong influence on it computer technologies that penetrate all spheres of human activity, ensure the dissemination of information flows in society, forming a global information space. An integral and important part of these processes is the computerization of education. Computer technologies have become not an additional "makeweight" in training, but an integral part of the educational process, significantly enhancing its effectiveness. The problem of the widespread application of computer technology in education in the last decade an increasing interest in Russian pedagogical science. Under the information technology refers to the process that uses a set of tools and methods for the collection, processing

and data transmission for information of new quality about the state of an object, process or phenomenon. In recent years, the term "information technology" is often used synonymous with the term "computer technology", as all information technology currently in some way connected with the use of computer. However, the term «information technology» is much broader and includes «computer technology» as a component. In this information technology based on the use of modern computer and network tools, form the term «Modern information technologies». By means of modern information and communication technologies refers to software, hardware and technical means and modern means and systems of broadcast information, information exchange, providing operations for the collection, production, accumulation, storage, processing, transfer information and access to information resources of computer networks. To the means of modern information and communication technologies include computers, personal computers, local area network, input device and output information, means of entering and manipulating textual and graphical information, means archival storage of large amounts of information and other peripheral equipment of modern computers; devices for converting data from a graphic or sound data into digital and back; tools and devices for the manipulation of audiovisual information (on the basis of Multimedia technology and

Virtual reality); artificial intelligence; computer graphics, software systems, etc.; modern means of communication, providing information interaction of users at the local level and global.

Currently actively engaged in the modernization of Kazakhstan education, which involves the rapid development of the global information network, the use of distance education technologies, providing educational establishments with the means of information and communication technologies. In this regard, a significant part of universities of Kazakhstan are actively developing and implementing these technologies that are fundamentally changing the nature of the acquisition, development and dissemination of knowledge. The use of information and communication technologies in educational process of higher school has a number of serious advantages compared to the traditional system of education. Thus, the use of these technologies by students greatly enhances the availability of education, provides the opportunity for students to turn to hosted on the server of the educational-methodical complex of discipline

In General, the learning process is a management process. For successful implementation in the pedagogical science models are being developed to support the optimal management of pedagogical systems. These include special techniques and advanced learning technologies. The

latest technology have the following advantages: enhance learning motivation; are a source of information, stimulate self-education, form skills of self-centered activities; increase the information content, intensity and effectiveness of education; contribute to its diversification, use of game and speed training.

Information technology has become a new revolution in modern society. Today in the world wide development of the computer technology (CT). The necessity of introduction of new computer technologies in the educational process is not in doubt. Modern society describes the process of active use of computer resource as a social product in terms of functioning as a global information network that provides access to information without any significant restrictions on the volume and speed of transmitted information. The emergence and wide spread of multimedia technology and the Internet allows the use of computer technology as a means of communication, education, integration into the world community. Clearly felt the impact of computer technology on the development of personality, professional self-determination. In the process of learning in the University with the help of computer technology student learns to work with text, create graphics and databases, and use spreadsheets. Students will learn new ways of gathering information and learning to use them to extend its horizons. When you use

CT in the classroom increases motivation and stimulates cognitive interest of students, increases efficiency of independent work. The computer opens new opportunities in education, in training activities and work of the students. In the teaching of telecommunications and computer technology open the way for new forms of representation and knowledge transfer. The leading of them is getting education on the Internet, referred to as remote. With the development of information technologies at an accelerated pace in the development of distance education training by means of Internet, which opens up great possibilities for the use of the latest psychological and pedagogical methods. «Distance education is a complex of educational services provided to the wider population in the country and abroad with a specialized informational and educational environment based on the means of sharing educational information at a distance (computer connection, satellite TV, etc.)» Feature of distance learning is, first, isolation (distance) student from the teacher; second, independence – is a variant of distance learning; thirdly, the active integration of information tools and resources in the learning process.

What importance can perform in distance education psychological and educational technology? In virtual space, they can also perform the function of intensification of the learning process, but on a different level:

they must meet the requirements of the virtual environment and combined with information technology. The last statement is the subject of considerable controversy among specialists in the countries where the latest technology is integrated into educational process.

One of the main principles of distance learning is its accessibility – anyone can under certain conditions become a “virtual student”. Educational-methodical work of teachers involves going to a new level – cooperation with experts in psychology and information technology, as well as with students and Internet users.

Currently, educational games, and distance learning are of particular interest. Learning games occupy an important place among the modern psychological-pedagogical technologies of training. Currently, depending on the scope of application of various models of educational games. Educational games fulfill three functions: I. the formation of certain skills and abilities, II. the creation of knowledge with the development of thinking, III. development of communication skills. Each function corresponds to a certain type of game. 1) function can be expressed in the gaming exercises, 2) didactic, the latest in role playing games.

To improve the efficiency of learning the game the technology has to meet certain requirements: the game should match the learning objectives; simulation and role play

should address the practical pedagogical situation; requires a certain psychological preparation of the players, which would be consistent with the content of the game; the possibility of using creative elements in the game.

At the present stage of globalization and the development of computer technology, games and psycho-pedagogical methods and techniques can be successfully applied in the virtual space. In the virtual space of particular importance is continuous improvement and updating resources, so the formation of “online” should be in some sense universal. It requires the use of activating learning methods and technologies. In distance education a greater role played by virtual seminars, conferences and forums, email correspondence with teachers. Do not lose the current psychological and pedagogical technologies: modeling programs designed for business in network games, the virtual psychological tests and interviews, a collective work in the network (for example, with the use of videoconferences, teleconferences) can successfully complement virtual education, improve its quality and interest.

An important problem of virtual learning is the criterion of knowledge assessment. Distance education is largely an independent process, so the tasks of the teachers include the formation of active attitude of young people to teaching. In this connection it is necessary not only the

implementation of test control and assessment of the independence and activity of students.

Curriculum should be as flexible as possible, a student should have the right to choose the most affordable and convenient form of training. In the virtual space a greater role played by motivation and interest of the student. So, distance education creates more opportunities to use learning and an information technology implies the use of them. However, at the present stage of its organization forms a whole complex of unsolved problems. Even the best and most advanced technologies – both information and psycho-pedagogical – without an adequate organization of the educational process may have the opposite, sometimes devastating effect, so for quality and affordable education is not enough to just implement them in the learning process, creativity is essential to business, creating a balanced system of organization of educational work of teachers and students.

After analyzing the two types of modern psychological and pedagogical technologies, we can draw the following conclusions.

Educational games represent an efficient technology, which find application both in education and in many other spheres of activity. In pedagogy they promote the learning process, the awakening of creativity in the students.

One of the latest educational technology is distance learning, allowing home using a computer or telecommunications to higher education courses of foreign language at the University or school in another country. However, the development of distance education raises a number of problems related to the quality of teaching and the use of modern media in education.

Virtual education is also a question of effective organization of educational process, increasing the interest of students and an important role can play the psychopedagogical technologies and traditional training: network games, virtual seminars, trainings, team building projects and more. Two types of technologies – information and training, can successfully be combined, contributing to the diversification of the learning process, development of creative potential and educational aspirations of the person, and that is the purpose of education in General.

Currently, distance learning has proved its importance and relevance. In the educational community realized that distance learning has good prospects related to the implementation of learning through life.

In addition, it is important to note that distance learning is fundamentally different from traditional learning that creates new educational information environment in which a student knows exactly what

knowledge and skills he needs. Also we can assume that the distinctive feature of distance learning is giving the learner the opportunity to obtain the required knowledge, using the developed information resources (databases and knowledge of computer, including multimedia, educational and Supervisory systems, video and audio, digital libraries, as well as traditional textbooks and manuals). And among the differences of distance from traditional teaching can provide a number of common psychological and educational problems facing the teacher and the students of the distance learning course: - difficulties with the establishment of interpersonal contacts between participants in the learning process; - problems of formation of effectively functioning small learning groups when teaching in partnership; - determination of the individual characteristics of information perception among students and learning styles for more effective organization of educational process; -updating and maintaining the motivation of learning; -the adequacy of the behavior of the teacher selected for distance education methods and educational technology. Thus, distance learning is a part of intramural and extramural training, and can also act as an independent form of learning.

Analysis of the views of researchers and practitioners of distance learning allows you to say that distance learning is a new form of learning, providing a range of

educational services to the wider population in the country and abroad with a specialized informational and educational environment at any distance from educational institutions. Information-educational environment of distance learning is a system-organized set of means of data transmission, information resources, interaction protocols, hardware-software and organizational-methodical support, oriented on satisfaction of educational needs of users. And it is important to add that the organization of learning and engagement of students and the teacher determined teaching technology underpinning the development of the distance course. Thus, distance learning can be considered as an independent form of education of the XXI century, as well as the innovative full-time and distance learning. The hallmark of the modern stage of development of the educational system is a quality upgrade of all major components. Innovation-the renewal of education is impossible without wide use of newest information technologies. Informatization of education is one of the priorities of social development and is organically linked with the process of modernization of education.

The conditions of the XXI century require the transition to a new strategy of development of society based on knowledge and high technology, so the formation of a promising education system corresponding to this goal is one of the most important problems. Development and use of modern

technologies is determined by the level of intellectualization of society, its ability to produce, assimilate and apply new knowledge, closely related to the development of education (electronic distance learning). Imaginative representation of information becomes the main means of data transmission. Modern methods of presenting information in computers include not only text, but also visual files in various extensions, graphics, video, sound fragments, animation, etc. At the same time the speed and quality of learning material mastering are sharply increased, as it is duplicated on different channels of perception, various mechanisms of mental activity are used, emotional processes are stimulated, strengthening cognitive activity. In the new information conditions the teacher from the carrier of Ready knowledge becomes the assistant of trainees in the process of their joint creative activity. The ultimate goal of distance electronic education is to provide a qualitatively new model of training future specialists, for whom active knowledge, flexible change of their functions, ability to communicate, creative Thinking and planetary consciousness become the basis of life.

