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OPTIMIZING THE PEDAGOGICAL LEARNING ENVIRONMENT IN THE BULGARIAN SCHOOL BY APPLYING INTERACTIVE METHODS

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The issues of interactive learning, the use of interactive teaching methods have always been the focus of the theoreticians and practitioners at all levels of our educational system. However, in order to enable their effective application, they need to be studied and implemented not in isolation, only for themselves, but in the context of the overall concept of education policy, the education system and the pedagogical environment as a whole.

This paper attempts to analyze the opportunities for optimization and main aspects of pedagogical learning environment and pedagogical work based on the use of interactive teaching methods.

Modern education in Bulgaria is realized in an extremely dynamic social and resource environment in the conditions of a global economic crisis. This fact is particularly important when defining the priorities of our country in the field of educational policy, which, although implemented in the present, has a projective dimension in the future and its performance depends especially on the prosperity of the individual person and of the nation as a whole. The child "today" differs from the child "tomorrow" not only in the time it lives, but also on the social and educational specificity and rigor to the educational content as well as to the pedagogical learning environment -

modernized, personality-oriented, with far-reaching strategic sustainability the effectiveness of the knowledge it provides.

These basic positions are also defined in the Program for Development of Education, Science and Youth Policy in the Republic of Bulgaria (2009 - 2013) and their specific expression is in the Strategic Priority Areas:

- achieving a European quality of education;
- ensuring equal access to education and opening up the educational system;
- development of conditions and environment for realization of the educational concept of "lifelong learning";

- stimulating the involvement of young people in the development and implementation of sectoral policy;

- transforming Bulgaria's medium-term plan into the country where knowledge and innovation are the engine of the economy.

In this context, it is more than obvious that it is necessary to break out of the framework of dogmatic and traditionalism of the current educational and pedagogical environment and to modernize it in the direction of: school documentation, mobility of organization and realization of the learning process for students under specific conditions (SEN - special educational needs, risk from dropping-out of school, deviating behavior, permanently absent from the location of the school, etc.), new technologies to conduct and evaluate the effectiveness of the learning process and its outcomes, understanding and conforming with the interests of the child as an active subject in the educational system.

Education in our country is based on age-old traditions and rich pedagogical experience that has proven its effectiveness over time. The experience of Bulgarian teachers has often been the subject of special interest by foreign practitioners and researchers in this field. Evidence of the effectiveness of our education system is also the numerous specialists in higher education - at home and abroad.

The new age, however, places the educational system and pedagogical and educational practice on the challenge of

extraordinary dynamic changes in all spheres of life, especially in the dynamics of childhood and adolescence. Today, it is not enough to know and follow the good traditional pattern of passing on knowledge and experience from the teacher to the student and evaluating with a grading assessment scores.

European inclusion implies increased interactive organization and the learning environment for adults and children, which in turn is related to the need:

1. To create pedagogical conditions for acquiring modern education in each country and place of the European Union and in Bulgaria in particular by assimilating the educational standards and strategies of the Bulgarian school with those of the European Union.

2. To give each child the opportunity to receive equal education corresponding to age and ability, regardless of his/her individual characteristics - deviation from the psychophysiological norm, deviating from the social norms behavior, absence from the country or the populated place, manifestation of different gifts and more.

3. To create practice of mobility of the pedagogical learning environment for each specific case - individual (independent) form of education; counseling; interactive didactic methods; variance in assessing the effectiveness of knowledge; supporting environment for children at risk (risk from

dropping-out of school, victims of violence, children with emotional difficulties, etc.).

Such comments are **motivated** by existing **global phenomena** such as Globalization and the resulting mobility of people and the exchange of information from different nationalities and regions; the influence of technology in the postmodern society, which allows the combination of traditional and modern and optimally effective didactical conditions; high public expectations for modern education of the future generation, mastering the semantics of the future; increasing labor market requirements to highly qualified staff for all levels of the world and national economy. The following are the **guiding principles for interactive learning and optimizing the pedagogical environment**:

Thesis 1. In order to achieve the strategic goal of *achieving European quality of education*, it is necessary to organize and provide pupils with a modern and humane organized learning environment, complying with the European standards as well as with the development and the interests of each child.

Thesis 2. For the realization of the target it is necessary to specify the main priority accents:

- amendments to the rules of application of the preschool education law and to the Staff Regulations and School Rules issued by each school in conjunction with §8 of the

Transitional and Concluding Provisions of the ~~NPT~~ NPDP;

- technology of conducting the individual/independent form of education; counseling students who, for health reasons, do not attend the school for more than 30 consecutive school days and for which an individual form of home-based training is organized - organization, financing, documentation;

- alternatives to traditional education - full-time education;

- types of examinations - corrective, equalizing, to change the assessment. Entrance and exit level, external evaluation (according to Article 5, paragraph 3 and Section IV Exams in the training process from Ordinance №3 of 15.04.2003 on the assessment system (SG No.73 of 11.09.2009, in force from 15.09.2009)

- interactive learning methods, interactive attitudes to information channels – learning by teaching (i.e. **while teaching we learn**);

- a supportive environment for children at risk of dropping out of school;

- individualization and differentiation of learning tasks - children learn when they feel good at school when they "succeed".

Thesis 3. The main principles for realization of the accents are: Program for Development of Education and Science in the Republic of Bulgaria (2009 - 2013):

- personality orientation;
- equal access;

- cooperation;
- responsibility;
- flexibility;
- unity in diversity;
- innovation;
- autonomy;
- accountability;
- effectiveness;
- legality.

Using **interactive learning methods** in our country is perhaps the first and most important step in optimizing the overall pedagogical process at all stages of our educational system as it brings the basic mechanism of knowledge - **the approach – self-educating!**

As we know, methods in learning are ways (from *methodos* – way, begin) through which knowledge and experience is passed between the subjects in the pedagogical process. Modern pedagogical practice increasingly reinforces the need to use **new, highly effective and cost-effective methods of learning, primarily related to the pupil's own cognitive activity and in direct interaction with the teacher.** (interaction = interaction, exchange)

The theoretical basis of interactive learning is **constructivism** (according to Ivan Ivanov). There are significant differences between the traditional educational model and the interactive educational model:

– the **traditional educational model** - learning the information needed for taking the exam; solving problems in a static

environment (reproductive); applying knowledge and skills to specific conditions; "teacher-student" interaction; the teacher - the main subject of the evaluation.

- the **interactive educational model** - the awareness of the need for information; solving problems in a dynamic, changing environment (productive); adapting information resources and turning the information into a resource-friendly application; "pupil-pupil" interaction and teamwork; assessments are made jointly - teacher and student and identify common achievements and problems.

Knowledge and use of basic interactive methods: situational method, case-specific method (Case-studies); case study, simulation, play, role play, discussion methods (questionnaire, conversation, discussion), debating, brainstorming ("brain attack"), experimentation, modeling, etc., that add touch of innovation and modernity to the learning process which today's pupil would be disadvantaged and incomplete in his/her own presentation in life situations and in the orientation to the rapidly changing reality.

The overall performance of the pedagogical processes in the Bulgarian school is based on the optimization and the ballasted functioning of several **interrelated processes:**

1. Contemporary **organization of pedagogical learning environment** - in accordance with European and national regulations. The necessity of updating the

organization of the pedagogical learning environment and its compliance with the European standards and practices motivates the amendments in the normative base at all levels in the educational system. The current document is the European Qualifications Framework for Lifelong Learning of 23.04.2008, which is a recommendation of the European Parliament and the Council, and according to which deadlines Bulgaria needs to make adequate changes: 2010 - referencing the national qualifications systems to the EQF; 2012 - determining the level of qualification in national documents according to 8 grades in the EQF. The objectives of the EQF are fully in line with the need for the training offered - pooling national education systems through learning outcomes (skills levels are based on knowledge and skills rather than resource input – e.g. duration of training); covering all levels of qualification in general, vocational and tertiary education; transparency of national qualifications; promoting mobility.

The optimization of the learning environment is in several directions: increasing the personal information of each participant in the training with respect to the latest regulations and requirements of the Ministry of Education and Science, first of all - amendments to the National Labor Code (latest amendments to the State Gazette, issue 87 / 3.11.2009), which defines the functions, structure, staffing and organization of the Ministry of Education and Science and its

organizational structures and administrative staff. The NPDP defines the rights and obligations of the participants in the educational process, the governing bodies and the educational institutions in the system of public education, the organization of the educational process, the role of the parents and the functions of the pedagogical council.

2. Trends for the **individual/independent form of education. Counseling students. Home form of education.**

Individual (independent), individual, at home, etc. are among the so-called **alternative forms** of education. They are the modern tendency in education, which contributes to breaking the status quo and the framing of the clairvoyant form, thus contributing to the overcoming of a number of difficulties in the pupils - absences of an objective nature (relocation, illness, travel to parents in other cities or countries, traumatic experiences, etc.), the risk of dropping out of school, etc., giving students a real opportunity to compensate for the missed and to participate in a full-scale learning process, albeit on a self-preparation. The assessments obtained in the alternative forms of training are valid in compliance with the relevant legal requirements regulated by the Bulgarian legislation.

In order to achieve these forms, it is necessary for the entire pedagogical team of the school to fulfill a number of **conditions for organizing** an appropriate (welcoming)

pedagogical environment - preparation of documentation (individual curriculum, schedule of compulsory activities with teachers and the child, didactic tasks for self-employment and self-training, according to the needs of the individual child, etc.).

The pedagogical process of alternative forms of training is subject to specific rules, implemented with different **technological components**:

- **methods** - independent work, counseling, distance learning, problem solving, home assignments, essays, etc.

- **didactic tools** - computer, individual forms, tests, homeworks, etc.

- **forms** - consultative, individual, groupwork.

3. Full-time form of organization of the learning process. The topicality of the problem of full-time education as an alternative to the half-day is determined first of all by the strategic goals of the government of the Republic of Bulgaria, where the first year of the first year is scheduled for next year, and later for the older students of the initial course.

The whole form of organization of the pedagogical process has a number of positive aspects (by P. Petrov, D. Todorina, etc.):

– It is promising because it allows the institution to combine or take up part of the family's functions - independent activities, nutrition, time organization, healthy day-care regime.

– In the dynamics of modern life where a large number of parents are engaged in work, often outside the populated area or country, day-to-day training is a good opportunity to preserve the physical and mental health of young pupils.

– It is a very good opportunity to combine educational, pedagogical, socializing activities that are realized through the complex-inter-system and system approaches, by uniting class-lessons, in-of-school and out-of-school organizational forms and activities.

– Ensure longer-lasting communication between students and teachers, greater opportunities for harmonious blending of learning and extra-curricular tasks.

4. Optimization of the pedagogical process through new forms of examinations and control of pupils' competences - types of exams - corrective, equalizing, change of assessment. Input and output level, external evaluation.

In recent years, a new practice (external evaluation) has been required to establish the quantity and quality of learning content acquired by students, as well as to popularize somewhat tolerated alternative forms of exams - equalizing, changing the assessment, individual testing, etc. The established **National Program for the introduction of national standardized external evaluation** regulates the terms and conditions for the implementation of the so-called External evaluation, which gives each school the

opportunity to present the achievements of its students and the pedagogical effect of the work of applying the innovative pedagogical technologies on behalf of the whole team.

The optimized pedagogical process finds its natural conclusion and synthesis through the projection of the expectations for it, expressed in the text of the National Program for Implementation of the National Standardized External Evaluation:

"... the primary objective of the compulsory assessment of pupils' knowledge and skills at the end of each educational stage (IV, VII, XII grades) through national standardized exams. The introduction of a system of national standardized external evaluation will ensure the following results:

- the public will be informed about the state of the education system and will be able to put new requirements on it;

- the state will establish the actual status of the school education, will follow the trends in its development and thus the control will become a corrective of the educational policy pursued;

- teachers will be given the opportunity to self-assess and correct their work based on the pupils' results;

- parents will have a real idea of the level of preparation of their children;

- pupils will be in a level playing field for standardized objective assessment. "

Understanding the effect of updating (in particular, combining good tradition and modernity) with the pedagogical process in our school, based on such circumstances as: the use of interactive learning methods, alternative forms of organization and verification of mastered competences, the personalized learning process, the stimulation of the diverse interests of the students, the integration and the tolerant attitude towards the "different" (children with SEN, with prominent gifts, of different ethnic origins, etc.) are among the indicator for a new school that has a real chance to establish itself with its prestige in the European educational environment and to take its worthy place in it.

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**USAGE OF DISTANCE LEARNING TECHNOLOGIES FOR THE FORMATION
OF INFORMATIONAL COMPETENCE OF STUDENTS
OF LANGUAGE SPECIALTIES**

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Abstract: The implementation of language policy in the Republic of Kazakhstan directly depends on what kind of personnel we are preparing. It is very important that foreign language specialists have informational competence, can be trained in the conditions of distance learning, using digital technologies, which will allow them to become a specialist meeting relevant requirements of the modern informational society.

Keywords: distance learning, digital technologies, e-learning course, electronic content, massive open online course.

Introduction

At present, there is rapid and fast development of digital and information-communication technologies all over the world, and their introduction into all spheres of public life, including the educational process. In this connection, the problem of the formation of informational competence of future specialists of a foreign language becomes very relevant. The use of computer technology and electronic educational content, including electronic textbooks and digital educational resources, showed effective results in teaching a foreign language to students. New informational technologies are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process, new technologies to improve the quality of education, including foreign-language education. [1, p. 389].

Today, the digital revolution is taking place all over the world, characterized by a large flow of information and its constant updating. In the period of rapidly developing digital and informational technologies, the ability to navigate this huge flow of information becomes important for any specialist, and this is especially relevant for the future teacher of a foreign language due to the specifics of one's professional activity. The use of modern e-learning tools by teachers for the active involvement of students into the learning process is one of the most

promising areas for the development of foreign-language education.

The priority direction of the country's social policy in the field of education is the integration into the global and European educational space, informatization, humanization and continuity of the educational process against the background of strengthening the function and role of self-education.

The new goals of higher education include ensuring the competitiveness of university graduates, which has become extremely important in socio-economic conditions based on market principles. In this regard, not only the volume and quality of knowledge given at the university is crucial, but also the level of competencies that should ensure that graduates' preparedness for life in modern society. The educational content of students of all specialties, including the linguistic direction, must be such that, in the process of its organization, the learner will qualitatively master functional literacy, and possess methodological, professional and general cultural competence. At the same time, in connection with the formation of the informational society, one of the most important competencies of which a modern specialist should master is informational competence.

The transition to the informational society makes changes in all spheres of human

life, including in the field of education. A modern graduate should be a professional not only in his field of knowledge, but also be able to work with information-and-communication technologies (ICT), have practical skills in using modern computing equipment, communication and information transfer systems, be able to evaluate informational resources for making professional decisions, by other words he should possess an informational culture of the personality and informational competence.

Today, the education system is still mainly focused on the transfer of a certain amount of knowledge. As a result, a specialist is released who cannot always realize himself in his professional activity. The success of solving this problem is determined by the competence of a specialist and, of course, his informational competence.

Informational competence implies, in particular, knowledge both in the field of ICT and in the field of their effective use in the process of distance learning (DL), focused on the use of an informational resource. DL technologies allow creating an educational environment for the formation, development and manifestation of competency. Informational competence of students, enrolled on the basis of the use of distance technologies is formed through the use of informational-and-educational environment of DL.

