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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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