The development and improvement of pedagogical forms of education were and remain the most important tasks of distance education. Distance e-learning is 50% cheaper than traditional education. At the

same time, the cost of training a specialist is about 60% of the cost of training a specialist through traditional forms of training. The relatively low cost of training is provided through the use of a concentrated presentation and unification of educational material, the focus of technology on a large number of students, as well as through the effective use of technical means.

For the widespread use of distance e-education in modern conditions, it is necessary to solve a whole range of problems. First, the need to replace the stereotypical view of education as a full-fledged and permanent system, an awareness of the need to introduce and approve distance education as a conceptually new form of education. Secondly, the main criterion for the development and implementation of new remote electronic technologies in the educational process should be modern scientific support. In addition, distance learning requires adequate legal support for this form of education. And, of course, the necessary technical support available to all students in a fairly

wide range of time. And, of course, the necessary technical support available to all students in a fairly wide range of time. We should not forget about the motivation of those who organize, and those who use distance e-education. In this regard, the theoretical study of a number of problems related to its development is required. It is primarily about the interaction of students and teachers, the development of educational materials, evaluation of learning outcomes. The perspective of the system of distance e-education is that this system should equip not only with knowledge, but also to form the need for self-mastery of them, in the skills and abilities of self-education, to teach a creative approach to knowledge. E-education should provide people with a variety of educational services that enable them to study continuously and provide opportunities for postgraduate education. Only continuous education of a specialist during his / her active life is the key to his / her competence, relevance and professional growth.

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THE INNOVATIONS IN "FOREIGN LANGUAGE" EDUCATIONAL AREA WITHIN THE CONTEXT OF THE MODERN EDUCATIONAL PARADIGM

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Key words: "innovations", "modern educational paradigm", "competence-based approach", "cognitive linguaculturological methodology", "foreign language education", "foreign language, professional education", "professional readiness".

Annotation: This article examines the theoretical aspects of the innovations in foreign language education within the modern educational paradigm.

The truly serious changes have occurred within the last decades due to changes in political and socio-economic conditions in the Republic of Kazakhstan. These changes, obviously, have also affected the "Foreign language" educational area. This discipline is now considered as one of the priority directions in education and personal growth of young generations, as well as in the formation of competent higher education workers, which have to smoothly enter the international political, cultural and multifunctional professional area, in order to succeed in the future development of the Republic.

The aforementioned perspective in educating qualified employees in the new development direction in the independent Republic had to be thought out in the period of the total disintegration and decentralization of the Soviet educational system. The only way was to find out our own educational system, and, in particular, foreign language education.

Some of these objectives were solved by the methodic department of Kazakh Ablai Khan University of International Relations and World Languages under the leadership of the Rector of the University academician Kunanbayeva S. S. Thus, in 2003, "The

development concept of foreign language education in Kazakhstan” was developed; the first Republican direction documents, such as, inter alia, Governmental Standards, Generic education modules, were adopted; The work on the first foreign language books was started.

However, under the circumstances, the basic regulations of the “Foreign Language teaching methodology” had to be revised. In fact, the Methodology was not fitting the previously mentioned social and educational requirements.

I The real innovation was the edition of four fundamental interrelated works of academician Kunanbayeva S. S. [1, 2, 3, 4]. The core element of the works is the author’s **cognitive linguaculturological methodology of foreign language education**. This, due to its unprecedency and uniqueness, could truly be seen as the unified methodological basis not only for foreign, but also for polylingual education. This becomes even more important with respect to the Kazakhstan’s institutional lingual trinity. Moreover, this helps in enhancing, stabilizing of the theory of foreign and polylingual education.

With the respect to the definition of “innovation” (“Intended changes, giving the contemporary interpretation of elements, components and education system as a whole”) [5:48], it can be noted that aforementioned works abound in such innovational elements, so that they cannot

be analyzed in the context of only one article.

That is why, this work will focus briefly only on those, which are closely connected with the dominant topic and other author’s works. It also will be focused on the further elaboration, expansion and improvements in more recent works.

II In this way, the works of updated methodology prove the category of “*foreign language education*” as independent didactic area with its own system of principles, definitions and categories, with its own expanded research object.

The rationale for changing the research object from “foreign language” on a more complex concept “foreign education” [2:269] is defined as follows:

1. Traditionally, “Foreign language” is seen to be “amorphous (nebulous, vague)” [6, 155] phenomenon without clear research object. This is to be considered without its functional varieties shown in Kunanbayeva’s works (such as Basic Foreign Language - BFL, Special Foreign Language - SFL, Language for Academic Purposes - LAP and others), that are studied on different levels of use and with different purposes;

2. The concept of “foreign language education” considering the term “education” is seen as follows:

- a. Process and result of education activities of a person, society or government

with further proof of achieving fixed educational levels.

b. Diverse personal activities that provide self-definition, self-development, and self-realization in dynamic socio-cultural environment; the establishment and growth of a personality itself [5:92].

It is worth to be mentioned, that exactly this concept implies the maximum amount of independent activities of a personality and reflects the subject-subject relations, where an educator is only a moderator, not a “teacher”, which touches the process of “intended transmission of knowledge” [7:243]; The concept does not mention the subject-object relations, where the educator plays a role of mentor, which means the minimal amount of independent activities of a personality.

III **For the first time** the object is defined as “foreign language - foreign culture - personality” interdisciplinary construct, reflected as basic category “lingua culture” [1:53].

1. The idea of defining the Triade “foreign language - foreign culture - personality” as an object is originally connected with the term of “cognitive linguaculturological methodology” and reflects the general idea of the term, which is, particularly, development of an intercultural communication subject’s personality by means of getting knowledge (cognitive aspect) and co-studying the language and culture (lingua culturological

aspect), and, then, throughout the “resocialization” and “reconceptualization”.

2. As it was noted, in this regard, there is an importance of highlighting the category of “lingua culture” while putting the emphasis on the notion of **“culture” in its broad understanding**, which is considered to be the front burner in the development of a future employee’s personality. The culture developing and communicative functions of a language as “the translator of the universal culture” [2:69] are acknowledged as the priority direction for all of the educational programs of the Republic qualifier, for culture in common sense acts as the substantial component of its knowledge of nature, society, ways of human activity, emotional and valuable relation of a personality to his or her environment, society, communication etc. with respect to a wide range of culture variety and manifestation (cognition, behavior, speech, self-education, professional communication etc.).

IV The universal character of the developed methodology allows the author to reasonably differentiate the notions of “foreign language education” and “language learning”, as well as to define the **regularities** of the formation of a **polylingual** personality in the conditions of the multilingualism peculiar to every country in the world. On the basis of the distinguished regularities of acquiring native, second and foreign languages, the set

of essential conditions of acquiring each of the abovementioned types of languages and the final outcome of education are defined [2:115]. This process may be characterized as the reference point of the organization of the lingual educational process for language teachers of Kazakhstan along with the foreign ones.

V The definition of the essentially new **subject and procedure content** of the educational process, which is organized as **“the model of communication”** in the context of the modern methodology is the part of the absolute innovations [1:2]. This modification is oriented at the final result (competency-based result) and is brought closer to the conditions of real intercultural communication. The result is determined by the category of **“intercultural competence”** which contains the detailed description of its structural components. Its stage formation causes the aim-based formation of the personality of **the subject of intercultural communication.**

VI In light of the modern educational paradigm in general and the foreign language education in particular, the category of **“the competency-based approach”** is examined in the works of Kunanbayeva S.S. and “reflects today’s innovational process in the world educational process” [3:4]. It is aimed to

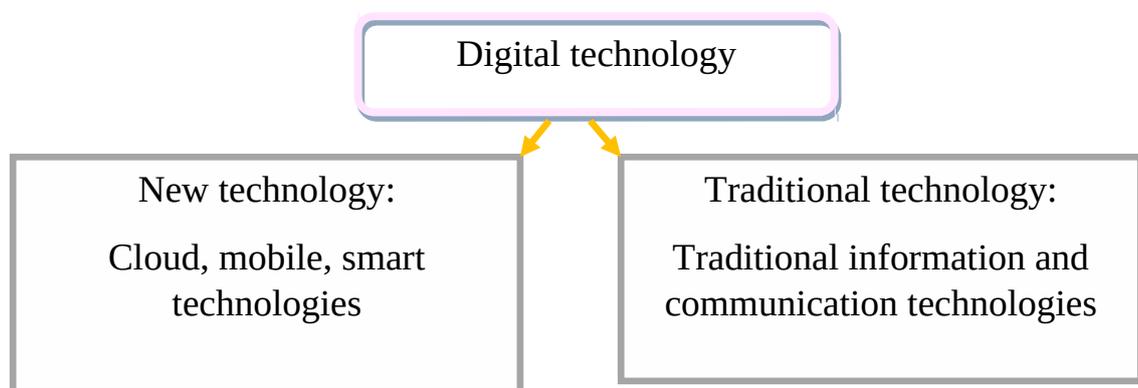
replace the traditional “knowledge-based” approach.

The competence based approach is considered by the author as the target **basis** of the modern foreign language education paradigm which provides the opportunity of adopting the new **competence-based model** of the organization of the educational process. It allows us to define the outlines of **the competence-based model of the university graduate of all programs** as well as a set of a wide range of the aim-based set of **competences** (key, basic, and special with their specification in accordance with a particular model of a specialist e.g. a teacher of foreign language).

In the same spirit, the conceptual essence of such an important category as **“professional education”** is defined, where, noted by the author, “previous educational categories acquire a different conceptual basis” [3:9]. Likewise, the author accurately differentiates the notions of “competency” and “competence”, and, thus, introduces the concept of **the professional readiness** [3:73] **of the graduate.** This notion should not be related to **the professional competency** as this level is unattainable within the university education as long as it requires the experience in the professional activity and the personal attitude towards it [3:75].