Summarizing the views of specialists exploring the essence of informational culture

and the problems of its formation, we can say that informational culture is qualitative characteristic of a person, suggesting a high level of development of skills for receiving and processing information. Informational culture of personality is one of the components of general human culture, a set of informational outlook and knowledge and skills systems that provide targeted independent activities to optimally satisfy individual informational needs using both traditional and new informational technologies (the so-called functional level of informational culture). In its turn, informational literacy of students is the basis, the initial level of informational competency formation and it includes a set of knowledge, skills, habits, behavioral qualities of the student, allowing to effectively find, evaluate and use information for successful inclusion in various imaginative activities and relationships. Informational culture and informational competence in the modern informational environment is an integral part of the general culture of a person.

Informational competence of an individual implies active informational activities (human activities associated with the processes of receiving, transforming, accumulating and transmitting information), the need for independent search, information processing, formed selection skills, creative rethinking of necessary information, which will allow to effectively carry out their educational and professional activities.

In his Message of January 31, 2017, the President of Kazakhstan noted: “The Fourth Industrial Revolution has begun in the world. The widespread digitalization of the economy will lead to the disappearance of entire industries and the creation of fundamentally new ones. We must cultivate new industries that are being created using digital technologies. It is necessary to develop in the country such promising sectors as 3D-printing, online-trading, mobile banking, digital services, including in healthcare and education, and others. First of all, the role of the educational system should change. Our task is to make education the center of a new model of economic growth. Training programs should be aimed at developing the ability of critical thinking and skills of independent information search” [Message of the President of the Republic of Kazakhstan N.Nazarbayev to the people of Kazakhstan dated January 31, 2017 “Third modernization of Kazakhstan: global competitiveness”. <http://www.akorda.kz>]

The goal of any educational institution, and, first of all, universities engaged in the training of professional specialists, is the formation of a personality capable of independently building up his educational and cognitive activity and gaining knowledge. The use of ICT in the educational process contributes to the achievement of the established goal and not only enables self-education, but also leads to the modernization of education, that is, improving and enhancing

the quality of education, increasing access to education and ensuring personal development.

According to the state program “Digital Kazakhstan” for 2017–2021 years, digital society is defined as the modern stage of civilization development, characterized by the dominant role of knowledge and information in all spheres of society, the decisive impact of ICT on people's lives, their education and work, as well as interaction of state, business and society "[2].

Certainly, education cannot exist outside the society in which a person lives; therefore digitalization has actively penetrated all spheres of education, including foreign-language education, which has been undergoing dramatic changes in recent years. These changes are more associated with higher demands of the labor market for specialists of professional foreign-language education.

Professor Kunanbayeva S.S. believes that speaking of the modernization of the system of foreign-language education (FLE), which presupposes the preservation of the social and methodological foundations with the introduction of operational changes to meet the new quality requirements and the professional level of the trained specialists, one cannot deny the role of digital and information-communication technologies, which are used not only for receiving information, but also for the modernization of

education in general, including foreign-language education (FLE) [3].

Teaching foreign languages in higher education today very closely integrates traditional approaches with distance learning, based on the use of ICT and digital technologies in the learning process. The concepts of “digitalization, digital technologies and digital educational resources in foreign-language education”, in the educational-methodical literature are understood as methods, technologies, ways and algorithms for collecting, using, presenting, structuring and transmitting information using digital and information-communication tools, animation, video-and-audio-means of software and computer equipment and telecommunications, video conferencing, means of communication in a foreign language in real time, etc. for learning a foreign language. Informational and digital technologies, as a rule, represent such technical means as audio, video, computer, Internet.

It is not a secret that students show a keen interest in informational and digital technologies in the foreign-language educational field and, in this situation, of course, ICT and DER have a number of positive elements that significantly affect the learning process, and in particular, the process of learning a foreign language.

The widespread use of information, communication and digital technologies in the process of learning a foreign language

determines their rapid introduction into the educational process and contributes to the modernization of the educational space of higher education. An important component of the teacher’s pedagogical skills in modern conditions of society’s development is his relevance to the level of science and technology development, his ability to solve professional tasks using ICT and digital technologies.

The use of computers in foreign language lessons significantly increases the intensity of the foreign-language educational process. Interactive foreign language learning with the help of computer-aided learning programs facilitates the implementation of a whole complex of methodological, pedagogical, didactic, and psychological principles, makes the process of foreign language learning more interesting and alive. This method of foreign language training makes it possible to take into account the pace of work of each student. At the same time, the value-semantic sphere of the student is transformed, his cognitive activity increases, which undoubtedly contributes to an effective increase in the level of knowledge and skills when learning a foreign language. However, it must be remembered that the computer cannot completely replace a foreign language teacher in the educational foreign language process. It requires the integration of traditional classes with the teacher and self-study work with digital technology.

Digital and ICT technologies in foreign-language learning allow us to present the subject being studied more colorfully using animations, which makes it possible to understand it better and that it is important to motivate students to learn foreign language material. Digital and computer technologies change our way of life, ways of communication, style of thinking and way of thinking, feelings, channels of influence on other people, social and professional skills and behavior. The high-tech environment — computers, smartphones, video games, Internet search engines — reshapes a person's brain and enables him to independently find any information he or she is interested in. Therefore, raising digital literacy among students, starting at school, is one of the most important conditions for the formation of a modern personality. [4, p.282]

The introduction of ICT has changed the nature of educational communication from direct to indirect, shifted the focus from overcoming the distance between subjects of education to finding ways to effectively use modern communication tools in learning and establishing feedback in interpersonal interaction of participants in the educational process at a distance.

Kazakh Ablai Khan University of International Relations and World Languages (KazUIR&WL) has actively involved in the implementation of electronic and distance learning, which, of course, contributes to the developed scientific and methodological base.

In recent years, a rather large number of works on the informatization of foreign language education, the use of computer and distance learning technologies in the educational process have been defended in the dissertation council at KazUIR&WL.

At Abylai Khan KazUIR&WL there is implemented an e-learning system operating on the basis of several platforms:

1) Educational Portal:

- Personal account of the student (Individual schedule, electronic journal)
- Personal account of the teacher (Individual schedule, electronic journal)
- Control (current, midterm)
- Knowledge control (computer testing)
- Questioning
- Applications for obtaining transport cards "Onay".

2) E-Learning Management System based on «**Moodle 3.3**» contains:

- Full electronic courses in all disciplines (*Syllabus, Performance monitoring, Current control, DER – digital educational resources, links to MOOC and other electronic resources*)
- Toolkit to ensure interactive interaction of participants in the learning process (Student <-> Teacher).

3) The management system of the educational process **1C v8** contains:

- The main tool to support the management of the educational system;

- The tool for monitoring an educational system with a centralized accumulation of information;

- Tools for reporting and collecting statistics [5, p.17].

The used e-learning management system Moodle is based on the works of scientists such as Lev Vygotsky, John Dewey, Jean Piaget, Jan Amos Kamensky, Konstantin Dmitrievich Ushinsky, Ernst von Glaserfeld. Moodle system provides a huge range of opportunities for organizing distance learning, such as:

- forums and blogs that allow you to organize a space for the presentation and discussion of the results of their activities;

- wiki with the help of which one can organize teamwork with documents;

- creation of glossaries, allowing to organize a collective work on the list of terms that will be automatically linked throughout the course content;

- create web-pages with the ability to insert graphic objects, audio and video;

- creation of electronic tests for self-control;

- placement of files of any format;

- databases, which are an extension of the idea of glossaries to work on any structured entries;

- interactive lectures;

- seminars, allowing to organize a multi-item, multi-criteria evaluation of students' works;

- tracking the process of formation of the student's competence;

- discussions in the form of chats and forums, etc.

It should be noted that Moodle system provides interactivity and interaction of students with the teacher, which is one of the most important principles of learning.

Speaking of foreign-language education, it should be borne in mind that combining distance technologies with the traditional learning process can achieve better results. In theory and practice of modeling, in the study of any complex systems, it is customary to be guided by specially developed principles. When developing a model for the formation of informational competence in the process of self-study work of students of language specialties in the conditions of distance education, we relied on certain principles, bearing in mind that "principles" are "initial positions that are realized in the content, organization, methods and techniques of teaching, determine its strategy and tactics". They are among the basic categories of the methodology, the implementation of which in the educational process ensures its effectiveness [6].

Speaking about the principles in the first place, it should be noted that the principles are fundamental requirements that determine the general direction of the pedagogical process, its goals and the content and methodology of the organization.

It should be noted that the concept "learning process" and, in particular, "distance learning" imply regular interaction of the teacher (tutor) and the student. The concept of self-education as a separate element of education means the student's independent work in acquiring knowledge and skills, in other words, competencies necessary for self-education. This is the fundamental difference between distance learning as a whole pedagogical process and the systems and programs of self-education.

Modern teachers have to develop the content of the course, taking into account the needs of both ordinary students and those who study online. Students studying distantly, online, must have flexibility in time and be able to log in at any time to access the course materials. Unfortunately, the lack of direct student contact with the teacher can significantly affect the effectiveness of the learning process. In this regard, the use of online video-conferencing, webinars and chat rooms to simulate the real environment in the

classroom is very useful, but they have several inevitable limitations and shortcomings that negatively affect the learning process in distant form, especially with regard to problems with connecting to Internet and quality of communication channel.

Our university has chosen to implement the distance learning platform Moodle. The open-source learning platform Moodle, released in 2002, competes on equal footing with the world flagships of the distance learning systems market. Moodle combines a wealth of functionality, flexibility, reliability and ease of use, thanks to the fact that an international development team has been working on the system for more than 10 years, under the guidance of the Moodle Foundation in Australia [<https://docs.moodle.org>]

The system is widely known in the world and according to official statistics, it has more than 70,000 installations in more than 100 countries, translated into several dozen languages

[<https://docs.moodle.org>].

Table 1 - Top 10 countries, using the system MOODLE

Country	Number of registered Moodle systems
United States of America	10,404
Spain	7,270
Brazil	4,463
Mexico	3,957
United Kingdom	3,445
Italy	2,800
Germany	2,569
Australia	2,377
India	2,367
Colombia	2,255

As can be seen from the above table №1, the demand for the MOODLE system clearly demonstrates its effectiveness in creating and conducting high-quality distance courses. The system has good scalability: there are installations with hundreds of thousands of users.

All of the above, along with extensive functionality, as well as integration with various third-party applications, gives university professors and school teachers the opportunity to significantly improve the learning process.

The very name of the MOODLE system is an abbreviation of “*Modular Object Oriented Digital Learning Environment*”, which translates as “Modular Object-Oriented Digital Teaching Environment”.

Open source system is a great advantage because it allows the educational institution to significantly reduce the cost of system deployment and integration with other systems and databases. The system imposes rather modest system requirements to the characteristics of the equipment. The modern programming language PHP is used, and it supports many database formats (MySQL, PostgreSQL, MSSQL, Oracle, Interbase, DB2 and ODBC) which reduces the requirements for system administrators. All of this in general provides educational institutions with the opportunity to effectively implement distance learning, develop distance educational courses and provide feedback between subjects of education.

The process of distance learning involves a variety of organizational forms of educational and cognitive activity of students, as well as ways of interactive interaction with the teacher. Moodle system allows you to realize the joint work of students and teachers, separated by distance and time zones.

The new version of the system Moodle 3.2 is radically different from the previous version of Moodle 2.1. The main advantage is the updated system interface. Using the modern framework Bootstrap makes it possible for all users of the system (teachers, students) to work as comfortable as possible on any digital device, be it computers, tablets or smart-phones. Another innovation of this system is that it has become possible to create interactive virtual tours of the system. A feature of the Moodle 3.2 version is the ability to determine the competence of students in the course as a whole, as well as on the various elements of the course (*lectures, seminars, SSS – students’ self-study, etc.*).

A feature of the Moodle 3.1 version is the ability to determine competence in the course as a whole, as well as on the various elements of the course (lectures, seminars, SSS, tests, etc.). The tool is based on the concept of accumulation of competencies, formed during the course study. For each course, there are given the output competencies that the trainee of this course receives after its successful completion and the input competencies that are required to subscribe to this course. Each student is

characterized by a set of already studied competencies. Having set the targeted set of competencies, the learner receives from the system the recommended set and sequence of courses. The student can see current and targeted competencies in his personal account.

They are available to the administrator through the profile of each user. The system calculates the level of each competence on the basis of the final grade for the course and the time that has passed since its passage. After that, the learner will be able to view the recommended learning path on his homepage.

The functional management of educational trajectories for competencies in the LMS Moodle allows you to organize adaptive learning in Moodle. It can be used for self-preparation for exams, for training, certification and retraining of specialists, as well as for the organization of continuing education and in many other areas.

In addition to the above, system Moodle 3.3 has been updated with new functions and types of tasks. For example, such as “Choice of missing words”, “Dragging into text”, “Dragging markers”, “Dragging onto an image”, etc. In addition, system Moodle 3.3 allows you to keep an electronic journal that takes into account students’ attendance. The “Attendance” module is responsible for this, which allows the teacher to keep records of class attendance, and students to see information about their own attendance. This system allows you to automatically receive an electronic certificate upon completion of the

courses, which serves as an additional motivating incentive for students.

The work on the organization and implementation of the distance learning process can be divided into 2 stages:

I. Preparatory. At this stage, the teacher creates and fills the e-course with logically structured educational information taking into account the specifics of the subject, provides for the possibility of advising students, and plans the educational activities of all subjects;

II. Main. Organization of student learning activities in strict accordance with the curriculum, as well as the adjustment of educational material and the structure of the e-course.

By organizing distance learning in the system Moodle, it is possible to carry out: processing, storing, structuring and filling the electronic course with educational information. It uses modules for acquiring and controlling knowledge and skills (*Lecture, Web Page, Task, Test*), organizing interactivity (*Forum, Chat*), as well as modules containing explanatory information (*Glossary*).

Based on the experience of working with e-courses at Moodle, conducted with undergraduate students, as well as with undergraduates and doctoral students at the Kazakh Ablai khan University of International Relations and World Languages, it is safe to say that the system MOODLE provides the teacher with all the necessary

tools for conducting educational process as in the distant form, so mixed one.

The Moodle platform integrates and joints various software (*Hot potatoes, Audacity, Translation Tester, etc.*) and it is a connecting element in the system of continuous distance education of specialists with a foreign language in the field of intercultural communication, who are being prepared in Ablai khan KazUIR&WL.

To conduct distance learning, you must first create an e-course. The e-course, as an important didactic tool, significantly enriches the traditional forms of education and can implement non-traditional, mixed or fully distance learning. In this article, we only briefly review the general approach to the educational and methodological organization of electronic theoretical and practical courses on the Moodle platform.

The problem of creating high-quality electronic courses based on modern computer technology is a very urgent task. E-learning course (ELC) is a remote e-learning resource that allows you to conduct training, self-study and assessment of the knowledge gained in the discipline. Therefore, the quality of the education received depends on how well it is prepared. A modern e-learning course (ELC) is a holistic didactic system consisting of various e-learning materials and organizing the process of teaching and managing students according to individual and optimal curricula [7, p.163].

An important link in ensuring the quality and effectiveness of the educational process in Moodle is the educational and methodological organization and formalization of the course. A review of the literature on the system Moodle indicates that it describes in sufficient detail the technological side of the Moodle platform [8, p.360].

Regarding the issue of structuring electronic courses, including foreign-language education in the Moodle system, the following should be noted. Designing an e-course is a complex technological and organizational process. The basic elements for the course are the standards of specialization, credit technology of education (CTE). The total amount of EC, the volume of the main content and additional material is determined by the author, based on the curricula and syllabi.