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THE DIGITAL TECHNOLOGY: PAST, PRESENT AND FUTURE

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Abstract: This article examines the notion of the term “digital technology”. And the authors aim to analyze and discuss the usage of technology in the past, present and future. Three main stages of using computer technologies in the teaching of foreign languages are discussed in this article. Also it is reviewed how today digital technology should be used by educators in the classroom, as a resource for teaching EFL. This discussion arose from the analysis by the second year students of the Kazakh Ablai Khan University of International Relations and World Languages (KazUIR&WL) at which the digital technology (online tool) has gained recognition of its potential by students. And types of digital technologies of future are discussed as well.

Key words: digital technology, traditional technology, behavioral, communicative and integration approaches, digital media, online learning tools, classtool.net, intercultural communicative competence, fishbone diagram.

Introduction

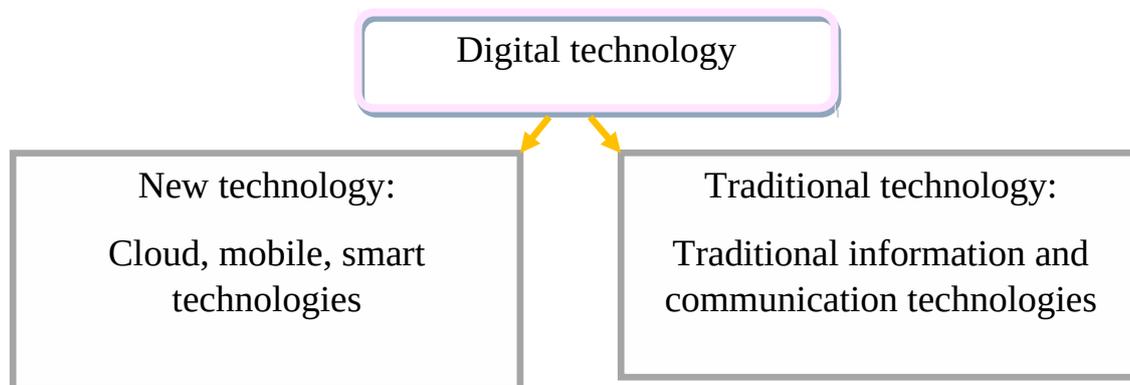
Today digital technology plays a great part in our life. And the usage of digital technology in teaching process is no exception. As a second year Ph.D. student I was really immersed in the evolution of technology in teaching process. In this

article we try to understand its stages in the past and its current state in education. And we tried to foresee its future as well. Firstly, let’s find out what digital technology means.

The term digital technology appeared relatively recently. In the English-language

pedagogical literature, it is used as an umbrella term that includes a variety of recent (cloud, mobile, smart technologies,

etc.) and already traditional information and communication technologies (Dudenev, Hockley, Pegrum, 2013). (See figure 1).



The use of computer technology in the teaching of foreign languages began more than 70 years ago. Until recent days, this topic was the subject of a rather narrow circle of specialists, but with the advent of the information age in the development of society, the rapid development of Internet, mobile and cloud technologies, more and more foreign language teachers in our country and abroad realize the necessity to integrate the latest technologies into the educational process.

Mark Warschauer in his article "The use of computers in the teaching of foreign languages" outlined three main stages of using computer technologies in the teaching of foreign languages: behavioral, communicative and integration (Warschauer, 1997). This direction is called Computer Assisted Language Learning, which means the study of foreign languages

using computer technology. Each stage is characterized by a certain level of technology development, as well as the corresponding pedagogical method.

The digital technology: past

The first stage in the development of training with the support of computer technology began in the late 50s and continuing until the 60-70s. It was based on the popular behavioral theory of teaching. Computer exercises created during this period, trained the skills of students (grammar, writing) by repeating. The main principle of building computer programs was "drill and practice". The computer only partially served as a teacher, it was perceived as a device that provides only educational material to students. The established model of training computer exercises acted according to the principle: presentation - training - control. Proponents

of the behavioral theory of learning argued for the defense of this method:

- periodic repetition of the material is necessary in the learning process;
- the computer is ideal for exercises based on repetition, as it is not “tired” and gives an objective assessment;
- A computer program allows each student to work at their own pace.

However, in the late 70s and early 80s the behavioral approach has lost its popularity for many reasons. First, this approach was refuted on a theoretical and practical level. Secondly, the emergence of personal computers has opened a number of new opportunities. *The second* stage was the beginning of a new communicative period based on the communicative theory that was popular in teaching in the 80s. Proponents of the new method believed that the exercise and training did not allow communication in the target language. The basic principles of a communicative approach to the use of computer technology were:

- emphasis on the use of language forms in speech;
- implicit grammar teaching;
- emphasis on the creation by students of their own sentences and texts, and not on the use of ready-made;
- lack of a traditional assessment system (right / wrong), the possibility of multiple answers

- maximum use of the target language in the teaching process;
- Interaction: student – computer, student – student.

A whole generation of new computer programs, created according to the principles of the communicative approach, has appeared. First, the skills based training programs have changed. As before, the computer contained the correct answer, but finding the answer now required self-searching, self-monitoring, and student interaction. Secondly, special programs were developed aimed at a written discussion of controversial topics, communication between students and the development of critical thinking. Thirdly, new programs have appeared that do not contain specific language material, but give students the opportunity to use the already acquired skills in communication, as well as understand the speech in the language being studied. Despite the significant progress that occurred at the second stage of the development of CALL, it was clear that the potential of computer programs in the teaching of foreign languages is only half used, so the further development of information technologies led to the beginning of a new stage. In the 90s of the twentieth century there was a rapid leap in the development of computer technology associated with the advent of the Internet, the invention of multimedia and hypertext technologies, and the further

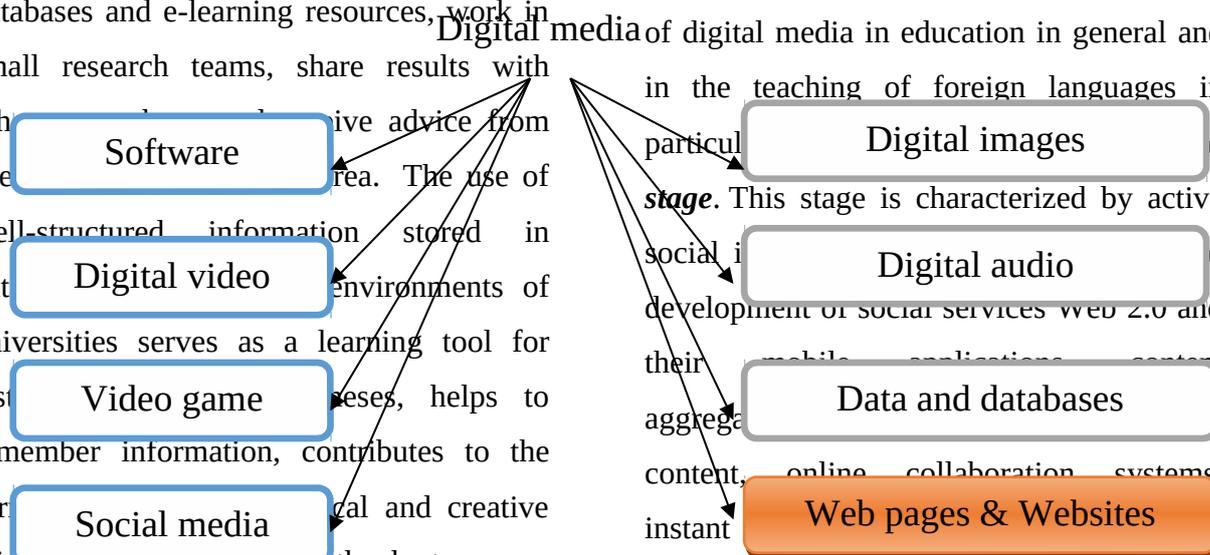
improvement of communication technologies. There is a need for a different approach to the study of foreign languages, which would use the results of technical progress. The integration period is characterized by the emergence of new approaches to the teaching of foreign languages, which imply the use of language in a real context, the training of four types of speech activity, as well as the harmonious integration of ICT into the learning process. Through communication technologies (forum, chat, subscription lists), students were able to communicate directly and practically free of charge with other students or with native speakers 24 hours a day from school, university, at home or from work. Students have access to various databases and e-learning resources, work in small research teams, share results with other students, receive advice from specialists in a certain area. The use of well-structured information stored in digital environments of universities serves as a learning tool for tests, video games, helps to remember information, contributes to the formation of logical and creative thinking. Teachers, in turn, thanks to access to networks can improve their professional level, getting a unique opportunity to communicate with their colleagues almost all over the world. Video conferencing technologies create ideal conditions for conducting joint scientific, scientific and

methodological work, the exchange of educational developments and educational computer programs.

Thus, the integration stage of teaching foreign languages is characterized by a wider use of ICT capabilities by teachers, the need to solve psychological and pedagogical tasks of using computer tools in the educational process based on a balance between the best traditional teaching methods and information technologies in order to create a successive and didactically expedient information educational environment (Titova, 2017).

The digital technology: present

Today, as already noted, it is possible to talk about the emergence and establishment of a completely new stage in the application of digital media in education in general and in the teaching of foreign languages in particular. This stage is characterized by active development of social services web 2.0 and their mobile applications, content aggregation, online collaboration systems, instant content, etc. At this stage, digital technologies become an integral attribute not only the learning process, but also the daily life of a person due to the wide distribution of smart phones, tablet computers and other personal mobile devices.