Summarizing all the above, it can be noted that the system of distance learning **Moodle**, in particular version 3.2., is a modern innovative means of the educational process, allowing to conduct learning distantly in distance form. The technological capabilities of the Moodle system comply with the requirements of the credit technology of education in respect of the educational and methodological organization of distant theoretical and practical electronic courses. All compulsory forms of education (lectures, seminars, SSS) find their place and are

implemented on the basis of the electronic platform Moodle 3.2.

The use of the Moodle system for distance learning will allow teachers and students to ensure the quality development of training courses, monitor their learning and enhance students' cognitive activity using the principle of independence, interactivity and competence-based approach in teaching, and

also allows monitoring and managing distance learning at all stages of educational process.

Thus, distance learning will only be effectively implemented in a foreign-language education, when ICT and digital technologies will be used in the course of training that will allow the future specialist to form informational competence.

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**THE ROLE OF DIGITAL CONTENT FOR THE FORMATION OF
THE TRILINGUAL COMPETENCE OF FUTURE TEACHERS
OF FOREIGN LANGUAGE EDUCATION**

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Abstract: The enforcement of language policy in the Republic of Kazakhstan directly depends on personnel we are teaching. It is significant that the specialists of the foreign language education possess not only a trilingual competence, but information competence as well, they should be able to use competently digital educational resources in the educational process, in order to make the classes interesting and motivational.

Keywords: trilingualism, language competence, trilingual competence, digital content, digital educational resources, foreign language education.

Introduction

Competence based education was formed approximately in the seventies of the XX century in the United States of America in the concept proposed by N. Chomsky in 1965. This concept emphasizes: "We make a fundamental difference between competence, knowledge of the language - listening and using the language in specific situations [1, p. 5]. According to Professor S.S. Kunanbaeva the modern competence-based education is based on a humanistic and culturally oriented

methodology, where the "system of competences" is the goal and the final results of education [2, p. 90]. The educational model, proposed by Kunanbaeva S.S., suggests the selection and organization of key competencies for the content of each subject area. The author emphasizes that competence, being a part of the whole developmental process and reaching the necessary level of development as a result of enrichment with new knowledge, skills, becomes competency,

as an integrated quality of personality [2, p. 106]. I.A. Zimnyaya defines competence as internal, potential, hidden psychological neoplasms, implying knowledge, ideas, algorithms of actions, value systems and relationships, which are then revealed in human competencies, which helps to define competences as actual competencies [3, p. 12]. V.I. Blinov emphasizes that competence is a person's willingness to mobilize knowledge, skills and external resources for effective action in specific situations and a willingness to act in a situation of uncertainty. According to A.V. Khutorskaya competence is an alienated, in advance, given social requirement (norm) for the educational preparation of a student, which is necessary for high-quality productive activities in a particular area [4, p. 152]. Basing on the aforementioned definitions of competence, it can be concluded that competence is the achievement of the required level of development as a result of enrichment of new knowledge, skills and abilities. Thus, the formation of competences is an integral part of modern education, and the formation of a trilingual competence is a requirement of time. In order to determine the meaning of the trilingual competence, it is important to be familiar with the meaning of language competence.

In the middle of the 20th century, the American linguist N. Chomsky proposed introducing the term "language competence" into the theory and methodology of foreign

language education. According to him, this term suggests the speaker and listener's knowledge of the language and system of the language. The language competence of N. Chomsky is a perfect knowledge of grammar and is always correlated with the knowledge of the language system, which indicates the state, and not the process of mastering the language [1, p. 6]. Thus, this term denotes linguistic abilities, more precisely, the potential knowledge of the language and language activities of native speakers, this implies real speech in real conditions.

T.P. Ogluzdina defines language competence as a multidimensional concept, which implies a complex of language knowledge, skills and abilities, the mastery of which makes it possible to realize foreign language speech activity in accordance with the language norms of the studied language in different fields of activity as well as contributes to the development of language skills of students [5, p. 92].

The problem of forming language competence and analyzing its structure in theory and methodology of teaching foreign languages were investigated by a number of foreign and native scientists. Jan van Eyck was an outstanding scientist who developed this term. He argued that language competence is one of the major components of communicative competence at any level of its formation and is expressed in the ability to create and interpret grammatically correct utterances consisting of words used in its

traditional, non-contextual meanings, i.e. in the sense commonly given to these words by native speakers. For this reason, in his opinion, the basis of language competence is a person's ability to correctly construct grammatical forms and perform syntactic constructions in accordance with the norms of

a particular language [6, p. 116]. K.M. Iriskhanova and G.B. Strelkova believe that the content of linguistic competence in teaching foreign languages and culture contains the following components [7, p. 128]:

Table 1 - The structure of language competence by K.M. Iriskhanova and G. B Strelkova

Components of language competence			
knowledge of phonological, lexical, grammatical phenomena and patterns of the studied language as a system;	knowledge of the literary norm of the language and the ability to apply it in a communicative and professional environment;	linguistic characteristics of the types of discourse (oral and written discourse, prepared and unprepared speech, official and unofficial speech);	basic speech forms of utterance, such as narration, description, monologue, dialogue [7, c. 133].

N.A. Goncharova and G.V. Kretinin define all related components of language competence, which correlate with levels of the language system consisting of phonetic, phonological, lexical, grammatical competences. [8, p. 35].

K.B. Zhigaleva argues that language competence is a structural component of communicative competence used by the academic community. In addition, language

competence is a set of components consisting of knowledge of vocabulary, grammatical structures, phonetic norms and the ability to consciously use them, through expressing a student's personal idea and opinion in receptive and productive ways [9 p. 11]. K.B. Zhigaleva, in her work, also presents a number of components of language competence that are included into the structure of language competence [9, p. 13].

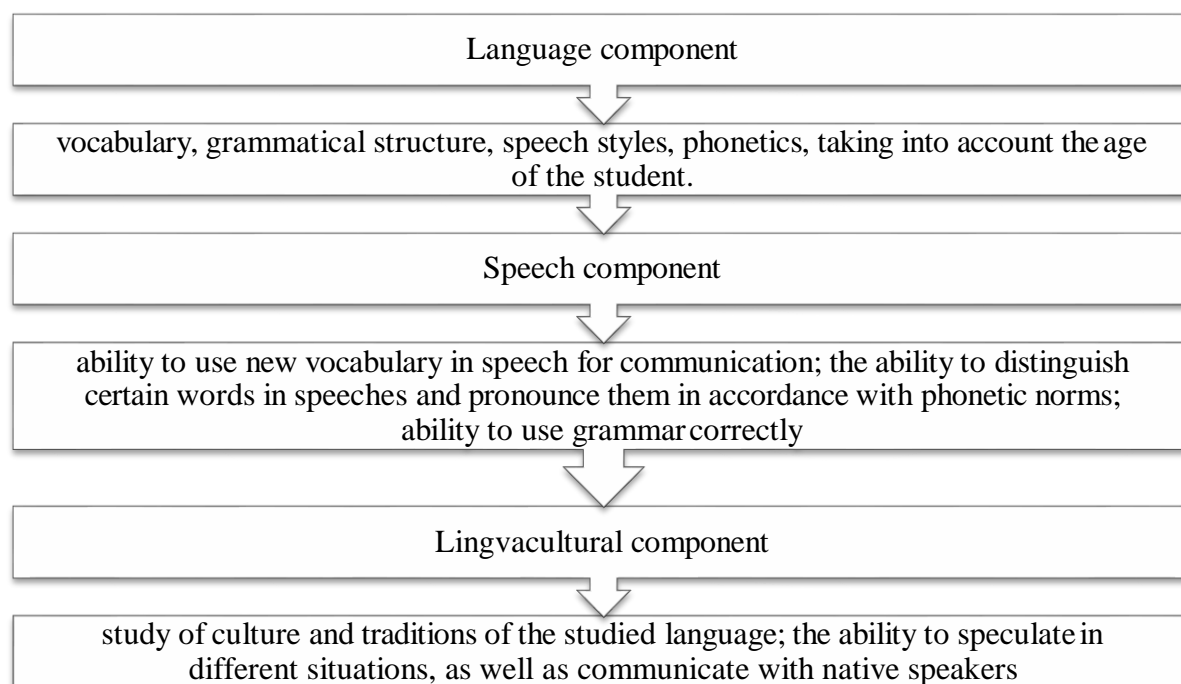


Figure 1 - The structure of language competence by K. B. Zhigaleva

Various models of the structure of language competence have been developed, which are trying to connect the linguistic view of the language with the communicative view, as well as trying to explain how the linguistic skills and knowledge are integrated and implemented. Canele and Swain's model offers four main components of language competence: linguistic, sociolinguistic, discursive and strategic [10, p. 13]. While the Bachmann's model puts forward considerations about the dualism of linguistic competence, consisting of linguistic components (such as grammar) and a pragmatic aspect, which recognizes language as a means of establishing social relations and conveying information. Groszhan considers bilingualism as the use of his two languages, depending on the requirements of the

situation. A bilingual person can use both of their languages simultaneously in the form of frequent switching or borrowing [10, p. 14]. Therefore, the language competence of a bilingual person should be assessed in terms of his or her common language repertoire, and not in relation to individual languages. This view can be easily extended to the linguistic competence of a trilingual person. It can also be said that the level of mastering of three languages consists of language aspects, of three language systems, as well as a pragmatic component consisting of sociolinguistic, discursive and strategic competencies, also related to three languages.

Charlotte Hoffmann defines trilingual language competence as knowledge of the linguistic aspects of a language, like vocabulary and grammar, in three languages,

that is, it can be said that trilingual competence is mastering the language system of three languages simultaneously. Consequently, we can conclude that the trilingual competence is originated from language competence, that it is a more complex and developed type of language competence in accordance with the requirement of time and the development of science.

Trilingual competence allows people to create their own linguistic means to master

specific communication situations. It is this type of competence that points to important differences between monolingual, on the one hand, and bilingual and trilingual, on the other [10, p. 14]. For bilingual or trilingual people, it is usually customary to move between different languages, switching, mixing and borrowing. Referring to the components of language competence by Zhigaleva K.B. it can be assumed that the three-language competence has the same components, including the features of all three languages.

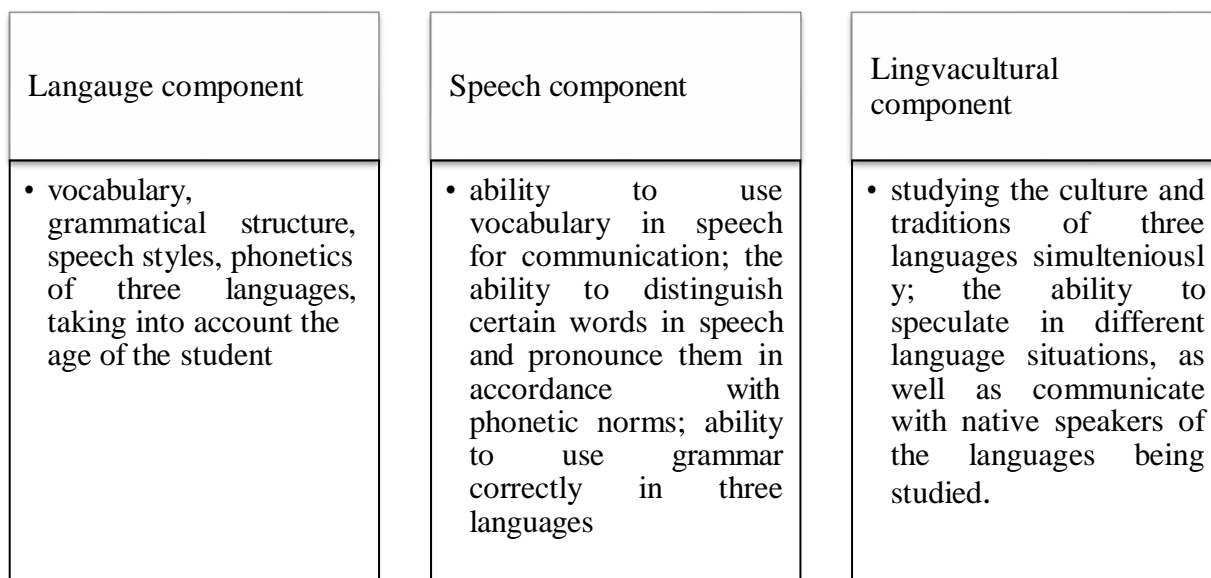


Figure 2 - The structure of the trilingual competence

Dwelling on the trilingual competence and the effective formation of this competence, it is necessary to remember that trilingualism in our country is being implemented and begins to be studied from the primary school of General education schools. Communicative skills of children are manifested at an early age, and trilingualism will be more successful if digital educational

technologies are used in the learning process, as well as if the learning process is carried out using a game technique that is most appropriate for children in primary school. The student, starting from primary school, is clearly marked by the game deficit and the desire to play. The child often does not find the opportunity to satisfy this desire in the classroom. Therefore, giving the student the

opportunity to participate in a series of role-playing and business games in the course of training, the teacher activates pupil's desire to play and at the same time teaches pupil, and most importantly, motivates a child to learn the material during the game.

In order to achieve this goal, it is necessary to train personnel at the University, who can easily conduct interesting classes using digital educational technologies, which make it possible to motivate children to acquire knowledge and easily teach them to communicate in three languages. The urgency of the problem of trilingualism is caused primarily by the need to create an innovative, trilingual model of education aimed at the education of a multicultural personality, understanding the role and place of the Kazakh language, culture and history of the Kazakh people in the world historical process, competitive in the context of globalization, mobile, fluent in three languages, ready for constant self-education.

The use of information technology or so-called digital content can be of great help in mastering the trilingualism. According to professor Nurgaliyeva G.K. "digital educational content" means: electronic textbooks, multimedia educational programs, digital educational resources (DER), i.e. training information presented in digital format [11, p. 310].

Today, the attention of our government is focused on the development of digital technologies as one of the ways to diversify

the national economy, its reorientation from the raw material to the industrial-service model and the use of new opportunities for the labor market. In this regard, in December 2017, a new state program for the development of Kazakhstan, "Digital Kazakhstan", was developed.

The objectives of the state program "Digital Kazakhstan" are to accelerate the development of the economy of Kazakhstan and improve the quality of life of the population through the use of digital technologies in the medium term, as well as to create conditions for the transition of Kazakhstan's economy to a fundamentally new development trajectory ensuring the creation of a digital economy future in long-term perspective. This program, which will be implemented in the period 2018-2022, will provide additional impetus for the technological modernization of the country and create conditions for large-scale and long-term growth of labor productivity [12].

Digital educational content suggests not only electronic textbooks, but also digital educational resources (DER). D.M. Dzhusubaliyeva defines digital educational resources as digitally presented didactic information materials, interactive exercises, photographs, video clips, static and dynamic models, objects of virtual reality and interactive modeling, cartographic materials, sound recordings, symbolic objects and business graphics, text documents and other educational materials necessary for a more

detailed explanation of the educational material on each individual topic [13, p. 130].

In the "Regulations on digital educational resources of Kazakh Ablai Khan University of International Relations and World Languages", developed by Professor Dzhusubalieva D.M. the definition of the concept of the DER is presented as an educational resource, presented in an electronic-digital format, which includes a set of data used for educational purposes to organize the educational process, both in terms of traditional and distance learning "[14].