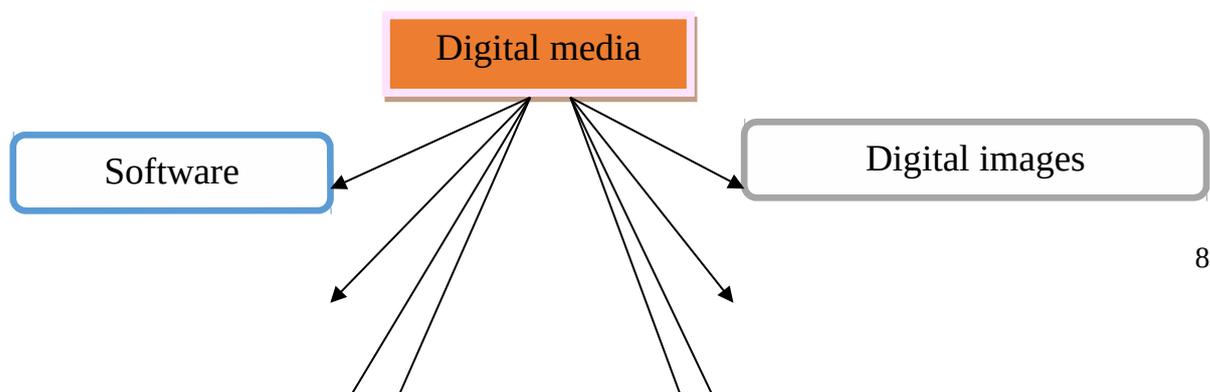
The socially interactive period in education is based on the influence of technologies, conventionally called Web 2.0 or the second generation Internet. The creation of the term Web 2.0 is traditionally attributed to the American author Tim O’Reilly, who published an article in 2005 (O’Reilly, 2005). The origin of the idea of mobile learning is associated with the advent of the first laptop computer, invented by A. Kay and Xerox Parc in 1972. The first laptop computer became the prototype of modern laptops and tablet computers (devices that are most convenient for educational purposes). A. Kay positioned the idea of the first laptop as a concept for a learning device: a personal computer for children of all ages. This concept of A. Kay underlies the creation of modern tablet computers such as the iPad. Thus, A. Key is not only the founder of the first portable device, but also the author of the idea of mobile learning. Moreover, his concept proves that initially portable computers were created specifically for educational purposes (Kay, 1977).

This basic principle expands the possibilities of distance and mixed education; on the other hand, it transforms traditional education, giving students’ unlimited additional materials of any level of difficulty

on the topic. It took almost three decades to fully implement the principles of accessibility, multimedia, interactivity, orientation to the student, individualization and personalization of learning through mobile (or portable) devices.

So achieving effective learning via digital technology, digital media to be exactly is a major concern in contemporary education. “Digital media are any [media](#) that are encoded in [machine-readable](#) formats” Digital media can be created, viewed, distributed, modified and preserved on [digital electronics](#) devices. Examples of digital media include software, digital images, digital video, video game, web pages and websites, including social media, data and databases, digital audio, such as MP3 and electronic books. Digital media often contrasts with print media, such as printed books, newspapers and magazines, and other traditional or analog media, such as images, movies or audio tapes. In combination with the Internet and personal computing, digital media has caused a break in publishing, journalism, entertainment, education, commerce and politics (Wikipedia, 2018).

So, if we illustrate it graphically digital media might be shown in the following way (see Figure 2):



some video tutorials available at the bottom of the home page. Depending on what the user needs, there are a variety of template available (Lilibeth, 2011).

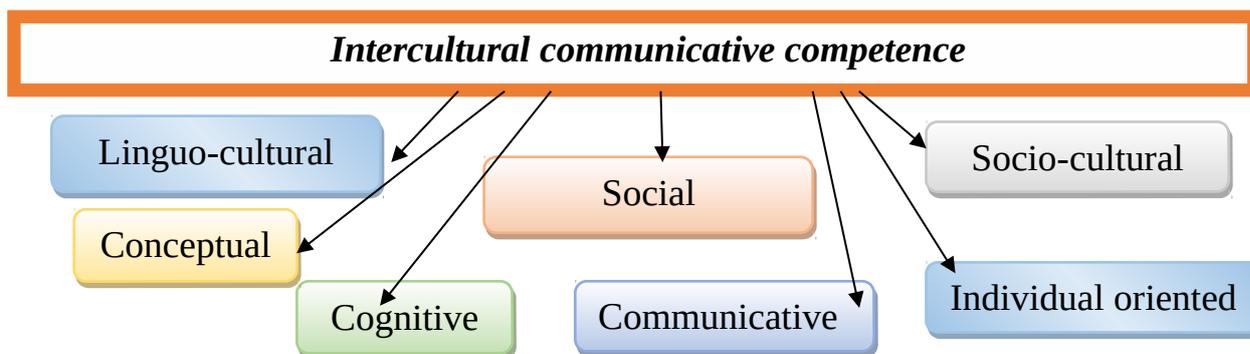
How do we use this web-based educational tool in our lessons?

The lesson was conducted on the theme “Human rights”. *The aim of the lesson* was the development of intercultural communicative competence on the level II-HC/B2 (to develop the students’ critical thinking and communicative skills on the theme and logical speech with the help of language activities and patterns).

The content of professional foreign language education is defined as new cognitive-linguocultural complexes (CLC), reflecting the result of interrelated implementation of the methodological principles of cognitive-social, linguo-cultural, socio-cultural, conceptual, personality-centered aspects of the structure of the new cognitive

consciousness and provides cognitive-linguocultural reconceptualization of the world as a person and serving as a content base for subject of intercultural communication (Kunanbayeva, 2010). The organizational basis of the substantive aspect of content aimed at mastering new cognitive-linguocultural complexes (CLC) which are allocated within the framework of the generally accepted communicative spheres or spheres of communication (industrial, social, socio-cultural, educational-professional) integrated unit content, acting at the same time as a learning unit that provides subject content for the formation of conceptual, pragmatic, socio and linguo-cultural and other aspects of ***intercultural and communicative competence of the subject of intercultural communication.***

Intercultural communicative competence is determined by a set of the following sub competencies (see Figure 3):



Lesson objectives were: a) to enhance the knowledge on the theme “Human rights”; b)

to understand the concept of human rights and know what rights and responsibilities

they have as a citizen of KZ; c) to allow students to practice speaking spontaneously and fluently about their feelings that may provoke the use of words and phrases they have learnt recently; d) to conclude the theme by analyzing the causes and effects of violation of human rights and trying to find the solution to the problem;

Procedure of the lesson:

I. Preparatory stage:

1. Organization moment:

a) Greeting T-SS;

b) Checking up the absentees)

c) Warm-up:

1).What are human rights? *Possible answers:* Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted, for example if a person breaks the law, or in the interests of national security (Youth for HRI, 2001).

2) Do you know your rights?

Possible answers: Political rights? (Right to vote);

Civil rights (Right to freedom of opinion);

Equality rights (Right to be free from racism);

Economic rights (Right to be paid fairly for work);

Social rights (right to an education);

Cultural rights (right to speak one's own language);

What about the responsibilities? As a citizen of KZ you have the responsibilities in front of our society and government. What are they? What are the Universal Declaration of Human rights? *Possible answers:* The Universal Declaration of Human Rights (UDHR) is a historic document that was adopted by the United Nations General Assembly at its third session on 10 December 1948 in Paris, France.

II. Main stage: A) Speaking: Pair works.

SS will discuss the UDHR that were given to learn by heart. *Task:* Discuss the UDHR with your partner. Ask the following questions: What articles do you remember? What are they about? SS will be checked with the help of game. *Teacher:* I hope you have discussed it. Now we'll play the game! I will check your knowledge about the UDHR with the help of the game which is called Random Name Picker! (Teacher uses the https://www.classtools.net/random-name-picker/46_fghBPF)

B) Listening. (Video: Maria's story.)

Retrieved from:

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=IRoaaeSPO3I)

[v=IRoaaeSPO3I](https://www.youtube.com/watch?v=IRoaaeSPO3I)

Before watching: Task 1: SS answer the questions: 1). How human rights are violated? 2) What forms of slavery are there in the world today? Task 2: SS study the vocabulary. T-SS. 1) Injustice *noun* a situation or action in which people are

treated unfairly E.g.:
the fight against racial injustice; 2) Trap
verb trick or deceive (someone) into doing
something contrary to their interests or
intentions. Trapped *adjective* unable to
escape, as from a situation. 3) Primary
adjective basic. Syn. main, first, key,
dominant.4). Abolish *verb* formally put an
end to (a system, practice, or institution).
E.g.: "the tax was abolished in 1977" 5).
Consider *verb* think carefully about
(something), typically before making a
decision. 6).Restore *verb* to bring back to or
put back into a former or original state.

While watching: Task 1: SS watch the video
and answer the questions below in written
form: a).What human rights issues are
illustrated in the video? B) What challenges
did Maria face? C). Why is it important to
notice these issues and to raise awareness
about such issues?

After watching: Task 1: SS analyze the
video answering the questions above and go
into detail to remember some data and
statistics.

Problem solving: Group work: Group A.
Group B. **The problem:** Human trafficking
is a grave violation of human rights.

Task 1: SS will be given the fishbone
diagram and they have to discuss: What are
the causes and effects of human trafficking?
What should we do to solve it? SS map their
ideas using the following diagram (SS main
task to use fish bone and find out the causes
and effects of human trafficking and find the

solution). Before working in the group they
will watch a video which will give them
some idea of solving this problem. (The
information that is taken from the video
they'll use in the solution part. Then they
present their idea to the whole class).

A game and a diagram

In this lesson a game "Name Picker" and
diagram "Fishbone" were used. A game
"Name Picker" gave a great opportunity to
recall all the articles that were in the UDHR.
Although students know their rights like a
right to marriage, a right to move this game
helped them remember which article it was.
Using this game helped my students learn
without feeling that they're working hard or
that the task was too difficult. They were so
immersed in what they were doing.

What about fishbone diagram? It helped to
build a sense of community. The "**Fishbone
diagram**" identifies many possible causes
for an effect or problem. It was used to
structure a brainstorming session. It helped
us to sort ideas into useful categories.
Students brainstormed the major categories
of causes of the problem using headings:
causes, sub causes and wrote the categories
of causes as branches from the main arrow.

Although there are four factors in the given
diagram, my students organized it in their
own way. For instance, the first category
was headed as the causes and second one
was the effects and the third and fourth was
headed as the solutions to the problem. As a
result of this study, we have found there are

indeed many benefits for using this diagram in finding the solution to the problem. Moreover, in finding the solution students underwent a thorough process of creating well-researched, rich, sophisticated, thoughtful and creative digital works (Tulesova, 2018).

The digital technology: future

What about the future of digital technology?

It is very complicated task to foresee it

because today’s new gadget might be obsolete in a month. But let’s try to analyze it.

Carike Loretz in his blog showed the different stages and the basic differences of web (from web 1 till web 4). So analyzing this table we decided to add Web 5. (See figure 4)

| Stages | 1994-2000 | 2000-2010 | 2010-2020 | 2020-2030 | 2030-2040 |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Web | Web 1 Information Web Web learning/reading | Web 2 Social web Collaborative web learning | Web 3 Semantic Web Personalized web learning | Web 4 Intelligent web Intelligent web learning | Web 5 “The Telepathic Web” or “The Symbionet Web” |
| Features | <ul style="list-style-type: none"> • Mostly read web • The Number of authors are limited • The Number of users are million • Static info and home pages • Owning content • Html forms | <ul style="list-style-type: none"> • Mostly read write communicative web • The Number of authors are million • The Number of users are billion • Great interactivity (blogs, wikis) • Sharing | <ul style="list-style-type: none"> • Mostly mobile and personal web • Focus on individual user • Integrated on demand • Semantic and content objects • Widgets, mashups | <ul style="list-style-type: none"> • Mostly self learning, self organized web • Focus on individual user +Subject domain +Level of knowledge • Internet as universal | <ul style="list-style-type: none"> • Mostly complex future web generation: the concept of emotional education • brain implants will be very popular • Computers that interact with human beings. (Communicate with the internet through thought) • to think of a question and open up a web page • payments, will be paid for with a microchip in the brain or the |

| | | | |
|------------------|--------------------------|------------------|--------------------------------------------------------|
| content XML, RSS | • Active user engagement | • World computer | hand and all devices will be connected to the internet |
| • Tagging | | • Knowledge base | |

So as you see from the table above we tried to show the similarities and differences of these five webs. The main features of these five web generations are introduced and compared. We hope this table could help you define each web generations.

Conclusion

This article aimed to analyze the evolution of the digital technologies in different periods: past, present and future. Authors tried to go into detail showing the purpose of using digital technologies in education

process in certain time. Also it was demonstrated to the reader how to use the potential tools for the teaching of EFL, specifically, digital interactive games that can be used in teaching activity. Analysis of present and future digital technologies was given in this article as well. In conclusion we can say that digital tools should be included as another option to boost classes and it can be inserted to make more pleasant teaching-learning process. And we really hope that the options that were offered by us will be useful for you in teaching EFL.

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UDK 371

POSTMODERNITY AND PROACTIVE EDUCATIONAL ENVIRONMENT

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We live in a time that is marked by the characteristics of a society that most modern researchers call postmodernity (Sarup, 1993). This trend, which emerged as an eclectic movement in aesthetics and philosophy, today manifests in all spheres of humanities and life - philosophy, psychology, sociology, ethnology, demography, etc.

The main ideas in it today are the tense social relations generated by the differences and similarities in the widest sense of the word, visible in a situation of the specific processes of the global society: migration of people; intercultural interaction and

dialogue; local and global relations; intense transfer of valuables, often with unforeseen and uncritical results.

In terms of anthropology, postmodernism develops specific scepticism and, in the social context, leads to the shift of the centre of research interest from observations to society to observer observations (Ivanov, 2003). As a result, there are tendencies towards: rejection of status and established traditional norms in science and practice; denial of absolute knowledge and authority; rapid aging of acquired knowledge and hence the rejection of professional and

scientific authorities...without proposing to replace them with others.

The understanding of the postmodernist tendencies in today's social reality (Lyotard, Rorty, Derrida, Toffler, etc.) outlines some basic concepts which suggest to the authors of this text a new, postmodernist reading of the idea of continuous and lifelong education social workers, social workers, social workers, social pedagogues, psychologists, teachers, etc.).

- Discourse instead of the meta-narratives where the main place occupies the language as a system of specific possibilities for conveying a summed historical and social experience, including the contextual and semantic transmission (emoticons, meaning signals) that are accepted as valid for much of the people. The discourse, the many opportunities for realization and expression, the micro fraction of personal and professional expression are at the forefront.

In the context of the assisting activity, this tendency implies the knowledge of polyvalent skills and professional roles for the practice of the profession, depending on the particular social case, in the law and the requirement to take account of the individual (discursive) personality development and to develop systems of prescriptions, the situation and taking into account the psychological, social, linguistic, communicative, ethical parameters.

- A multiplicity of social agents that in our context have the character of group relationships and group (team) achievements. In the context of professional expression, they imply taking into account the tendencies of multiplicity that give multiplicity to their conflicts and struggles.

Social care professions have this characteristic as their qualification framework, as their very own practice implies the availability of teamwork skills among different groups of people - both clients and monodisciplinary and multidisciplinary. The important thing here is to maintain and expand the tendency to improve team skills - adherence to rules and cohabitation, conflict resolution strategies and tactics, subordination techniques, ability to develop team stages, etc.

- Cultural relativism, in which the classical boundaries created by modernism are rejected and declared to be relative and inconsistent. Individuality has a special privilege, tendencies towards elites and elitism are observed, with specific forms of behaviour and values - clothing, food exigency, striving for environmentally friendly life, professional style, etc.

This tendency of postmodernism and postmodern society also manifests itself in the exercise of so-called helping professions, suggesting a particular attitude towards the importance of social work and its emergence

in the rank of elitist and prestigious professional activity. The ability to act as such is determined by the regulated relationship with other professionals (psychologists, doctors, police, lawyers, pedagogues, etc.), direct social work with clients from different social groups and communities, as well as from working with the mass media.

- Subjectivity and individuality that are created in opposition to the tendencies of unification and globalism. They imply liberality, tolerance and diversity of the forms of manifestation of each individual in the system of social roles and relationships. The human being is considered to be a unique and unique creature that has the right to own and personal space (in every area of life), and any attempt to enter it is considered a violation of his rights - life, work, personality.

Subjectivity and individuality are among the most common phenomena in the profession of social worker, as this is enshrined in its regulation. What is new here is that postmodern tendencies require each professional representative to overcome the tendencies towards unity and clandestine normality and develop his / her right to rights - personal and professional, right and opportunity for change and self-realization but through continuous and continuous education and self-education style.

- Exploding lies, as a tendency to overcome the conservative and archaic practices of the past society to save the truth, to exchange information, to seek to conceal with labelled and façade means information that is not unconcerned, social hierarchy such as caste, racial or ethnic division.

For social work, this tendency has delicate and ethical deontological dimensions that are to a large extent determined by its very specificity as an activity aimed at human spheres with the highest degree of intimacy and discretion. Explaining the lie today in a professional way suggests creating mechanisms defending the right to truth. In relation to the client, it is manifested in the application of the so-called "informed consent" principle, giving personal decision-making choices, confidentiality of sharing. In teamwork, the social worker needs to develop skills to respect professional secrecy, comply with classified and confidential information requirements, and so on.

- Understanding the reality of changing the vision of the world in the direction of new, cosmopolitan, prolific, egalitarian, cultural tendencies. Today's postmodern society assumes that the world is a reflection of each individual's thoughts and develops in direct connection with the cultivation of the interaction between the mental energy of humans and the state of the environment surrounding them.

Social work practitioners have a particular specificity and they are expressed in the peculiarities of the attitudes of the work sites - the clients. The fact that they have sought professional help because of lack of opportunities to deal with their problems means that they have generally accepted a global negative approach to the current social reality. Thus, the risk that the client's point of view may affect the social worker and become the dominant of his own attitudes to the world is completely real.

So instead of becoming a "filter and transformer of emotions and attitudes," the specialist can become permanently infected with the energy of negativity and denial of reality. In this case, it is threatened by general professional fatigue, even by burnout (out-of-effect) and by a general professional and personal demotivation and negativism.

Therefore, it is necessary with the means of continuous and continuing education to work on acquiring skills for the new, postmodern challenge - skills for "evacuation" and reworking of negativism in the client. At the same time, building skills to protect their own content as individuals and professionals, both for themselves and their general perception of the world.

- Change and difference that implies the ability of the individual and society as a

whole to accept the objective possibility of change - both of the individual and of the whole. With the development of social relations, the systems of values, rules, taboos, competencies develop and change. The relativity of everything and everyone still retains some consistency, as the world itself and every individual in it has some generally accepted frameworks that preserve their consistency, regardless of the type and pace of their changes.

The reflections on the trends of the modern postmodern society motivate the necessity of continuous and continuing education, which in the current conditions of our country is still in the sphere of wishes or partial experience. The status quo is - episodic, one-sided, non-systematized alternative and continuing education. Some initiatives for continuing and continuing education;

Training program for social service providers; Plan-program "Foster Care - Similarities and Differences with Adoption"; Project "Vocational Training Program - Assessment and Case Management" - IGA; Project Vocational Training of Social Workers in Conflict Resolution under the Leonardo da Vinci Program of the EU.

The basis of the author's proposal lay down:

The Conceptual Design

For creating a Comprehensive Program for Continuing Education of Specialists from the MLSP System.

1. Objectives of the program:

- Continuous optimization of the professional competence of the employees in the system of social activities.
- Updating the professional skills of the specialists according to the pace of development of the modern society.
- Raising professional and personal assertiveness.

2. Subjects:

- Specialists in social work in all spheres
- Managers in the social sphere
- Non-social workers
- Trainers

3. Resources:

- Regulations
- Financial funds
- Ministries, BT Directorate, own sources

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- Training structures - universities, licensed structures
- Training bases

In practicing the social profession, the postmodern society's characterization of change and differentiation points to the expectation that professional change will be adequate to the social one. The tendencies of the previous education in the higher schools to acquire mainly basic competences, but not only, require to seek and apply forms for expansion and modernization of them.