Doctor of Pedagogical Sciences Gorokhova L.I. understands the DER as digitalized photographs, video clips, strategic and dynamic models, virtual reality and interactive modeling objects, cartographic materials, sound recordings, symbolic objects and business graphics, text documents and other educational materials necessary for organizing the educational process. Today, information-computer technologies and digital educational resources are the most important components of all activities of a modern teacher, contributing to the optimization and integration of educational and extracurricular activities [15].

In order to implement trilingualism effectively, it is necessary to study it from the primary grades of the secondary school. In this case it will be successfully mastered, since the communicative abilities of children manifest at an early age. Children of early

school age are inquisitive and they have an inexhaustible need for new impressions, a thirst for research. The task of the teacher is "to arouse interest in the subject relying on the psychological, physiological age characteristics of children," [16, p. 30]. In the modern world, in the age of information technologies, it is very significant to use the most modern techniques in the learning process, contributing to a better assimilation of the material and in this respect, the role of digital technologies is incommensurable. Therefore, it is advisable to use digital technology at the initial stage of training, and taking into consideration an unstable attention, fatigue at this age, it is necessary to use digital content with elements of game technology training, in order to teach children to remember the information. Through showing pictures, videos, multimedia, with voice accompaniment of new words, a teacher can successfully teach children three languages, and they will be better exposed to remember the material than in traditional education.

Dwelling on digital educational technologies, it should be noted that the use of electronic textbooks, the Internet and educational portals develops children's interest in the learning process, motivates them to the learning process. Exercises and tasks that exist on various educational and cognitive sites can be used as an assistant in the study of new material, and interactive

exercises allow children to observe how well they have learned the material.

As practice shows, the use of digital educational content in the lessons reinforces the clarity of the lessons, gives an educator opportunity to animate a lesson, to arouse students' interest to the subject, while at the same time to connect multiple channels of information presentation. Thus, thanks to multimedia support of classes, up to 30% of learning time is saved while working with students.

The advantages of using digital content:

- It creates a need for independent work of students because it facilitates the understanding of the material being studied due to clarity, rather than in printed educational literature;

- It allows adaptation in accordance with the needs of the student, his level of training, intellectual abilities and ambitions;

- It releases from cumbersome calculations and transformations, allowing teacher to focus on the essence of the subject, considering a greater number of examples and solving more problems;

- It provides tremendous opportunities for self-testing at all stages of work;

- It gives the opportunity to accurately arrange the work and pass it to the teacher in the form of a file or printout;

- It performs the role of an infinitely patient mentor, providing a virtually unlimited

number of explanations, repetitions, prompts, and others [17, p. 129].

Preparing for any lesson using digital content is, of course, a hard work, requiring careful processing of various materials, but it becomes a creative process that allows an educator to integrate knowledge in an innovative format. The entertainment, brightness, novelty of computer elements of the lesson in combination with other teaching methods make the lesson unusual, fascinating, memorable, increase the prestige of the teacher in the eyes of students. High-quality digital educational resources make it possible to obtain knowledge of adequate school education, regardless of the location of the school.

All in all, it can be concluded that the use of digital educational content in the formation of trilingual competence is not only a requirement of time, but also, as studies have shown, it gives remarkable results. Students have increased learning activities, motivation for the subject being studied, which makes it possible to improve the quality of education. The professional level of the teacher, using various forms of communication of all participants in the educational process, is being improved, conditions are being created for the creative and research activities of students with different levels of development. All of the above contributes to the mastery of students in three languages and increases their motivation to the learning process.

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CRITERIA OF REFLEXIVE COMPETENCE OF THE FUTURE TEACHER OF FOREIGN LANGUAGE IN PROFESSIONAL ACTIVITY

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Abstract: The relevance of the study is due to the problem of forming a reflective competence of the future teacher of a foreign language and determining their criteria has not received the proper scientific justification and practical implementation and the purpose of this article is to establish and justify these criteria. The author considers the essence of the concept of reflexive competence, determines its main characteristics and justifies the necessity of forming a reflective competence of the future teacher of a foreign language in the process of professional training. The paper presents, substantiates and describes the main criteria, indicators and levels of the formation of the reflective competence of the future teacher of a foreign language. As a result of the generalization, three groups of criteria are distinguished: cognitive, activity, motivational - value. In addition, groups of indicators and levels of reflexive competence of the future foreign language teacher, such as high, medium and low, are defined.

Key words: professional activity, reflexive competence, criteria of reflexive competence, self-control, self-esteem, component.

Introduction

By the President's message predetermined an integrated approach to modernizing education in the Republic of Kazakhstan, taking into account modern realities and the requirements for ensuring the system-target coherence and integrativity of all components of the triad "science-education-production" with fundamentally

new, professionally applied assessments and effective indicators of measuring the quality of education. According to the main objectives of implementing the Concept of Innovative Development of Kazakhstan until 2020, the State Program for the Development of Education of the Republic of Kazakhstan to 2020 the essence and content of the concept

"vocational education" is radically changed and complicated.

In this direction, Kunanbaeva S.S. stresses that the essence of the social order of a modern higher school is determined by the formation of an enterprising, independent personality, possessing professional competence, responsible for universally valid values, open to constant self-education, ready for innovation and change, able to freely determine itself in the cultural space of values. Proceeding from the social order, the search for new forms of organization of scientific knowledge, creating new concepts of education and programs for their practical implementation [1,17].

The reform of the vocational education system in Kazakhstan is associated with the presentation of high requirements for the quality of the preparation of future teachers of a foreign language. The success of professional development, personal growth of the future teacher of a foreign language is determined by the depth of self-knowledge, self-determination, self-organization, self-regulation, self-realization.

This work focuses on the preparation of a socially responsible person who is able to develop cognitive activity, independence, initiative, creativity, form a civic position, ability and need for work in the modern world.

In this connection, the importance of reflective competence as a content component of the education increases in the works of Asmolov A.G. [2], S.Kh. Assadulina [3], A.A.

Bodalev [4], P.P. Kozlov [5], A.B. Orlov [6], etc., who act as integrative skills of the individual, which are the driving force for the meaningful and effective development of other professionally significant specialist skills.

The problems of reflexion and their formation are devoted to the works of A.A. Biziaeva [7], B.Z. Vulfov [8], V.N. Kharkin [9], I.N. Semenov [10], S.Yu. Stepanov [11], G.P. Shchedrovitsky [12] and others.

Criteria for reflective competence in students considered in the works of T.P. Aisuvakova [13], M.A. Lopareva [14], T.A. Gukova [15], S.I. Vostroknutov [16], O.S. Sazonov [17]; analyzed and determined the pedagogical conditions for the emergence of reflexive competence of future teachers M.A. Vikulina [18], M.N. Prozorov [19], T.F. Ushev [21] and others.

At the same time, in today's pedagogy, the problem of forming a reflective competence of the future teacher of a foreign language and determining their criteria has not received proper scientific justification and practical implementation, and the purpose of this article is to establish and justify these criteria.

METHODS OF RESEARCH

The requirements for the level of training of teaching staff are increasing every year. Today, the teacher's professionalism is expressed in their competence, which allows them effectively carry out their own individual activities. It is no longer necessary

simply to reproduce previously mastered samples and methods of functioning, but to develop new, creative approaches, as well as constant self-development, both professionally and personally.

The Concept of Development of Foreign Language Education in the Republic of Kazakhstan noted that one of the leading principles of the national education system is the principle of reflexive self-regulation, which is interpreted as the ability to understand (self-esteem) themselves and the environment. The new experience acquired by trainees is organically included in the learning process and monitored, conscious reflection and self-reflection is realized not only by the teacher, but also by the student himself [21].

Reflexive competence is a necessary condition for increasing professionalism, pedagogical skills of teaching staff. This is a relatively new concept within the framework of reflection, which is a complex formation, since a subject can reflect on different grounds corresponding to the above types of reflection.

Reflexive competence, by the definition of S.Yu. Stepanova is a professional personality that allows the most effective and adequate implementation of reflexive processes, the realization of reflective ability, which ensures development and self-development, promotes creative approach to professional activity, achieving its maximum efficiency and effectiveness. The formation of reflexive competence is the problem of forming the personality of the student as a

subject of professional and personal development [11].

The need for the formation of reflection mechanisms in students is due to the fact that reflexive competence is one of the key professional competencies and moreover, according to a number of researchers, it acts as a system-forming competence (O.V. Guleeva, B.P. Yakovlev, Yu.O. Kravchenko) or metacompetence (VA Metaeva, SV Sidorov, AG Gavrilov). The successful professional development of the individual depends on ability to adequately assess herself and her professional activity, that is, to what extent the specialist is capable of reflecting all the significant aspects of her professionalism.

In the research of Kunanbayeva S.S. calls the formation of reflection (the subject's comprehension of the results and progress of teaching) one of the most important tasks of interactive instruction in foreign-language communication [1, 215] and singles out the cognitive-developing-reflexive principle as a methodological principle of foreign-language education [1, 138].

Another researcher A.T. Chaklikova emphasizes that "reflection, in fact, is the psychological mechanism forming the goal-setting, self-governing, self-regulating, self-evaluating, cognitive-creative and communicative activity of the individual and ensuring the achievement of the ultimate goal-the formation of the" subject of intercultural communication "[22].

According to the research of Kunanbaeva S.S. reflection contributes to self-development, self-improvement, self-organization of the individual in consciousness, determines the internal activity of the students.

The purpose of this study was to study the criteria for the reflexive competence of the future teacher of a foreign language in professional activities. Scientists put forward different definitions as criteria for reflection and differ significantly in their judgments on this score.

For example, M.T. Gromkov is distinguished the criteria of reflection by naturalness, integrity, manufacturability [23]; adequacy of reflexive knowledge, teacher's attitude to pedagogical reflection and activity analysis (G.G. Ermakova); vocational and pedagogical orientation; ability to self-actualization; reflexive and evaluative potential.

Among the criteria of reflexive skills Smirnova E.E., Sopikov A.P. consider the depth of reflection, complexity, truth [24]; value-cognitive and operational-activity (S.A. Sinelnikov); activity and subject (G.I. Mikhalevskaya, O.I. Rubanova); awareness, rationality, consistency and completeness of the actions (Z.M. Khuty), etc.

An approach of justifying the criteria for the development of pedagogical reflection by Ermakova G.G. is interesting. The first criterion for the development of pedagogical reflection, in the author's opinion, is the

sufficiency of reflexive knowledge, the indicators of which are problematic. This criterion is represented by high, medium and low levels, each of which considers such features as depth, differentiation, complexity.

The second criterion for the development of pedagogical reflection is the criterion of the teacher's attitude to pedagogical reflection, reflexive activity, the indicators of which are value and transformability. Characterizing this criterion, the author distinguishes the same levels: high, medium and low. Signs at each level are: the effectiveness of the attitude to one's own pedagogical reflection and reflexive activity [25].

Based on the theoretical analysis of psychological and pedagogical studies, we attempted to comprehend and specify the essence, criteria and levels of development of the motivational-value, cognitive and activity components in the structure of the reflexive competence of future teachers of a foreign language.

The motivation-value component, in our opinion, is characterized by the following indicators:

- the level of the individual's need for reflection;
- the level of professional self-esteem;
- interest in the profession of a teacher;
- the level of the need to find solutions analytical-reflexive, constructive-prognostic, organizational-activity and corrective-

regulatory tasks to manage their own professionally-oriented pedagogical activity;

- personal professional qualities: sociability, empathy, positive attitude towards students, pedagogical tact.

Cognitive component:

- The level of awareness of the future teacher about their individual, personal and professional characteristics;

- Level of awareness of the methods of action in the context of educational, professionally-oriented activities;

- complete and solid psychological and pedagogical knowledge;

reflexive knowledge;

- foreign language potential.

Activity Component:

- the level of forming the ability to distinguish their professionally significant qualities, abilities, needs, conditions;

- the level of forming reflective skills;

- the level of forming communicative skills necessary for the implementation of pedagogical interaction;

- level of forming speech skills reflecting foreign language potential;

- the level of forming desire for perfectionism.

Based on the different level of formation and degree of expression of these criteria, it is possible to distinguish three conditional levels of developing motivational-value, cognitive, activity component of the reflexive competence of future teachers of a foreign language.

For a high level of developing the motivation and value component, the future teacher of a foreign language has a self-formed, clearly recognized inner motive based on the personal significance of the task, a stable positive-constructive attitude to educational, professionally-oriented activity, which persists even in a situation of failure, This type of activity, which determines the presence of one's own, internal motivation.

The average level of developing motivational and value component of the reflexive competence of future teachers of a foreign language is characterized by an external motive that is realized and correlated with one's own needs, on the basis of which the need for professionally oriented activity is formed, the student-future teacher shows a neutral and neutral-positive attitude to his own educational, oriented activity, he realizes its value.

The low level of developing motivational and value component of the reflexive competence of future teacher of a foreign language is characterized only externally motivated, the internal motivation is absent, the student-future teacher is neutral, or negatively relates to their own educational, professionally oriented activity, the student-future teacher does not realize the value of this type of activity as a future professional specialist.

For a high level of developing cognitive component, the personality abilities and needs of the student- future teacher of foreign

language is related to the forthcoming tasks of educational, professionally-oriented activity, he knows the methods of action and effectively applies them in practice, they can modify knowledge.

The average level of developing cognitive component of the reflexive competence of future teacher of a foreign language is characterized by the specificity of the degree of their capabilities, abilities and needs precisely in the context of the specific situation of activity, knows the general methods of action, and is able to partially apply them to carry out their own activities.

The low level of developing motivational and value component of the reflexive competence of future teacher of a foreign language is characterized by the fact that the student-future teacher does not correlate his personal abilities, needs and opportunities with educational, professionally oriented activities, very limited knowledge of the methods of action for the implementation of educational, oriented activities.

For a high level of developing an activity component, the organization of an independent educational, professionally oriented activity is characterised. The student-future teacher manifests itself at a high level of the formation of its components, independently builds new ways of acting in solving new problems, understands the composition, the principles of constructing new ways of solving problems and its connection with the conditions of the

problem, independently detects errors caused by the inconsistency of the acquired scheme and the conditions of the new tasks, introduces a correction in the scheme prior to the beginning of the decision, assesses its own capabilities in solving problems before starting its solution on the basis of awareness of the specifics of the learned methods of action, their variability and boundaries of application.

The average level of developing the activity component of the reflexive competence of future teachers of a foreign language is characterized by the fact that the student-future teacher applies the learned methods of actions, but does not modify to solve new tasks of professionally-oriented activity without the help of the instructor, in the process of performing the actions. It is oriented only to the learned scheme, independently corrects mistakes, controls the process of solving problems by others with the help of other participants in professionally-oriented activities, self-evaluate actions and other professionally-oriented activities, trying to assess the possibility of warriors prior to performing actions in dealing with new challenges.

The low level of developing the activity component of the reflexive competence of future teacher of a foreign language is characterized by the fact, future teacher manifests herself/himself in the organization of educational, professionally-oriented activity at a low level, individual operations

perform without their internal connection with each other, the content of actions is realized, but fulfills up to the end only under the guidance of the instructor, does not control the action and does not disclose the error: if he notices the error of the action, corrects uncertainly, not knows how to evaluate his actions, he needs an external evaluation, but he takes it uncritically.

Having examined these criteria and indicators, we can see that the criterion for the development of pedagogical reflection is the teacher's own reflexive behavior. Indicators of this criterion: personal orientation, professional adequacy. Technological and integrity are the signs of the levels of developing reflective behavior.

In pedagogy, the concept of "criterion" is regarded as a standard for the evaluation of an object or phenomenon; characteristic, indicator. The classification is carried out. The significance or insignificance of the object is determined (O. Garkusha, AV Galimov, AM Novikov). The criterion should show the dynamics of the measured quality in the space-time categories and be expressed in the exponent (S.V. Ivanova). By criterion in our study, we mean a base where it is possible to evaluate and compare the studied pedagogical phenomenon (reflexive skills) with the standard. At the same time, the degree of qualitative manifestation of the criterion is determined by specific indicators, which in turn have a number of significant features.

The definition of criteria for the reflective competence of the future teacher of a foreign language required the application of a set of methods of scientific and pedagogical research.

Proceeding from the fact that in order to determine the criteria for the reflective competence of the future teacher of a foreign language, we used the "criteria of difficulty", "criteria of improvement", "criteria of possibility", "criteria of probability". Self-monitoring and self-assessment methods were used. Each of the criteria contains a system of indicators based on cognitive evaluation, need-motivation and activity-creative characteristics (Table 1).

The cognitive-evaluative characteristics of the indicators presuppose the presence of certain knowledge of the future teacher of a foreign language in relation to their qualities and potential, understanding by the subject of their ability to perform a certain educational and professional task, using professional reflection, as well as the ability to assess pedagogical risks and psychological and pedagogical barriers in educational and professional activities .

The need-motivational characteristics of indicators indicate the need, aspiration and motivational readiness of the future teacher of a foreign language for the formation of professional reflection.

Table 1 Criteria base of reflexive competence of a future teacher of foreign language

Criteria	Indicators		
	Cognitive-evaluative characteristics	Need-motivational characteristics	Activity-creative features
criteria of improvement	Awareness of the mechanisms of professional growth	Need for self-improvement	Desire for creative self-development, self-education
criteria of difficulty	Ability to recognize psychological and pedagogical barriers	Willingness to overcome difficulties in professional activity	Ability to make constructive use of barriers in professional activities
criteria of possibility	Awareness of personal potential	Willingness to use personal resources in professional activities	Ability to activate and use personal opportunities in professional activity
criteria of probability	ability to predict and assess pedagogical risks	Readiness to develop alternative solutions in a risk situation	ability to make creative decisions in unusual situations

The activity-creative characteristic of indicators is manifested in the process of the activity of the future teacher of a foreign language in mastering the components of reflective competence. Based on these characteristics, the criterion of improvement in our study is presented by such indicators as awareness of the presence and level of developing professionally important personal qualities, readiness for self-analysis and self-assessment of the personal correspondence of the pedagogical profession, the ability to adjust the qualities of the individual in accordance with the requirements of the pedagogical profession.

As a justification for these indicators, we should note that the future teacher of a foreign language needs to feel and realize the personal correspondence to the norms, values

of the future pedagogical profession and to those qualities whose manifestation is related to the need to relate to the requirements of the pedagogical profession.

Self-control, self-esteem, reflection are the most important stages in the activity of future teachers of a foreign language. It is an action which allows them to plan independently, analyze, evaluate their own activities, make corrections, set new tasks and find ways to solve them. The systematic work on the formation of these actions ultimately leads to an increase in the level of possession of the teaching material, to a transition to a new stage of development.

Summarizing the obtained data, we came to the conclusion that the modern higher school realizes the necessity and importance of forming reflexive competence in future

teachers of a foreign language. This task is solved spontaneously, rather than purposefully. In general, as the analysis of the research shows, the level of reflective competence in future teachers of a foreign language is at an insufficient level, which indicates that the future teachers of a foreign language are not sufficiently effective in vocational and pedagogical preparation. The effectiveness of forming reflexive competence in future teachers of a foreign language requires the development and implementation of a structural and dynamic model for the formation of reflective competence in future teachers of a foreign language, the realization of correctly identified pedagogical conditions.

RESULT OF THE RESEARCH

72 students of the specialty "Foreign language: two foreign languages" took part in the experiment, as well as teachers of

pedagogy and teachers of the Department of Foreign Language and Translation. Future specialists were divided into experimental and control groups. In the program on the formation of reflective competence took part only future teachers of a foreign language who were included in the experimental groups. With the future teachers of a foreign language of control group, the traditional course of professional and pedagogical training was carried out.

To collect information on all indicators of the selected criteria. Self-monitoring and self-assessment methodology were used at the initial and final sections. The quantitative processing of data obtained as a result of the self-assessment of future teachers of a foreign language was carried out by us for each criterion at the initial and final stages of the experiment.

Table 2 - Levels of reflective competence of future teachers of a foreign language (by criteria) on the initial and final sections

	Initial test	Control test	Initial test	Control test	Initial test	Control test
Experimental group						
criteria of improvement	50%	20%	44%	58%	6%	22%
criteria of difficulty	53%	27%	42%	51%	7%	17%
criteria of possibility	42%	19%	50%	55%	8%	26%
criteria of probability	22%	18%	32%	37%	3%	23%
Control group						
criteria of improvement	53%	44%	41%	55%	8%	9%
criteria of difficulty	49%	42%	46%	49%	5%	9%
criteria of possibility	50%	44%	43%	48%	7%	8%
criteria of probability	47%	40%	49%	53%	4%	7%

An analysis of the dynamics of the compliance criterion in the experimental groups showed that in the course of the experiment, the number of future educators at a productive level by this criterion increased by 21%, by 18% at an acceptable level. The number of students with an insufficient level was reduced by 34% (Table 2). The greatest increments in the mean values are marked in the indicator readiness for introspection and personal correspondence of the pedagogical profession.

The growth of the need-motivational characteristics speaks about the central place in the technology of system work for awareness by learning themselves in the future profession, comparing personal qualities with professional ones, realizing their capabilities and potential.

In the control groups, no significant increments were observed: only 3% increased the number of future educators who are at a productive level of professional reflection on this criterion, 14% at an acceptable level.

These pedagogical conditions make for the effective formation of the teacher's reflective competence:

1) Forming and developing the integrated knowledge of the reflexion's psychological determinants, methods of its actualization in practice;

2) Developing the need for introspection, self-knowledge, self-development, self-understanding and others;

3) Developing the training and methodic support of forming the reflective competence (modeling of pedagogical situations, designing reflexive cases, creation of innovative developments, the bank of typical and atypical problem situations, extra-curricular activities, a selection of articles on the current problem of psycho-pedagogical themes for reflective activities, development of special courses for the formation of reflective competence, etc.);

4) Creating the reflexive environment in the learning process (organization of educational and professional activity in positions of educational process's subjects cooperation which does not require professional knowledge of simple reproduction or copying formal professional activities. The learning process is initiated by a joint discussion of important for practice teaching problems and possible ways and means of its decision in the context of a specific pedagogical situation and the conditions in which it has been originated);

5) Developing the personal reflexive experience in professional activities;

6) Designing and implementation of individual education paths of teacher's professional development, consulting and tutorial support of this process;

7) Implementing pedagogical monitoring of the reflexive competence's development process.

The criteria and indicators allocated by us allow to estimate reflexive competence of

the future teacher of a foreign language. Theoretical analysis makes it possible to justify the prospects of purposeful, organized and controlled their formation. The results of the study describe the range of unsolved problems, first of all, it is necessary to create a structural and dynamic model of forming reflexive competence of the future teacher of a foreign language on the basis of reflexive - activity approach and detailed justification of the forms, means and content of the process. We associate the goals of our further work in this direction with the solution of these issues.

DISCUSSION AND CONCLUSION

Summarizing the obtained data, we came into conclusion that the modern higher school realizes the necessity and importance of the formation of professional reflection in the future teacher of foreign language. This

task is solved spontaneously, rather than purposefully.

In general, as the analysis of the findings of the ascertaining experiment proves, the level of the formation of professional reflection in future teachers of a foreign language is at an insufficient level, which indicates the insufficiently effective professional and pedagogical preparation of future bachelors and teachers at the university.

The effectiveness of forming professional reflection of the future teacher of a foreign language requires the development and implementation of a structural and dynamic model for the formation of a professional reflection of the future teacher of a foreign language, the realization of correctly identified pedagogical conditions.

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CONSTRUCTION PRINCIPLES OF MODELS OF INTERCULTURAL PROFESSIONAL COMMUNICATION

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Abstract: Due to the fact that higher non linguistic educational institutions set a target installation on formation of the intercultural communicative competence is a clear need for context-centered education for intercultural professional communication on non-linguistic specialties and formation of terminology thesaurus based on the effective use of learning technologies. Such approach to the teaching of foreign language in professional communication and gives possibility to provide a holistic context in training specialists for their future professional activity and makes learning a foreign language in these conditions more effective.

Keywords: Methodical model, principles of modeling of intercultural professional communication of specialists, forming competence, cognitive linguo-culturological complex, text thematical unity

In this article we propose to consider a methodological model of context-centered learning intercultural professional communication in the field of non-linguistic universities (English). In the most General sense, a model is a specially created construction of the object under study to reproduce some of the properties and qualities of the original object or its individual sides provided for by the study. At the same time, the definition given in the Soviet encyclopedic dictionary is indisputable: a model is any image, analog (mental or conditional, image, description, scheme, graph, plan, map, etc.) of

any object, process or phenomenon (the original of this model) used as its Deputy, representative.

Under the methodical model we understand the way of organization of cognitive activity of students, which allows to achieve the goals of training in the most effective and time-efficient way, preserves and strengthens their motivation to learn, ensures maximum involvement of each student in the educational process, on the one hand, on the basis of the socio-subject content of the future profession of students (in the context of professional activity), and, on the

other hand, the meaningful context of the profession should be defined widely, on the basis of the concept of context-centered organization of educational material, with its concentric presentation to ensure the strengthening of efficiency and reduction of the formation of lexical skills of reading and communication on the subject content of the future profession.

Modeling is understood as the simulation of a particular system by creating models that reproduce the principles of organization and functioning of this system. Modeling in teaching foreign languages is the creation of a specific model of interaction of communicants conditions as close as possible to the situations of their future professional activity, which contributes to the training of specialists for professional communication and forms a certain level of foreign language and speech professional readiness.

Let's move on to building a model of the chosen object of teaching methods of intercultural professional communication of future specialists. To build a model of teaching intercultural professional communication of customs specialists, it seems appropriate to determine the principles of modeling intercultural professional communication of specialists:

1) the principle of taking into account the professional thesaurus of specialists, which involves the selection of professional vocabulary, forming the metalanguage of

specialists and used in texts, tasks and exercises.

2) Cognitive-communicative principle, which involves students in cognitive activity and communication on professional topics.

3) the principle of integration, which involves the use of an integrated unit of content of CLC and TTE.

4) the principle of step-by-step methodical organization of formation of intercultural communicative competence of specialists. It involves the gradual formation of skills of professional intercultural communication specialists.

Stage 1 is cognitive-conceptual - at this stage the skills of awareness, recognition, classification of the concept and category of the object of communication are formed.

Stage 2 simulation-professional involves the formation of information compression skills in the form of a plan, the development of the structure and reproduction of information in the form of text.

Stage 3 orientation to intercultural and professional communication involves the ability to professionally intercultural communication, conduct interviews, discourses, conversations.

Stage 4 corrective-reflexive involves self-control and self-assessment of students. The nomenclature of formed skills and competencies we will consider in the next section of the Chapter.

S. S. Kunanbaeva defines a unified communicative linguoculturological complex

(CLC) as a subject-content training complex. And D. N. Kulibayeva, highlighting the "theme-text unity" (TTE), we offer the organization of the formation of a post-stage intercultural and communicative professional competence of the future specialist of customs in the above stages. The developed methodological model determines the sequence of teaching key actions, the specific links between all its components: motives, goals and key actions and the feedback received in the process of their implementation.

At the cognitive-conceptual stage on the basis of texts of small division (texts-definitions, texts-descriptions, texts-schemes) there is the assimilation of the subject content through the studying and introductory types of reading, the understanding, mastering of the professional (metalanguage) minimum, the formation of information-search skills on the basis of elementary actions for the assimilation of the conceptual-categorical system in various areas of foreign language education. At the cognitive-conceptual stage, cognitive-conceptual and linguoculturological subcompetence and skills are formed: to realize, recognize and classify the system of concepts and categories of the object of communication, taking into account the specifics of the speech behavior of the native speaker; to reproduce the definitions in a given context.

At the simulation and professional stage of the formation of intercultural and

communicative professional-oriented competence, the accumulation of information data Bank, the expansion of knowledge, internal synthesis and analytical processing of information, accumulation of professionally significant skills. On simulation-professional stage are formed of the information-storage subcompetency, as well as linguistic and cultural subcompetence and abilities: to conduct the compression of information in the form of a plan; to develop structure and independent speech reproduction and context-communicative subcompetence and skills: to accumulate and synthesize professionally-significant information in the integral text; ability to construct own speech message according to the plan on one of the offered subjects on the basis accumulated from a set of information sources.

At the intercultural and communicative professional-oriented stage (cognitive-conceptual subcompetence and skills are formed: compliance with all grammatical and syntactic rules and forms; awareness of a new system of concepts, categories, definitions; deepening, expansion, mastery of subject-professional knowledge and meta-language of future professional activity; information-accumulating subcompetence and skills: to summarize the polemics; skill statements argumentation judgments, designing their stylistically correct, using the correct grammatical forms; linguistic and cultural subcompetence and skills: mastery of metalinguistic means of expression peculiar to

the linguistic and cultural norms of communication media; -the ability to summarize the debate, using adopted in the study of the linguistic and cultural environment forms of assessment and argumentation of the judgment; to propose and formulate the problem of the nature of the discussion in this form to create a problem-communicative situation; context-the communicative subcompetence and skills: use metacommunicative acting tools to create an overall positive background to support my point of view; to plan and implement context-sensitive communication, including the Internet; reflexive-educational subcompetence and skills: to form the ability to make free communication on a wide range of important problems, the ability to create your own polemic-argumentation discourses, the ability to lead a discussion dealing with representatives of another culture, interviews, conversations.

Cross-cultural and communicative professional-oriented stage provides integration of subject-professional and social contexts of future professional activity of a specialist on the basis of problem-communicative tasks and interactive technology (case study, incident technology, case-technology). At this stage formed the cognitive-conceptual, information-accumulating, linguatula-turkologicheskij, context-communicative, reflexive-developing subcompetencies (in the terminology of D. N. Kulibaeva), providing the ability to carry out

free communication on a wide range of problems, create their own polemico-argumentation discourses, to lead discussion communication, interviews, etc.

Corrective-reflective stage involves evaluation analysis, self-analysis, self-correction and the introduction of the fastest possible amendments to the educational process. At the final stage of improving the cognitive-conceptual, information-accumulating, linguistic and cultural, context-communicative and reflexive-developing subcompetencies in the conduct of his own polemic-argumentation discussions, the preparation of essays or reports, forecast reports, as well as in the organization of professionally oriented communication (debates, discussions, role play, interview).

At the corrective-reflexive stage, cognitive-conceptual subcompetence and skills are improved: to identify and formulate the main presented object and the main thesis of the message grammatically, stylistically, spelling correctly; the ability to build a composite framework of speech on the logic and structure of causal evidence grammatically, stylistically, spelling correctly; information-accumulating subcompetence and skills: to build a consistent chain of theses-provisions, logical-semantic blocks and illustrating their specific facts to enhance the evidential and influencing effect of the text; the ability to concentrate and attract the attention of recipients to the key ideas of the speech work; linguoculturological

subcompetence: the ability to choose contact-establishing and etiquette forms of expression inherent in the speech behavior of a native speaker and adequate situations of communication; the ability to choose the most concise and effective form of presentation of the object of communication, taking into account the specifics of the speech behavior of a native speaker; context-communicative subcompetence and skills: to integrate subject-content, meta-language, metacommunicative and linguistic-cultural knowledge in the acts of professional communication; the ability to adequately respond to the counterarguments of the interlocutor; the ability to influence and encourage the interlocutor to actively participate in the discussion of the problem, using a specific system of means of influencing communicants; reflexive-developing subcompetence and skills: to exercise self-control and self-assessment of the level of achievement of the final competence result; the ability to attract the attention of recipients to the key ideas of the speech work.