The continuous and continuous updating of the professional skills of the workers in the system of social work is obligated by the expectations of the society for adequate and modern professional behaviour by every representative of the profession. In this process, self-reflection, professional assertiveness, strategic personal and team behaviour skills, mobility and decision-making versatility, readiness and motivation for personal change, self-development and self-preservation take the place, which will ensure long-term and effective practice.

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UDK 371.1

**SOCIAL AND EMOTIONAL LEARNING (SEL) IN THE PROACTIVE
EDUCATIONAL ENVIRONMENT**

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Learning as the main activity of the learner (student, postgraduate, enhancing its qualification, etc.) is a defining concept of "environment for learning", "learning environment", "engaging learning environments", etc. Designing and the structuring of such environments is based on learning as an activity which performs the "unity of adaptation, knowledge and subject practice" of the learner (Radev, P., 2012).

The subject-material conditions for education represent the so-called "spatial environment". According to St. Dinchiyska "contemporary understanding of the subject-spatial environment is that it is not an elementary physical category but a cultural-pedagogical complex" (Delcheva, Dinchiyska al., 2000) In a broader sense, in this complex live, work and relate to it students, teachers, parents, students and lecturers, postgraduates, PhD students, etc.

Under a proactive educational environment, we adopt "the system of influences, the conditions for forming the person according to a given model, as well as the possibilities for its development, contained in the social and spatial subject environments (Yasvin, 2001). The concept of a proactive educational environment appears to be generic for concepts such as family environment, school environment, and project-based, active, and more.

For the first time officially the term emotional intelligence is used by Peter Salovey and John Mayer in 1990, but popularity it gained through the book D. Golman "Emotional Intelligence" five years later. The emotion is the basis of emotional intelligence. Emotions in all their manifestations are essential to the overall life of man. They are internally related to our behavior, depending on the conscious or unconscious evaluation of events to what extent they fit our goals. Emotions can become the motives of behavior, they reveal their meaning and ask the world. Emotions have cognitive, behavioral and somatic manifestations. They reveal our inner world, and in doing so, they have a value in themselves.

Is it possible to develop and enhance emotional intelligence?

There is more than one opinion on this issue. A group of scientists (Meyer, Salovey, Caruso, etc.) adhere to the position of relative emotional stability intelligence, but

the kind of information with which it operates (emotional knowledge and competencies) can be relatively easy to change, including in the process of training. (Andreeva L.)

At the same time, another group of scientists (Golman, Slater, Kovriga, Nosenko, etc.) believe that emotional intelligence can, and must, develop. Emotional intelligence can be purposefully formed, as with children in the process of training and education, as well as in adults in the form of specialized trainings.

Even if it sounds paradoxical, emotional intelligence lends itself to change through purposeful learning to a greater extent than abstract-logical intelligence. It is believed that the main sensational period for the formation of emotional intelligence is from 3d. to 10 years old. There is evidence that the second one a sensational period in which the emotional level can be significantly changed intelligence is up to 20 years.

For the development of emotional competence and the knowledge of emotions it's important to improve the process of perception and emotional assessment of reality. The main way to develop emotional intelligence is concludes in stimulating the imagination, the imagination of the child in the preschool and primary schooling period. Extremely beneficial influence is the "immersion" of the child in a pro-active educational environment that ensures the use of story- role plays as a powerful and

essentially basic tool for child development imagination and fantasy, the feelings and emotions of the children that are at the core of their emotional intelligence.

The purposeful development of EI can only be achieved to the maximum an effective environment as the educational environment is proactive. Emotional lessons, should be an integral part of the development of the child and repeat the different age in such a way as to correspond to the changing understanding of the child and of the child the challenges it faces.

The second condition is how exactly these lessons are taught. The personality of the teacher is so important as his own behavior in front of the class is a kind of emotional lesson competence - or its lack. In each teacher's conversation with one of the children, all the other children are absorbing something. Few teachers are willing to talk for feelings, or experiencing confidence that they can help or suggest the right one reaction.

The main reason for failure in pedagogical work is inadequate self-esteem, negative self-esteem, poor self-regulation of the educator, which are designed on the pupil in the process of communication. Having adequate self-esteem, positive attitude and self-confidence, the teacher is able to find constructive ways to solve problems and expand your own professionalism. (Manoylova, p.21)

The next indicator is the need to help children turn the moments of a personal crisis to lessons of emotional competence. This happens when the lessons in schools comply with events in the pupils' lives. That way children adopt coherent messages related to emotional skills in everyone moment of your life.

Last but not least, the rise of EI improves the academic performance children in school. At a time when too many children do not have the skills to coping with their worries, listening and concentrating, restraining their impulses, feel responsible for actions (or inaction), or to care for learning, everything that helps them in this respect also helps them to learn. In this sense, EI nourishes the school's ability to learn. All participants in the learning process - students, teachers, parents, administration - must realize the importance of EI and to create the conditions for solving a wide range of problems in this area.

Reasonable is the question of the methods by which it can be influenced in a positive way direction of the EIA amendment.

Obviously, the traditional pedagogical approach of one-sided impact on the student in the form of lectures is not the best decision to raise it.

The specificity of the EI requires certain conditions to be fulfilled effectively the process aimed at forming or changing its level. They are needed attractiveness, enhanced emotionality, interaction dynamics

among all participants in the training. Approaching to the natural way is needed acquisition of knowledge and skills, personal involvement, transformation of life in learning problems. Flexibility and variation is needed, choice of activities, partners, funds depending on the situation.

Another requirement is for the participants in the process to be in active position interacting through practical actions and experiments (accessible for age and health their capabilities) to acquire knowledge as they themselves try out what they have learned and gain immediate response / evaluation. But perhaps the most important requirement is to use every opportunity from the everyday life of the participants in the training, the validation of the ability to act from the position of the acquired knowledge, applying them in the solution of a concrete issue.

We have switched to interactive methods as carriers of sufficient potential for these requirements.

Although interactive methods have long been new, it's still difficult they break the way. Given the fact that the notion of Emotional Intelligence is not popular in native schools, and there are only sporadic attempts at prevention and dealing with aggression, which is only a small part of EI and is far from its integrity, the link between interactive methods and the targeted enhancement of EI to children in the primary school age practically does not

exist. We referred to I.N. Andreeva (1, p.159), which points to several methods, effective for enhancing the EI and have complied with their ability to apply in primary school age based on studied literary sources. We chose several interactive methods we used in the study.

Discussion - Method of learning through communication. Stimulates interaction between the participants in the discussion, each statement is in response to the previous one. It unfolds, it's a spontaneous dialogue process to study a problem, overcome conflict. With regard to EI, discussion is a major step in the solution of everyone issue.

Brain Attack - The method of brainstorming is used to stimulate the creativity of students on a topic or theme question. The work involves: generating ideas, analyzing a problem situation, evaluating ideas and choice of idea. The jokes, the replicas, the casual setting are encouraged. Students freely express ideas or opinions without any condemnation, ignoring or rejecting their ideas or opinions. Ideas are recorded by the teacher on the board or poster in the order of their presentation, and the brainstorm continues as long as the ideas are not exhausted or do not complete what has been determined for the brainstorming time.

In terms of EI brainstorming is aimed at using the creative one participants' potential for finding solutions, including non - standard, of various moral-ethical issues, focus on words, expressions, actions and

more, charged with positive or negative meaning, depending on the purpose of the task. It overcomes the barrier to communication and the fear of rejecting one's own idea.

It affirms its own opinion as valuable and at the same time respect for others ideas and opinions.

Situational Method - This is a method in which different means are recreated given circumstances in order to illustrate a particular problem and to stimulate it the participants in its solution. It is widely used to imitate real problems to form skills and habits to deal with them.

By the situational method, by transforming the theory to near the specific circumstances trained, stimulate the application of acquired knowledge in practical problem solving and their development in skills and competencies.

With regard to EI, the use of the method involves creating an emotionally intense situations presenting specific events to provoke interest, intellectual engagement, and natural emotional interaction between the participants.

Learning project - 'The project is a system of activities aimed at working on a particular problem ending with an end product.' - R. Valchev (by V. Petrova, p.79)

It defines project work as an interactive method that is a cycle of planned activities with a specific purpose, modalities, deadlines and resources, and pupils work

most often in groups. Through project work, they assimilate a group solutions, conflict resolution, taking different social roles.

In terms of EI, the project method focuses on the relationship between participants in the project, as well as the choice of a unifying idea and recognition and as something that can represent them and express them in the best way, but the ultimate product has the exact purpose and meaning that the participants can protect.

Interactive games - As an interactive method they are distinguished by spontaneous and uninvolvement activity of the participants in which, through a specific transformation of the children's social experience in the course of interaction between the participants is recreated relationships between people and building interpersonal competences.

Interactive game combines thinking activity with search for the most appropriate personal expression, the fulfillment of the common goal with the effective individual behavior. In the interactive game, interaction is modeled and stimulated by game action and thus positive behaviors are attached to the behavior.

The programs developed and the direction for the improvement of EI are theoretical grounded in three directions - humanistic, behavioral and cognitive.

In the humanistic direction, the emotional aspect, feelings, and not intellectual judgment and evaluation. The work on the development of EI is expressed, already in

the possibility of full expression of emotions and inner feelings 'I', differentiation and recognition of the object that generates emotions; getting to know experiences. The whole approach is to reorganize the EI concept, the ability to reflect and self-regulate, empathy. Behavioral focus focuses on emotion management their expressive expression. It is supposed to form stereotypes emotionally conduct that is in line with socially acceptable standards. Developing EI in the marketplace this direction is quite effective in working with children. Development Program of EI in elementary school age developed by the Lantiers, was based on the formation of the habits of self-control and regulation in conflict situations (Andreeva, p.157)

The cognitive approach emphasizes the possibility of learning new ones emotional thinking, stimulating understanding of emotions, and effective managing them. The purpose of the work is to change the way of thinking it supports non-adaptive emotional behavior.