The traditional didactic system sees its global task in introducing students to the generalized and systematized experience of mankind. This implies the approval of the leading role of theoretical knowledge in the content of training, focus on the assimilation of the foundations of science. Naturally, this leads to intellectualism, the separation of theory from practice, to the fact that the

pedagogical tradition notices the practice of the sign system - educational information. Students learn through an array of educational information that is developed by others, obtained as a result of socio-historical practice of mankind, they take ready from the pantry of social experience. In this case, impose on the student the purpose of learning someone of the extracted knowledge, and training information for it loses personal meaning.

This social experience is transmitted, transformed by special semiotic means-texts, sign systems. These sign systems "replace" the real reality for a particular person, as if they cut him out of his own space-time context. For post-industrial society, this traditional training scheme is outdated, besides, in traditional education there are a number of contradictions that can not be eliminated within the framework of traditional technology.

The concept of "context" as a basic category has come to other Sciences from logic and linguistics, so in psychology and pedagogy it has not yet acquired the status of the category and is not described in the dictionaries of these Sciences.

In psychology, the context is associated with the concept of "situation" (= system of conditions that encourage the subject and mediate its activity). That is, the situation includes the external conditions, and the subject himself, and those people with whom he contacts.

Psycholinguists assign to the context the main role in the process of information processing, because it is thanks to the context that a person knows what to expect and how to comprehend the product of perception, for example, the usual word "dog" in the context can mean a question, exclamation, statement, threat, admiration, etc. Before proceeding to action, a person tries to collect as much contextual information as possible. The more we know about the present, the easier we can calculate or predict the future. Psychologists call this anticipatory reflection (= presetting, expectation, intuition) with anticipation. We are talking about the processes that occur in the body before the events that affect the results of human activity. Anticipation is created under the influence of contexts. If a person does not have patterns of behavior recorded in certain contexts, for example, behavior in crisis, fame, etc., his body reacts impulsively.

Forecasting is based on anticipation of the desired at least one step forward. Consequently, the context can activate the subject's thinking and bring him into a state of problem or creative situation, and, immersing the subject in all new contexts, it is possible to bring him even to the discovery [2].

M. M. Bakhtin in "Aesthetics of verbal creativity" characterized understanding as correlation of THE given text with other texts and its reconsideration in a uniform context of the previous and anticipated. In terms of psychology, this will mean that understanding

is the unity of the processes of anticipation and reflection. Anticipation paves the way to the future, and reflection checks the correctness of the movement along the path, acting as the equivalent of feedback for creative processes. The present acquires a human meaning only in the context of past and future. The word "context" can have a broad meaning: it can mean a physical action, an act, a replica, a system of motives. Consequently, contexts can be social, behavioral, emotional, historical, cultural, activity.

From this point of view, the educational process at school or University is one of the manifestations of social practice, it reflects the weight of those laws, bad and good, which exist in society. Consequently, the educational process is only a fragment in the context of a multifaceted social life, which means that it can not be based on any one technology of learning.

The system of transition from professional activity to training and from training to professional activity can be implemented through the "professional context". In this case, the "professional context" means a set of subject tasks, organizational, technological forms and methods of activity, situations of social and psychological interaction, typical for a certain sphere of professional work.

As a rule, the following classification of types of professional context in training is used to construct the technology of contextual training:

Table 1 - types of professional context

Social	Subject
1) value-orientation	1) production and technological
2) personal	2) organizational and managerial
	3) official
	4) institutional

Thus, the professional context, which can be recreated in the educational process, consists of the social context, reflecting the norms of relations and social actions, as well as their value orientation, and the subject, reflecting the technology of the actual labor processes. The personal component characterizes moral and ethical rules and norms of behavior and relationships of specialists as representatives of this social system, their social and psychological qualities and characteristics.

In accordance with the basic provisions of the technology of contextual learning, the teacher needs to achieve didactically adequate modeling in the educational process of subject and social content of professional activity. A number of requirements must be met for this process to be effective:

- * provide content-contextual reflection of professional activity of the specialist in the forms of educational activity of the student;

- * combine a variety of forms and methods of training, taking into account didactic principles and psychological requirements for the organization of educational activities;

- * use the modularity of the system construction and its adaptability to the specific conditions of training and contingent of trainees;

- * it is necessary to implement various types of links between forms of training (in essence, this requirement acts as a mechanism for the implementation of the modularity of the construction of training);

- * to ensure the increasing complexity of the content of training and, accordingly, forms of contextual learning from the beginning to the end of the whole educational process.

The implementation of these requirements makes it possible to design a comprehensive educational process, which takes into account factors such as the specifics of academic disciplines, features and capabilities of each participant in the educational process of the teacher, students, as well as the duration and material and technical conditions of training. In addition, the use of this technology makes it possible to carry out a scientifically based search for forms and methods of contextual learning, to design their systems, to adjust both the content and the objectives of training (requirements of qualification characteristics).

There is a General didactic concept of the content of training, which is understood as the content and nature of education and the amount of knowledge of skills and abilities that students master. This definition emphasizes the indissoluble complete negation of the rationality of the use in the training of such a structural and organizational unit as a topic before the approval of its key role. If you understand the topic as the subject of a speech act or a set of acts, ie. discourse, for example: " My work", " Customs inspection", etc., and other understanding is hardly possible, it becomes clear the correctness of the second point of view, at least for a non-linguistic University. Since the task here is to teach strictly professional-oriented speech communication, it is inevitable that foreign language professional communication should be taught in connection with a strictly defined subject (professionally significant). Therefore, in a non-linguistic University topics and situations are equivalent in teaching foreign language communication, and hence the optimal solution to the problem of their solution in the teaching process can be achieved in the way of recognition of differences in this ratio. This understanding implies the possibility of the theme depending on the situations, the possibility of their relative independence from each other and, finally, the possibility for the theme to determine the situation. Based on this approach, the conclusion made in the work of Skalkin V. L. is inevitable that the

description of models of typical situations should be supplemented by what is needed in the situational-thematic minimum. However, in the Annex to the non-linguistic University, this needs clarification. It consists in the fact that when communicating in the professional and labor sphere, the dependence of the situation on the topic is more characteristic. A person turns to reading literature on the specialty (the situation of written communication) in order to find information related to a particular topic. Official oral-speech communication on professionally important issues, which we teach at a non-linguistic University, is also deployed in connection with some pre-defined topic, although it always takes place in a certain situation, giving direction to the conversation. It would seem that we should not talk about the situational-thematic, but about the thematic-situational minimum for a non-linguistic University, since it is around the topic that speech situations should be organized to enter into direct or indirect professional communication.

We believe that contextual learning of foreign language communication involves learning not just with a focus on the content of the future profession as it is organized in a professionally-oriented training, but also based on the subject-social content of future professional activities, can not be limited to only two components for the selection of communication material - the theme and the situation. Minimum training content training

should be organized and selected via the "context-case" the principle of selection and organization of the material (Stamalieva N. K). Another question is the place of skills in the content of training.

As for speech and communication skills, their formation is the purpose of teaching foreign language communication. Therefore, these skills are not part of the content of training, because it itself serves to develop them. However, these skills develop gradually throughout the course of language learning, reaching various intermediate levels of development at separate stages. Such intermediate speech skills, as evidenced by methodological studies, rationally attributed to the content of training, because they are taught to achieve its ultimate goals.

Separately, it is necessary to highlight the issue of operational skills. It has already been said that the acquisition by students of a non-linguistic University of all components of specialized foreign language and speech communicative competence except linguistic, usually ends with the formation of operational skills. They, in principle, can turn into skills, but in reality, in most cases, this does not happen in these learning environments. In the conditions of non-linguistic University (with limited speech practice) there is hardly any reason to expect that at the level of speech act it corresponding operational skills can be worked out to the skills. To prove this, we take as an example such a speech act as the definition of the main idea in a readable

paragraph. This is a speech act consisting of a set of actions and operations related to understanding... individual proposals, their semantic linkage with each other, etc. the very such an act is not yet a speech activity, but only part of the activity of reading a specific text (in a particular mode: introductory, studying, etc.). The purpose of reading to extract the necessary information from the text, which requires a number of speech acts, and not only to determine the main idea of the read.

Named the same speech act experienced reader often enough makes automated without thinking, i.e. on the basis of the formed corresponding skill. On the contrary, a less experienced reader (as well as a more experienced one, faced with a more complex text) will have to resort to a detailed analysis, in other words, to implement a speech act with the help of operational skills. It is in this way that a graduate of a non-linguistic University will perform such a speech act, reading foreign-language texts in his specialty, because the practice he received when reading even in the most favorable conditions is still too limited to expect the transformation of the considered operational skill into a skill.

The fact that the level of speech acts among students of non-linguistic University is able to form mainly operational skills, rather than skills of their Commission, makes it all the more important to transfer such skills to skills at lower levels. In fact, if a student identifies the main ideas of paragraphs, but at

the same time automatically understands the meaning of individual words, their connection in sentences, etc., i.e. automatically operates with language material in the perception of speech, the speech activity as a whole, although it slows down, but still remains the speech activity of reading, rather than text encryption. If, for example, different phraseological units, clichés, etc. (as well as language material that needs to be learned, for example, for oral communication in life support situations, since they are not connected with situations on the basis of which the training is based in a non-linguistic University).

In the context of the question Stamgalieva N. It calls the principle of interrelated content selection different kinds of speech activity when considering the nature and priority selection of the content of learning "the principle of context-pragmatic relevance."

From all the above it follows that when relying on the principles it is possible to make the selection and phased distribution of the content of training in a non-linguistic University, based on strict accounting of the laws of language acquisition, the specifics of higher education, focused on narrow specialization. This ensures the implementation of the General provisions (principles) on which it should be based. These principles determine: the organization of educational activities of students and teaching activities of teachers, the educational

process as a whole (including its structure, organizational forms) the development of methodological support of training in its specific conditions. In this case, we are not talking about General didactic or General methodological principles.

However, these principles, although they are of General methodological importance, however, can not serve as the only basis for the construction of teaching technology in a non-linguistic University, because they do not take into account its specifics. For such accounting principles need custom actions on the basis of which will be developed a system of exercises, methods and techniques of educational and training activities, organization and methodological support of educational process, etc. These principles may or may not coincide with the methodological principles of teaching in a non-linguistic University, especially in terms of the interpretation of individual statements. It should only be noted that in methodological studies are not yet known attempts to develop such principles for the construction of teaching for the specialty of customs.

The construction of the content of foreign language education in non-language universities on the basis of the principles of selection of educational material is presented as the basis of the educational process in non-language universities, and is proposed as a starting point for the revision of foreign language curricula for non-language universities in a radical revision of the

objectives of teaching foreign languages and in non-special universities related to their objective reorientation to communicative.

The context-centered method of teaching foreign languages stimulates the learning process by providing a projection of the subject content of the future profession to foreign language teaching in a non-linguistic University. For example, Stangalieva N. K. offers the process of learning a foreign language to build in the context of the future profession of students.

"New learning objectives resulting from the changed social order, in turn, leading to a revision of the content of learning."

"We need a new selection of topics and situations of communication (not only oral-speech, but also written – speech communication, as reading also takes place in situations that determine what a person reads), which will be trained in a non-linguistic University." The problem of selection of training content in this way is closely related to the real speech needs of students. Therefore, in determining the scope of activities in which the student will continue to use a foreign language. Tynystanova A. B first identified "commercial communications", which is applicable to all specialized areas of communication, including customs. She also highlights the literary version of speech. However, considering context-centered learning Stamaliev N. It speaks of a "commercial communication in General while highlighting

the technical specialty, which was the basis for the research problem contextual learning specialists. The main criterion for the success of professional communication – the adequacy of the use of language tools.

Context refers to two sets of phenomena: extralinguistic factors and intralinguistic factors that accompany communication. Under interlinguistics (intra-language) factors context refers to the verbal environment of the utterance, the conditions of its use in speech. Under the extra-linguistic context refers to the various circumstances. The specificity of extralinguistic factors affecting the qualitative structure of professional speech is:

- audience of specialists/ non-specialists
- availability of indicators of the professional sphere (terminological and conceptual-semantic specification of speech means, reference to the necessary professional attributes).

Professional communication should be understood as communication of people in the process of employment who have appropriate training, ensuring the availability of a common Fund of professionally significant information i.e. communication of specialists in their professional activities, the solution of professionally significant tasks in communicative situations caused by professional activity.

Professional communication requires the ability to carry out speech activities for the

purpose of special organization of joint work, the ability to establish and maintain interaction in the course of communication with colleagues. Professional speech communication is provided by the ability to carry out types of speech activity on the relevant professional sphere of language material.

Modeling of professionally significant situations of communication, in which all the parameters of the speech situation (communicants and the relationship between them, circumstances, motive and implementation of this communicative act) and communicative and functional service of speech intentions of communicants is one of the ways to simulate the natural speech needs of students.

Focus on active learning is one of the important components of the restructuring of vocational education in universities.

Based on the experience of active training in the system of vocational education, it can be used to solve a number of problems that are difficult to achieve in traditional training.

Active learning is problem lectures, seminars, business games, mathematical modeling, as well as forms of research work of students (RWS), course design and diploma works.

The theory of activity (L. S. Vygotsky, S. L. Rubenstein, A. N.) is the most developed and to the greatest extent meets the needs of restructuring of educational processes.

Leontiev, P. L. Galperin, V. V. Davydov, N. F. Talyzina and others). In accordance with the activity approach, the assimilation of the content of the historical experience of people is carried out not by transmitting information about it to a person, but in the process of his own activity, aimed at the objects and phenomena of the surrounding world, which are created by the development of human culture. The process of activity is simultaneously the process of formation of human abilities and functions.

The implementation of the activity approach to the assimilation of knowledge does not present fundamental difficulties in those cases when it comes to relatively simple fragments of social experience, concepts of the world around us. In the case of mastering a complex, holistic professional activity, namely this is the main purpose of vocational education. Here we are faced with the contradiction that the forms of organization of educational and cognitive activities are not adequate forms of professional activity. This contradiction has become one of the arguments in favor of the developing psychological and pedagogical concept of contextual learning as a theory of the basis of active learning.

The concept of contextual learning is based on the fact that learning is not separated from other areas of communication and is not limited to the processes of information transfer, the formation of skills and abilities of the individual.

Educational activity in contextual learning is not confined to itself-to learn, in order to gain knowledge, is a form of personal

activity, which provides education of the necessary subject-professional qualities of the student's personality.

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APPROACH TO HAROLD PINTER'S DRAMATIC HERITAGE

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Abstract: Dramatic heritage of English Modern playwright, poet, screenwriter, Nobel Prize laureate Harold Pinter (1930-2008) is full of literary definitions: "Pinteresque", "Pinterian", "Pinterishness", as well as "plays of menace", "plays of language", "theatre of discord", "theatre of Absurd". The article gives some approaches for teaching the dramatic heritage of H. Pinter. The article analyzes the Pinter's dramatic language as a language of power; it exposes how language, power and subjectivity are tied together in his dramas. The process of negotiating relations between Pinter's characters can be seen as the process through which the character or subject attempts to place itself within the symbolic order, within the cultural space organized by the codes, structures of representation and ideology that speak (from) the symbolic Other.

Keywords: theatre of Absurd, Pinteresque, strategies of power, language of power, identity, the symbolic order, the Other, patriarchal order

Introduction

The history of the Modern drama is one of rebellion, with new forms challenging the old ones, and the old forms in turn providing the basis for the new. Immediately after the Second World War of 1939-1945, Paris again became the capital of dramatic art in the West and French theatre that was soon associated with a short-lived eruption of surrealist drama which came to be known as the "Theatre of the Absurd". French philosopher Albert Camus's existentialist use of the term "absurd" in *The Myth of Sisyphus* written in 1942 was ten years later vastly narrowed to connote absurdist drama where the "man

trapped in a hostile universe that was totally subjective, and made to describe the nightmare that could follow when purposelessness, solitude and silence were taken to the ultimate degree". (Styan, 1981).

The plays, written after the WWII and in the 1950s, were a nihilistic reaction to the recent atrocities, the gas-chambers and the nuclear bombs of the war. The world seemed no purpose and human life was only human existence which, Richard Coe named as "intolerable imprisonment" spent "between the compulsion of birth and the worse compulsion of death". (Coe, 1964) The

sudden outburst of French Absurdist plays may in part be explained as plays fall within the symbolist existentialist, surrealist traditions, and they have no logical plot or characterization in any conventional sense. The plays do not discuss the human condition, but simply portray it at its worst images. Their characters lack the motivation found in realistic drama, and so emphasize their purposelessness. The absence of plot serves to reinforce the monotony and repetitiveness of time in human affairs. The dialogue is commonly no more than a series of inconsequential chiches which reduce those who speak them to talking machines. The plays of Irishman Samuel Beckett (*Waiting for Godot*, *Endgame*), French-Romanian Eugene Ionesco (*The Bald Soprano*, *Chairs*), Armenian-French Arthur Adamov (*The Confession*, *The Parody*), French Jean Genet (*The Maids*, *The Balcony*) are centre-pieces of the Absurdist Theatre. The authors present their plays in French and in Parisian avant-garde theatres.

The famous literary critic M. Esslin tries to define the core of the Theatre of Absurd as "it strives to express its sense of the senselessness of the human condition and the inadequacy of the rational approach by the open abandonment of rational devices and discursive thought. It has renounced arguing *about* the absurdity of the human condition; it merely *presents* it in being - that is, in terms of concrete stage images". (Esslin,1987).

The early plays of Samuel Beckett particularly "drew upon the content and techniques of mime, the music hall, the circus and the *commedia dell'arte* to represent the business of everyday living. The tramps who wait for Godot quarrel, eat, try to sleep, even attempt suicide, all in the fashion of such performers, and the loss of dignity implicit in their antics itself becomes an absurdist image of life. (Styan, 1981) Beckett paid attention to language, as he explained that he wrote them in French in order to make sure his words were simple. All his characters of *Godot* and *Endgame* are pairs of comics or clowns with double - acts of cross-talk, tumbling and falling asleep, switching hats and so on.

Pinter's Dramatic Language

In Britain, the actor and director Harold Pinter has acknowledged his debt to Samuel Beckett: for him, Beckett was "the greatest writer of our time", the master and the friend. The debt has shown itself in Pinter's bleak settings and in the occasional patterning of spare over simple dialogue in his first one-act play *The Room* (1957). This play, bearing the marks of the Absurdist Theatre, suggests something new: Pinter's particular vision of the world, his understanding of human beings and society, and his own view on drama. For the most part of the play, Pinter's extraordinary talent for suggestive obliquity in his dialogue is distinctively his own. As he explained, "life is much more mysterious than plays make it out to be. And it is this mystery which fascinates me: what happens between

words, what happens when no words are spoken". (Styan, 1981)

Pinter's language is full of jokes, deft puns, Shakespearean quotations, bizarre non-sequiturs and ironic clichés. The verbal exchanges between characters are often ritzy, funny and fast. Pinter explores and exposes an extraordinarily wide range of English expressions, most of them derived from the East End dialect of London, his birthplace, and its Jewish cockney language. But the real treasure of his style lies beyond these qualities. Listening to the ordinary conversation of people, Pinter has discovered that struggle for upper-hand position or tactical advantage is rooted in conversation between two people, and that the language people use in everyday life is rarely innocent of hidden intentions but is riddled with internal politics. Language in Pinter's plays becomes a machinery of battle, a potential weapon of domination, a defensive posture to secure one's position. It has nothing to do with "failure of communication". As Pinter noted: "I feel that instead of any inability to communicate there is a deliberate evasion of communication. Communication between people is so frightening that rather than do that there is a continual cross-talk, a continual talking about other things, rather than what is at the root of their relationship". (Billington, 1996)

Pinter's dramatic world (*The Birthday Party* 1957, *The Caretaker* 1960, *The Homecoming* 1964, *Landscape* 1968, *Silence*

1969) is an unpleasant place for living in which security, certainty or fixity are never guaranteed. His characters seem to be perpetually in the midst of a struggle for power, for personal and intellectual dominance. This struggle is not always conducted in polite or "civilized" terms but is often brutal, hostile, animalistic - a "survival of the fittest". The measure of the happiness of the characters' lives is the quality of their survival. Hence Pinter's dramatic world deals with power, territory, dominance and subservience, depicting the politics of private relationships and the mystery of women.

Language in Pinter's plays operates on many levels - as a mask, a weapon, a source of evasion - but it is always used with distilled accuracy to reveal a character who is struggling. Pinter's faithful reproduction of the repetitions, hesitations and lacunae of everyday speech alongside the exuberance of street jargon is his important contribution to British drama. It has been said that he places colloquial language under a microscope, showing it as it really is: inconsequential, illogical, unwittingly comic, and irrational. Pauses and silences are frequent stage directions as they are frequent features of real conversation, with each bearing a different implication: a pause usually denotes an intense thought process in the mind of the character, while a silence signifies an attempted change of topic. Furthermore, a silence can be signified even when 'a torrent of words' is employed.

Pinter's dialogues show how all language games are implicated in assertions of power relations. They can be seen as exterior signs of behavior, as interpretive guidelines, or as instruments of negotiation. Characters use language as a means of dictating and reinforcing their relationships. Hence the battle for position, as argued by A. Quigley, is grounded in the power available in language. This function he names as the "interrelational" function of language. (Quigley, 2001)

Analyzing Pinter's plays from this point of view has led critics to neglect the category of history and the ways in which cultural power operates at every level and every sphere of life. In Pinter's plays the process of functioning of language is inseparable from the process through which the subject attempts to fix itself strongly within the symbolic order, the cultural space organized and supported by the codes, structures of representation and ideological apparatus that speak (from) the Other. It is in language and through language the man constitutes himself as a subject, since language alone established the concept of "ego" in reality, in a reality which is that of the being. The "subjectivity" is the capacity of the speaker to posit himself as "subject" in the symbolic field of the Other, and the foundation of "subjectivity" is determined by the linguistic status of the person. "Personal" power for Pinter is both an effect of and a vehicle for cultural power and it is the integrity of the cultural order that is

ultimately at issue in the various battles for authority that he dramatizes.

In *The Birthday Party* we can trace the process of how Stanley's subjectivity slides into subjection on the demand of authority as represented in ideological discourses that speak (from) the Other. At the end of the play, Stanley sees the world through the eyes of the Other's codes and categories of evaluation. Goldberg and McCann, as the voices of the Other, use the language of splendid desires in order to direct Stanley's desire towards the Other's desire. Pinter shows them, however, as being as much vulnerable as Stanley, since they remain in the position of subjects.

The play, which closed with disastrous reviews after one week, dealt in a puzzling manner with an apparently ordinary man, Stanley, who is threatened by two strangers for an unknown reason and is tracked down by them for a "better" life appropriated by some high authority. As critic Raymond Williams noted, "The menace of what they are doing is tangible but unexplained; it is the irruption of a bizarre and arbitrary violence into an ordinary life." (Williams, 1987)

Pinter applies postwar continental experience to a British situation, thereby fulfilling the Kafkaesque scenario depicted by no less a figure than Sir Winston Churchill in his first speech as the leader of the opposition in the House of Commons, on August 16, 1945. Considering the plight of the many European countries subject to police-state governments, he said, "There they (the

family) sit. Suddenly there is a knock at the door and a heavily armed policeman is an appeared. It may be that the father or son, or a friend sitting in the cottage, is called out and taken off into the dark, and no one knows whether he will ever come back, or what his fate has been. All they know is that they had better not enquire.” (War Speeches 1939-45)

The *Birthday Party* is a similar story of an obstinately reclusive hero who is 'taken off', who being obliged to conform to the external pressure of power and conventional society. In the course of the play we can trace the process through which an individual is compelled into subjection to the demands of the state authority and its ultimate form, Law.

Michel Foucault set up a scheme for understanding the process of “subjectification” that lies in the political structure of the state: “Most of the time, the state is envisioned as a kind of political power which ignores individuals, looking only at the interests of the totality, or I should say, of a class or a group among the citizens. That’s quite true.” (Foucault, 1982)

Foucault defined the new regime of power in the state as “bio-power”, which coalesces around two distinct poles: human species and an individual. A new set of operations and procedures - that Foucault calls ‘technologies’ - come together around the objectification of the body of an individual person. The aim of these technologies is to forge a ‘docile body that may be subjected, used, transformed and improved.’ (Foucault,

1979) Foucault gives the definition of the ‘subject’ as follows: “(being) subject to someone else by control and dependence, and tied to his own identity by a conscience or self – knowledge. Both meanings suggest a form of power which subjugates and makes subject to.” (Foucault, 1982)

The play represents the processes of deformation and re-formation of Stanley’s subjectivity. These processes relate to the events of the play: Stanley’s life in the seaside boarding house, his meeting with Goldberg and McCann, the birthday party and the events following it. Stanley's unique touch as a pianist, his "sin" is a usurpation of the Father's prerogative. This can only end in failure because the Other never releases its subjects from the demand for adherence to its law. Stanley's "anormality" has to be corrected and isolated, and he is forced to be silenced in order to be "adjusted" and "integrated" into conventional society. Stanley becomes assimilated and subjected to language and the values expressed in language. In the world of the Other, he will be permitted to receive a “new” language filled with the Other’s codes, categories of evaluation and desires. As Lacan noted: “Man’s desire is the desire of the Other”. (Lacan, 1977) This desire has to be ‘framed’ by the pleasurable and honorable things the society promotes. The language models that reorient Stanley into the society’s course of conduct have also placed Goldberg in the position of a desiring subject pursuing what the Other desires. He is only a

mouthpiece that articulated the desire of the Other, remaining in the position of subject. When he opens his mouth the Other speaks.

The Dumb Waiter deals with two hired killers, Ben and Gus, who are waiting to carry out a contract killing. They themselves, however, become victims of authoritarian power and one of them, Gus, is the intended victim. Ben exhibits an unquestioning need for authority, whereas Gus questions it. The image of the dumbwaiter can be seen as a metaphor for a manipulative and invisible authority which transmits commands that are impossible to fulfill. The partnership between the two killers collapses in the face of the divide-and-rule tactics of an authority which places both of them at its mercy. Through the microcosm of their power relationship, oscillating between dominance and subservience, Pinter creates a macrocosm of power relationships in a society with larger political implications.

The play shows the dynamics of power which imposes its matrix of values and ideological implications within the subjectivity of its agents and can be seen as illustration of Foucault's idea that "the individual is an effect of power, and at the same time, or precisely to the extent to which it is that effect, it is the element of its articulation". (Foucault, 1980) Pinter relates the sense of insecurity and alienation that arises in Gus's mind to the cultural construction of subjectivity, to the subject's status as the subjected being at the disposal of

the omnipotent and invisible power of the Other through the small microcosm of power relationships in a society with larger political implications. As A. Quigley, in examining Pinter's dramatic technique in "Pinter, Politics and Postmodernism", observes that what Pinter has effectively done is transfer to the realm of political situation the exploration of complex local social interaction that is characteristic of his plays as a whole."(Quigley, 2001) This exploration of local social interaction shows two partners in the permanent presence of third one - the invisible institution of power.

Significantly, Ben and Gus are partners and, seemingly, friends. But Pinter shows how their partnership collapses before the divide-and-rule tactics of authority. They are both victims of the system which places them at its mercy. Pinter puts in focus the reconstitution of Gus's subjectivity, a self-discovery which precipitates self-estrangement and self-alienation, in his feeble attempts to resist the hypocrisy of the invisible institution of power, which is upheld by both willing and reluctant executioners.

The Caretaker is a play about three men who use language as a weapon of power, evasion and tactical negotiation. Pinter vividly shows the image of life as one ceaseless struggle for survival and identity, an identity which is appropriated and demanded by the cultural codes of society or the Other. He presents characters who are struggling to come to terms with the social complexity,

trying not to eradicate it but to maneuver their relationship to their advantage. The battle for position turns out to be primarily linguistic as one character tries to overcome the other through the power of language. Pinter presents a strategic situation in which the winner is someone who is able to use language as a weapon to force his opponent to accept his own meaning of words. At the end of the play Davies is rejected and excluded from the brothers' house, not simply because of his verbal inability or his "choosy" character and built-in racism, but as well because he has no papers which can confirm his identity. The papers should have been recorded and classified by the authority of the Other, by written language imposed by society.

Aston, the elder brother, is someone different from the rest of society. Like Stanley in *The Birthday Party*, he can be seen to be a nonconformist, someone who has had to be made to conform by the means of a brain operation. As a result he has become a subject reoriented to the Other's order, albeit isolated and lonely. There are no further attempts by society to integrate him.

In Pinter's play we can see how people attempt to shield themselves against reality through protective illusions. These illusions can demonstrate the values which are honorable in the gaze of the Other. Sidcup for Davies is the place where he can get his longed-for papers; Aston can transform the wilderness of the garden and built a shed before decorating the upper part of his

brother's house, Mick to turn the junk-filled house into a luxury penthouse, thus bringing it up to the standards that modern society finds desirable.

The Homecoming deals with the duality and the strength of the female psyche. Ruth struggles for dominance and independence, using her sexuality as an instrument of power in challenging the patriarchal order and exposing male vulnerability. She struggles for her independence through the language. It is never transparent or referential but discursive, evasive and equivocal. She repeatedly undercuts the dominant cultural order by exposing the constructed, discursive nature of language and hence the arbitrariness of the gender roles and power relations built in and through it. Ruth can and does attempt to resist the dominant patriarchal order and its attempts to fix and categorize her, as most famously expressed in the play's crucial "contract" scene. The factual outcome is well known: Ruth agrees to stay on with her husband's London family, earning her living as a prostitute, while Teddy goes back to the States to their three children on his own. It is the significance of this event which has proved controversial in Pinter criticism. Some critics have insisted that Ruth wields power at the end of the play; at last, they claim, she finds an alternative, autonomous subject position outside the male homosocial circuit through an open treatment of prostitution in economic terms, thereby disrupting male's euphemistic formulations laying bare the economic and

sexual exploitation that lies at the basis of the patriarchal family structure. Other critics have asserted, however, that she fails. While no Pinter play is ever a categorical statement, the inference to be drawn from the dramatic action and from the concluding image of this play is that women, through strength of will and sexual authority, can achieve their own form of empowerment. Pinter himself has acknowledged her as a winner who both exposes phallogocentric vanity and achieves the necessary dramatic feat of disrupting the power structure and changing the essential situation. In this play Pinter effectively depicts the family as a site for the transmission and reproduction of the dominant patriarchal ideology. He combines a realistic study of family ties with a microcosmic study of power.