A number of theories and approaches are possible in modern practice, productive methods for developing EI are play, art

therapy, behavioral therapy, discussion method, modeling method, role-playing method, feedback, demonstration, project method. (Andreeva, p.159). It is worthwhile to pay attention to Professor Gardner's comment on the broad one Revelation of the Theory of Multiple Intelligences in Educational Environments.

'The main in the educational trends of TMI is individualization and pluralism. Human beings differ from each other and have no significant reason to learn evaluate the same way. Instead, in the future, it is necessary to specify the way of teaching, learning and assessment, as far as possible, and based on the intellectual profile of each learner.

Such proactive individualized learning has long been possible for a group people with good financial resources. Today in the era of computers is possible individualizing training and evaluating more than ever. The pluralism is that learning can take place at any time, in heterogeneous groups and classes of any size. That is, important topics, skills, theories, must be taught in more than one way to activate the potential of multiple intelligences, including the emotional'

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TEXT AND DISCOURSE IN NOMINATIVE GRAMMAR AND COMMUNICATIVE GRAMMAR

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Abstract

The article examines the problem of text and discourse which became central to contemporary linguistics. This issue is crucial and became subject of linguistics since resolving it will affect not just the understanding of language but also the disciplinary structure of linguistics. General study of text and discourse is related to various approaches to them and reflects identification of attributes which differentiate and combine them. The latter includes recognition of a connection between text and discourse with speech activity. Simultaneously, concept of “discourse” is broader than concept of “text”. Discourse represents “live”, dynamic meaning creation and generation of original text within speech activity. Text outside of discourse is abstracted from

speech activity but still related as a preserved in memory, reproducible secondary artifact. The principal process of discourse is meaning creation and transfer of its products – communicative function. Text preserves and accumulates the results of learning; therefore, nominative function becomes primary. Functional divergence of text and discourse is ensured by use of different language means and models which dictates division of grammar onto nominative branch, which is services text along with other nominative units, and communicative one, which services discourse and speech outcomes. Functional divergence of text and discourse is also demonstrated by their typology, speech registers and register variants, forming nominative and communicative register paradigms.

Keywords: text, discourse, speech activity, nominative function, communicative function, communicative registers, nominative registers.

Concepts of text and discourse which have been popularized in the 20th century linguistics reflect a developing trend in modern linguistic research defined by set of rules known as scientific principles which, due to frequent use on the one hand and sufficient extent of time being in use on the other, transitioned into the class of “default” canons. As such, they necessitate studying language in its multitude of dimensions which approximates the complete language world view. This approximation occurs gradually through selection of certain tenets or their combination at one time or another which leads to the emergence of various scientific approaches, theories. The latter include text linguistics and discourse theory which open up new possibilities for linguists thanks to the multiplicity of their subjects based on the principles of explainability, anthropocentrism, cognitivism, functionalism and integrativeness.

Text and discourse are not only becoming more prominent in linguistics but also increase their influence over the developing understanding of language and yet remain a hotly contested topic for never-ending debates. The main problem involves these concepts themselves, as their ontological and gnoseological aspects are still being questioned. Their existential corollaries are different, accordingly, the assessment of their correlation from various scientific perspectives differs as well. Text linguistics emerged as a branch of syntax

Obviously, geneses of text and discourse affect their development. Text linguistics emerged as a branch of syntax (text as a unit larger than sentence), and discourse theory came from western linguistics. The latter term was coined by Z. Harris [CITATION Mak03 \p 9 \l 1033] which links discourse with descriptive linguistics and systemic structural approach. There is another opinion

regarding the origins of the term “discourse”. N.F. Alifirenko believes it was borrowed from the French language [CITATION Ali12 \p 13 \ 1033]. In any case, since its emergence, the term has been actively advanced by Russian psychologists. L.S. Vygotsky, A.N. Leontieff, and A.R. Luria frequently use related terms in their writing such as “discourse activity”, “discourse reasoning”, “discourse cognition”, “discourse deliberation”, et cetera [CITATION MVG \ 1033].

Formal and psychological origins of text and discourse in linguistics more or less delineates their correlation. Their differentiation defines the boundaries of their research which takes place in the 70s of the 20th century in European and Russian linguistics. The complexity of contrasted phenomena is reflected in the complexity and ambiguity of their definitions inherent in various approaches and recognized attributes [CITATION Mak03 \p 90-99 \ 1033][CITATION OIT09 \ 1033].

To sidestep a detailed analysis of how text and discourse are defined, a more general framework of their understanding will be presented. The main attributes of text include link grammar, structure and physical embodiment (representation) from a formal, structural approach as well as traits of functional targeting and producibility related to speech activity from a communicative

approach. For example, N.F. Aliferenko defines text as a product of speech which utilizes language as a system of means for speech communication [CITATION Ali12 \p 9 \ 1033].

Discourse embodies social, information encapsulating, cognitive, meaning/discourse creative, communicative traits, linked to speech activity, actualization, partly authorizability which creates subjective discourse [CITATION Ali05 \t \ 1033] [CITATION Man05 \ 1033].

The majority of definitions differentiate between the two concepts by the extent of their applicability. Discourse is considered to be a wider concept, while text is a narrower one. Discourse is presented as a speech act which is subject to linguistic (rules of speech making) and extralinguistic (socio-cultural, national, ethnic, worldview, pragmatic) factors and which also utilizes verbal and non-verbal means and finally results in a creation of text. Text represents a verbal product of speech activity, and it is created in accordance with universal cognitive, nationally oriented linguacultural components of the original thought (knowledge).

Text and discourse have the following in common:

- 1) Their connection to speech activity.

- 2) Simultaneously, discourse = speech activity with its functions, participants, meaning creation and cognition, utilized linguistic and non-linguistic means + text.
- 3) Text is a linguistic product of speech activity, established through the linguistic means (symbols) and models, which expresses cognitive (learning) and linguacultural contents.
- 4) Discourse includes a live cognitive activity (creativity) which text locks in and preserves for further use as needed.
- 5) Discourse is dynamic, constantly reproducing, original, while text is static as a product, secondary in the process of reproduction

It is well known that not all outcomes of speech are reproduced. Sentences and texts, related to them, perform an informational-communicative function and serve as transmitters of data about specific events, their specific participants. Speech maker saves this information in his or her short-term memory but does not preserve the form in which it was presented, thus able to transmit it again in “different words”. Such texts perform a communicative function and addressed to a listener. Linguistic means selected for their formulation depend on all participants in communicative act or situation, or speaker’s intentions, et cetera.

There are also texts which encapsulate data. They are preserved in memory along with their verbal container and perform a nominative role. As such, they are created to reinforce new knowledge in language and to reproduce. Customarily, they are not changed. Development of understanding of speech activity in reference to Leontieff’s criteria of differentiating between forms of activity according to motives (goals) allows to identify two forms of speech activity: nominative activity which is guided by nominative function, and communicative activity (most active and productive) which is guided by a communicative function [CITATION Zha93 \t \l 1033].

Nominative activity produces nominative units (NU) which are created by the means of different language levels. They include figurative meaning, idiomatic expressions, derivative words, collocations, sentences and texts.

Communicative activity produces communicative units (CU). They include statements and discourses which perform a communicative role. The reasons for such use of the term discourse for one form of speech activity which performs a communicative function in verbal communication are its dynamic attributes, informational mutability, producibility, situationality, and subjectivity (author’s presence). Text, meanwhile, is characterized by stability, universality (generalizability) of

knowledge, reproducibility, extrasituationality, and subjectlessness.

An analysis of means and methods of creating nominative units revealed the fact that they demonstrate an implicitly inherent readiness to participate in nominative activity and that they are different from means and models of language which are prepared to participate in communicative function. This discovery became a basis for differentiating between nominative grammar and communicative grammar [CITATION Zha06 \t \l 1033].

This article attempts to delineate the boundaries between nominative grammar and communicative grammar at the most vulnerable points where nominative and communicative units, born out by syntactical models and means, meet. Under the conventional terminology of nominative theory, this would be phrase formation for nominative grammar and syntaxology for communicative grammar.

Phrase formation establishes a weakly differentiated area of nominative grammar due to formal unmarkedness and diffuse semantic specialization of collocations and sentences in nominative function.

As noted above, sentence-statements and text-discourses are better differentiated by

their contents which play the role of either knowledge generated through the cognitive activity or data which has spatial and temporal limits and operate reproductive reasoning. Compare: Communicative activity (CA) *My wife says: "Nominative activity (NA) Everyone is self-conscious. (CA) You are no exception. You are self-conscious for me"* (S. Davlatov).

Knowledge obtained through cognitive activity is recorded in extratemporal sentences and NA texts and can be reiterated like any NU. They can be reiterated within CA or NA.

In the former case, they are merged with the CA results like the example given above and reflect the coexistence of two forms of speech activity (SA). NU-sentences and NU-texts are differentiated not just as knowledge containers. In archetypal case, predication operation, connecting subject with predicate, used for their production does not grant them predicative, situational attribute, whereas predicate is a condition for obtaining a mandatory communicative attribute of predication for CU-statements and CU-discourses.

Utilization of a dual terminology "sentence-statement" and "text-discourse" is an attempt to mark the differences between structurally similar constructs.

Table. Sentence-Statement and Text-Discourse as NU and CU

| Nominative Grammar – post-speech (produced) units | Communicative Grammar – functional (produced) units |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Differences <i>NU-sentences, NU-texts from CU-statements and CU-discourses</i> | |
| Sentences and texts are NU (attributes) | Statements and discourses as CU (attributes) |
| Nominative function | Communicative function |
| Express knowledge | Express information |
| Attributes of predication, situation are absent; occur only in peripheral sentences and texts | Attributes of predication, situation (mandatory attributes) Predication is a trait of a statement |
| Preserved as a formal semantic product in memory after the act of making it, i.e. it has boundaries (detached from NA), discrete | Formal part of the statement, discourse, is not kept after communicative act, i.e. remains linked to the activity (associated with CA), dynamic Coincidence with CA is a marker of discourse |
| Producibility and reproducibility | Producibility |
| May contain precedent names: geographic, historical, cultural | Precedents are uncharacteristic |
| Form a linguistic world view | Illustrate, clarify the knowledge about the world with specific facts and cases |
| Their content is focused on reality | Their content is focused on an individual |
| Part of speaker's grammar | Part of both speaker's and listener's grammar |

Therefore, main reason for differentiating between statement and sentence is presence of the predicative attribute. Differentiation between text and discourse is based on dynamic openness as opposed to discreteness of text. Other differences are related to common ones for NU and CU.

Integration of NU-sentences and NU-texts into CU-sentences and CU-discourses can be explicit or implicit and the degree of implicitness vary.

1. Example of how the knowledge expressed through NU may be questionable for use in specific circumstances.

(CU) *Once there were three of us – Rain, Brodsky and me.* (CU) *Rain remarked in passing: “(NU 1) Exactness is a great power”.* (NU 2) *Zoschenko, Block,*

Zabolotsky were famous for their pedantic exactness. (CU) Zabolotsky told me during our only meeting: “(CU) Zhenya, you know how I defeated the soviet regime? I defeated it with my exactness!”

(CU) *Brodsky interrupted him: “Meaning, by serving his 16-year long prison term in full?!” (S. Davlatov.)*

Knowledge which contains NU is not part of the system of views of native speakers as a norm and it is used to examine actions. The specific example of knowledge realization described in the last sentence of the given discourse distorts the rule. It is implemented via an exclusion of an explicit attribute “great power” and an implicit attribute “freedom of will” of the subject which

makes his act forced and fills the knowledge itself (proclamation) with irony

The second sentence, marked as NU, includes precedents – names of famous poets, writers. Precedents do not belong in a data pool about knowledge in general but to a specific subset of knowledge about reality which cannot be generalized in abstract, save by specific speakers, and as such is a part of worldview necessary for communication.

2. Example of implicit knowledge passed via explicit antinomic formula.

(CU) *Mother went out for a walk. It was raining. She left her umbrella at home. She walking through the puddles. All of sudden a drunk who does not have an umbrella either runs into her. The latter yells at her: “Madam, why are they all hiding under umbrellas like barbarians?”* (S. Davlatov). The first implicit data is extracted from the assumption: *People use one of the fruits of civilized life, umbrellas, when it rains outside to avoid getting wet.* Second explicit bit of data is inferred: *Those who seek cover under umbrellas are savages.* The inference takes form of rhetorical questions which contain two implicit conclusions, a larger and a smaller premises: *All people are savages. All people outside cover themselves up with umbrellas against the rain.*

Most frequent is the case when NU functions alongside with CU. But there are examples of NU-sentence and NU-texts which do not exceed their functional boundaries. For example: *“Oxford Dictionaries has declared “post-truth” as its 2016 word of the year. It is defined as an adjective relating to circumstances in which objective facts are less influential in shaping public opinion than emotional appeal and personal belief. Today, post-truth is everywhere (in media, sciences, and even in day-to-day life). The conventional terms of “truth”, “lie”, “deception”, “authenticity” and so on. We are on the verge of post-science which will produce new knowledge with a heavy dose of emotions, personal attitudes and convictions.”* (M.V. Ivanova). This text is a product of scientific cognition, i.e. a NU-text, and included into the homogenic sphere of an academic article by professor M.V. Ivanova *Publicism and Post-Publicism*.

Text-discourses can also be functionally uniform while implementing only one communicative function: (CU) *After a few days he saw Marlen Michaylovish on the TV screen and became very proud because such an important person became his “customer”, that is, a repeat client. He was flattered that Marley Michaylovish would honor him with conversations, and not just honors but actually pays special attention as if trying to learn something new from these conversations. When Kuzenkov showed up*

in the shop, Mr. Merkator would assign the business to two young helpers, requested a “cup of tea” in a dignified manner and invited the guest into his air-conditioned office with comfortable leather arm chairs where they would spend an hour or more talking (V. Aksenov). CA contains a bit of NU in the form of borrowed word “customer”, which neither reaches the level of syntax nor affects the functional orientation of the discourse itself.

Reviewed examples demonstrate two methods of co-existence of CA and NA as forms of SA at the level of sentence-statements and text-discourses.

The first and most productive method across all spheres of linguistic functionality is a *heterofunctional method of coexistence* of NA and CA and their respective NU and CU units, creating combinations of units which perform nominative and communicative functions. This results in creation of functionally *heterogeneous texts*.

The second method is homofunctional, creating CU-discourses with uniform communicative function or NU-texts with uniform nominative function. Such NU-texts and CU-discourses epitomize functionally *homogeneous texts*.

Typology of texts (and sentences) based on the attribute of functional uniformity – nonuniformity as well as differentiation of heterogenous texts by the degree of

explicitness of NU presence configured with CU matches the classification of communicative text types or speech registers by G.A. Zolotova [CITATION Zol98 \p 402-448 \l 1033]. The latter classification is based upon a general tenet of her communicative grammar about the leading role of communicative function. As such, the aforementioned typology is refined and expanded to include nominative function alongside already included communicative one.

1. The first refinement involves differentiation between communicative and nominative types of texts or registers and register variants.

Most of communicative types identified by G.A. Zolotova remain in the sphere of communication. They include *reproductive (artistic), informational, voluntary, reactive registers* and *real-life exemplary register variants*.

Nomination includes generative register as well as *potentially-generalized* and *generatively-voluntary* register variants.

2. The second refinement and addition consist of types of text-discourse or speech registers. Contemporary stage of language functionality reinforces the role of evaluative, emotional and regulatory linguistic functions. Correspondingly, the register scale is expanded.

Emotional register extends communicative registers. It communicates speaker's emotional reactions which do not have an attribute of universality but can infect and charge up, approximating reactive register. Example: *“Wow!” - joyfully exclaimed Mr. Merkador. “So I will be a manager here, a socialist director, won't I? I mean the great Soviet Union can't just turn down my experience, my Mediterranean connections!”* (V. Aksenov.)

Evaluative register consists of texts which express an attitude toward reality, events, people, actions, etc. It is related to nominative registers. World views and opinions inform the evaluations. Social and individual evaluations maintain a certain but incomplete degree of stability as they serve as a condition for selecting an appropriate mode of behavior for each situation. Example: *I love everything Russian. And it's not because that I'm one sixty fourth Russian myself, like our last sovereign, but simply because that we are located here, on the Island, and everyone, even Tatars, are somehow affiliated themselves with the Russian culture. You know, our leadership, temp. evacuees were always **very sensitive in relation to ethnic groups**, and everyone like me, the Mediterranean type, are in favor of acceptance, tolerance, a certain grace in ethnic relations. Consider me: cousin is an influential lawyer in Venice, aunt is an owner of a tea company in Tel Aviv, there are Merkadors on Malta, in*

Sardinia, Marseille, Barcelona... Homo mideo terrano – is a man of the world, Mr. Kuzenko. (V. Aksenov). The text contains a syllogism which provides a foundation for an assessment of inter-ethnic relations.

Regulatory register consists of NU-texts, which establish morality, ideology, ethical norms, legality, inter-state, international and inter-ethnic relations which go through lengthy period of development-transformation. It is related to the nominative set as the assertions pronounced in it act for a long period of time.

Article 2

1. *The Republic of Kazakhstan is a unitary state with a presidential form of government.*

2. *The sovereignty of the Republic extends to its entire territory. The state ensures the integrity, inviolability and inalienability of its territory.*

3. *The administrative-territorial division of the Republic, the status of its capital shall determine by the law. Capital of Kazakhstan is the city of Astana. (The Constitution of the Republic of Kazakhstan)*

3. Third addition concerns generative register which has variants other than the *potentially-generalized* and *generatively-voluntary register* ones identified by G.A. Zolotova. Register variants of generative register in communicative grammar determine the degree of generality of the

subject (potentially-generalized variant) and effect on the recipient (generatively-voluntary variant)

Possibilities for variability of the degree of knowledge generation are theoretically infinite and defined by peculiarities of mental act of classification. Thus, the search for generative register variants is a task for the future, particularly because the data is provided by text, a dynamic and constantly expanding fabric of language as opposed to a linguistic system.

Experience of studying texts of generative type produces the most common attributes of generality or constancy, stability, prevalence which limit the location or time of knowledge applicability. They include geographic names, titles for historical periods, names for historical events themselves, individual or celebrity names.

Knowledge is classified by the degree of its dissemination:

General generative register variant which are pertinent for the all or the vast majority of humanity. Example: *Human is mortal*.

Limited to specific speakers register variant (regional, professional, religious, cultural, gender or age-based, etc). Example: *Tuvinians are one of the most ancient Turkic-speaking people who inhabited the Central Asia and Sayan-Altai mountain range. The contemporary name of the Tuvinian people is “Tuvan”, “Tuvan kizhi”.*

Generative register incorporates texts which contain precedents in the form of geographic names, names for periods of history, time, names of cultural or historical figures.

They include the following register variants:

Precedent text with locational disseminator. Example: *Volga river flows into the Caspian Sea.*

Precedent text with temporal disseminator. Example: *Oxford Dictionaries has declared “post-truth” as its 2016 word of the year (M.V. Ivanova).*

Precedent text with cultural and historic disseminator. Example: *Abay’s nephew Shakarim Kudayberdiyev is a well-known Kazakh poet and philosopher.*

Precedent texts do not contain general knowledge and designate specific realities or events which are marked by a particular social-cultural significance. As such, they are in frequent use in communication and belong to a common body of knowledge for native speakers. Generalization of text contents is replaced generalization of knowledge carriers.

Thus, two register paradigms of text types are identified which, on the one hand, demonstrate coexistence of two main functional types of text-discourse (sentence-statement) CU and NU, and on the other – an interaction of two forms of SA – CA and NA which emerges in the configuration of registers and register variants.