As Pinter's career proceeded, he increasingly came to see private life as a form of power politics, full of invasions, retreats, deceptions and subjugation. Conversely, when he later came to deal quite overtly with the machinery of the state, he began to decry it in terms of individual power and powerlessness. Thus in his "political phase" in the 1980s, Pinter concentrated on conflicts between the individual and the enclosing political regime.

In *One for the Road* Pinter examines the psychology of a man who embodies the power vested in the state. The torturer, the head of an organization, a convinced passionate man of great faith - in other words, one who believes

in all number of things valuable in society - is able to subject his victims to any amount of horror and humiliation for what he sees as a just cause. The author showed a separation between the language of political rhetoric and the reality that is evident in cultural order.

In *Mountain Language* prisoners in an unnamed fascist country are persecuted when they attempt to speak their own native language that they have always known and that gives them an identity. It is an overtly political play about the suppression of language and local differences in favor of a centralized culture, portraying an image of a society that sees any brand of nonconformity as a threat. Once subordinated to the language of the capital, the mountain people will effectually lose the cultural distinctiveness that separates them from the people of the capital. Such a monologic language functions as the most powerful expression of the totalitarian impulse that transforms the state into an all-encompassing hall of mirrors in which the subject repeatedly (mis)recognizes itself in the image of the other members.

Here again Pinter focuses on the reality behind the rhetoric of politicians, on the way language is constantly perverted. The language voices state power and serves as an ideological instrument for the creation of docile political subjects. The plays demonstrate how the political version of these codes erases differences by making the subjects in the image of the Other.

Pinter portrays cultural order, and the forms of power that ensure its perpetuation, as homogeneous and monolithic, unalterable to fundamental change. He investigates how language, in its dimension as cultural code, functions as a vehicle for the transmission of power. Pinter conceptualizes the subject's relation to power in more Foucauldian terms: the subject is an effect that emerges from the operations of a power that remains irreducible to the dimensions of that subject. Power does not display itself solely through the negative activity of oppression, but through the creation of the subject position with which the characters identify and in which they install themselves. Both those who "possess" and those who lack authority in Pinter's universe thus share a similar instability, a similar disappearance within the field of the Other.

Conclusion

Teaching of Harold Pinter's dramaturgic heritage is complicated by the big

range of critical interpretations. Pinter's plays accumulate the general truth about any existing theories about the nature of society, power relations, language, identity, culture, gender and race. The critical approach to interpret Pinter's plays is based on linguistic and cultural approaches to postmodern politics, defining language and its role in creating power structures, its strategies and manifestations of violence. In Pinter's major plays the process of negotiating relationships between the characters is inseparable from the process through which the subject attempts to fix itself strongly within the symbolic order, the cultural space organized and maintained by the social codes, structures of representation, and ideological apparatuses that speak (from) the Other. Pinter's works are both expressions of the time in which they are written and expressions of eternal truths in human behavior.

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TOWARDS THE ISSUE OF FORMATION OF FUTURE FL TEACHERS' LINGUO-COMMUNICATIVE COMPETENCE

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Abstract: The paper discusses the need of formation of students' linguo-communicative competence based on context-technologies. The analysis of the scientific literature on the abovementioned issue reveals that the essence and structure of communicative competence represent an important component of foreign language education. The authors come to the conclusion that linguo-communicative competence as a component of professionally-oriented competence helps in general to successfully solve the problems of professional communication. In the context-integrative education, the foreign language educational process is aimed at solving of both the foreign language linguo-communicative and the subject-specific professional tasks and problems by the students. The application of diverse contexts based on situations of professional activity provides the personal inclusion of the student in the processes of knowledge and mastering the future professional activity.

Keywords: competence, competency, FL teacher, context technology, foreign language education, linguo-communicative competence

Introduction

Modern trends in the development of society associated with the deepening of multi-level interstate contacts, the geopolitical processes of globalization, informatization, and integration in the fields of economy, science, and culture suggest a change of priorities in the system of higher education. In the era of globalization, the process of

integration of the individual is particularly intense, which leads to a transition to a new educational paradigm, providing an update of the strategy for training specialists that meet international standards. New economic relations of international interaction, the modern market of educational services stipulate the personality to master

communicative competences, which largely determine the degree of competitiveness of specialists. When employing a specialist, employers today pay attention not only to professional knowledge and skills but also to a wide range of general competencies: the ability to find a solution in a new situation, to take responsibility, to build interpersonal relations. In the context of multi-level education, an important aspect of the formation of university graduate's professional competencies is linguo-communicative competence, which promotes mutual understanding and cooperation between people, intellectual, emotional and moral development of the personality, self-creation, and self-realization based on communication and tolerance.

Linguo-communicative competence in the system of professional competence of the future FL teacher. Competence-oriented education (competence-based education – CBE) began its formation in the 1970s of the XX century in the United States. The “competence-based” education approach that is relevant for the present, based on humanistic and culture-oriented methodology, defines the “competence system” as the goals and the final result of education (Kunanbayeva, 2010). Although the concepts of competency and competence are key categories of the modern approach, in the theory and methodology of modern education these terms are often used ambiguously.

Thus, the American linguist Noam Chomsky first introduced the term “competence” in scientific use in 1965. At the same time, N. Chomsky noted “the fundamental difference between competence (knowledge of one's own language, speaking and listening) and usage (real use of the language in specific situations) (Zolotykh, Lapteva, Kunusova, & Bardina, 2012, p.17). Competences, in essence, are individual dimensions of behavior that underlie in the basis of effective work. These are areas of observed behavior or observed actions that can be assessed.

Competences are a fusion of traditional knowledge, skills and abilities with the learners' personal characteristics, with their awareness, reflection in the course of cognitive activity, are often viewed as a human-conscious ability to implement knowledge and skills for effective activity in a specific situation (Elizova, 2014). This is a kind of standard, a requirement given in advance for the education of students. Competency is a complex education of the individual, the willingness and ability of a person to act in any area. That is, competency is the possession of the relevant competence, i.e., a set of interrelated personality traits (knowledge, skills, abilities, attitudes) established in relation to a specific range of objects and processes for productive action with them.

Thus, the most generally accepted judgment in the relationship between the

concepts of "competency" and "competence" is the understanding of the "competency" of a person as an acmeological category and the potential of intellectual and professional development of a person, characterized by "competences" that should be formed in the educational process as systemic quality neoplasms. "Competence" acts as an integrated characteristic of the qualities of education and training of graduates, i.e. competency/competence are considered in unity, reflecting the relation of the "potential whole" (the final quality result of education) to the "actualized private" (development of competence during training) (Kunanbayeva, 2010).

Analysis of the scientific literature convincingly demonstrates that there is a large range of works that reveal the essence and structure of communicative competence, which is an important component of foreign language education. Let's attempt to identify the meaning of the concept of "foreign language communicative competence". Dell Hymes, an American sociolinguist who proposed the concept of communicative competence, rightly noted that knowledge of language signs and rules is not enough for verbal communication. Also for this purpose one should have knowledge of "cultural and socially significant circumstances". He referred to communicative competence as a complex structure that includes both linguistic and socio-cultural components (Hymes, 1972). Many Russian scientists, including I.L.

Bim, A.M. Novikov, R.P. Milrood, A.V. Khutorskoy, I.A. Zimnyaya have also explored this concept.

We find the definition of the term "communicative competence" in the scientific works of many researchers. So, this is "knowledge of the language and the ability to use language means in real situations of professional communication" (Agafonova I.D., 2009, p. 14); "The ability to enter into communication in order to be understood, as well as the possession of communication skills" (Selevko, 2005, p. 11). A. Khutorskoy believes that communicative competence includes knowledge of "ways to interact with others and distant people, teamwork skills, and possession of various social roles in a team" (Khutorskoy, 2002).

The names of such scholars as Van Eck, A. Holliday, Joe Sheiles, D. Hymes are connected with the search for the component composition of communicative competence in foreign didactics. We can speak of two variants of the component composition of foreign language communicative competence: Common-European and Russian. Comparison of the Common-European and Russian variants shows that the components of foreign language communicative competence have much in common. The Russian version: language, speech, socio-cultural, compensatory, educational and cognitive competencies. The Common-European version: linguistic, sociolinguistic,

sociocultural, discursive, strategic, social competence (Tayurskaya, 2015).

M.N.Vyatyutnev suggested to understand the communicative competence as “the choice and implementation of speech behavior programs depending on a person’s ability to navigate in a given communication environment; the ability to classify situations depending on the topic, tasks, communicative attitudes, arising from students before the conversation, as well as during the conversation in the process of mutual adaptation” (Vyatyutnev, 1977, pp. 38-45).

The concept proposed by M. Canale and M. Swain became the basis for further research of the formation of foreign language communicative competence. They consider communicative competence as the underlying system of knowledge and skills necessary for the implementation of communication (Keen, K., 1992).

At the same time, as E.N. Grom (1999) suggests, initially among the key components of foreign language communicative competence, scholars have attributed linguistic (designated in a number of works as linguistic or grammatical competence) and speech (referred to by some authors as pragmatic or strategic), as well as sociocultural and sociolinguistic competences.

Thus, modern scientists offer different components of communicative competence, for example, depending on the professional orientation of future specialists: motivational,

cognitive, emotional-sensual, behavioral (Agafonova, 2009); motivational-axiological, cognitive, operational-activity (Reshetova, 2006); gnostic, behavioral-procedural, individual-personal (Kudashkina, 2009); information-analytical, motivational-targeted, planned-prognostic, organizational-executive, informative, technological, controlling-evaluative, regulatory-corrective (Dolgih, 2007) and other components.

After analyzing a number of works devoted to the problem under consideration, we came to the conclusion that there is no consensus in the definition of the term “foreign language communicative competence” and its component composition. Communicative competence is interpreted by most scientists as the ability to understand and generate foreign-language statements in a variety of communication situations.

In their turn, such scientists as A.N. Leontyev, V.A. Malikova, V.L. Temkina and others studied linguo-communicative competence.

Formation of linguo-communicative competence implies: improvement of communicative skills and abilities (analysis of the speech situation and selection of the most effective strategy of speech behavior; implementation of this strategy in communication using various speech tactics; seizure and retention of the communication initiative; providing the partner with the opportunity to realize his/her plan depending on intentions; generation and interpretation of

texts of a special area of knowledge; focus on the addressee factor in the exchange of special information (selecting an appropriate style, tone, tone of the professional text message, depending on the status of the partner); the formation of communicative speech culture (the development of all types of speech activity - speaking, listening, writing, reading, as well as the skills and abilities underlying them) (Bikmurzin, 2007).

New directions in the improvement of the linguo-communicative competence of a student are opened by a reflexive-humanistic concept, the meaning of which is to create effective ways of personal development and self-development on the basis of co-creation and reflection of activity subjects. The integrity of the linguo-communicative culture is ensured by introducing the axiological-semantic, personal, activity and knowledge components into the structure of education. The basis of the psychological mechanism of the experience of this education content is a developing verbal educational situation, which guarantees the actualization and satisfaction of the sociogenic needs of the student, the personal status aspirations of the future specialist, and his/her competitiveness.

Elizova, in turn, under the linguo-communicative preparation of students understands a specially organized, controlled process of interaction between teachers and students, aimed at the formation and development of linguo-communicative competence and culture of students, which are

necessary in the professional activities of specialists in the field of foreign languages. Linguo-communicative preparation of students involves not only mastering speech using a variety of language tools in different language conditions, but also the willingness to solve many communicative tasks, be able to make a social diagnosis according to the speech portrait, have skills of not only interpersonal interaction with the interlocutor, but also skills of influencing the audience. Since the language personality of the future specialist is the “category of the result of education”, the linguo-communicative competence of the student becomes a part of his/her professional ideas and an indicator of his/her readiness for professional communication (Elizova, 2010).

Thus, it can be argued that the linguo-communicative competence as one of the important aspects of the basic culture of an individual, develops the ability of students to listen and hear, understand and recognize the thought of another, evaluate and compare the cultural values of a foreign culture with their own and accept them.

Context-technology in the formation of linguo-communicative competence. Modern competence education, being essentially interdisciplinary, systematic and activity-based, requires strengthening practice-oriented and subject-professional aspects in teaching, changing the significance of experience and personal implications. One of the leading technologies to achieve high

efficiency in the formation of future specialist competencies is contextual teaching. The theory of contextual teaching and the essence of applying this technology in the system of higher professional education were developed by the scientific school of A.V. Verbitsky (Verbitsky, 2004).

At the heart of contextual teaching lies the category of “context”. In the newest philosophical dictionary, the following definition is given to the concept of “context” (lat. Contextus - connection, close connection) - a quasi-text phenomenon (a phenomenon experienced in sensory experience), generated by the effect of systematic text as expressive-semantic integrity and consisting in super additivity of the content and meaning of the text in relation to the meaning and value of the sum of its constituent language units. In linguistics and logic, a context is understood as a relatively complete semantic passage of text or speech, in which the content and meaning of words or sentences contained in it are revealed and as the linguistic environment of a particular language unit. “Context” can also be defined as a system of internal and external conditions of life and human activity, which affects the perception, understanding and transformation of a particular situation, giving the meaning and significance of this situation, both to the whole and to its components. The internal context is an individual psychological characteristics, knowledge and experience of a person. The external context is the subject,

socio-cultural, dimensional-temporal and other characteristics of the situation in which it operates.

According to A.V. Verbitsky, it is necessary to “recreate in the education the subject and social contexts of the professional activity acquired by students” (Verbitsky, 2009).

The contextual approach to teaching is an approach to the design of didactic systems and the implementation of the educational process, in which the whole system of didactic forms, methods and tools simulates the subject and social content of the future professional activity of a specialist, and their mastery of abstract sign means is imposed on the framework of this activity. The creation of diverse contexts of life and professional activity in the educational process ensures the personal inclusion of the student in the processes of knowledge and mastering the future professional activity. The main unit of the content of contextual teaching is not a block of information, but a system in all its substantive and social ambiguity and inconsistency (Verbitsky, 2009).

Thus, the ideas of contextual teaching, i.e. training in the context of future professional activities, have great potential for development in the professional education system, since it has a high professional activity, applied focus. Contextual training allows bringing the educational process to the future professional activity, arming students not only with the sum of knowledge, but also

with the skills to use them in various conditions of practical activity. With the help of educational problem tasks and situations that simulate the subject and social contexts of activity, students experience future professional activities. The main value of the individual in the context of personality-oriented education is personal meaning and personal experience, which becomes the property of a person only when he/she oneself gives rise to the value of knowledge and the value of correct behavior personally for himself/herself. This requires an active intellectual activity of the consciousness, which independently makes decisions about the value of something.

The dynamics of social changes, the contexts of world development create the need for new qualities of a future FL teacher. Therefore, the training of teaching staff for intercultural professional cooperation, the training of a foreign language teacher of a new generation, the so-called mediator of cultures, is of particular importance. Teachers of a foreign language are distinguished by a special view of the world, erudition and high culture, ability for empathy, reflection, tolerance, innovativeness, mobility, and informativeness.

Innovativeness characterizes the readiness to explore, set and solve fundamentally new professional tasks. Mobility characterizes the readiness to update existing experience and knowledge, to adapt to changes in productive relations, to master a

new social and professional experience. Informativeness is the willingness to solve problems of information: automated storage, processing and retrieval of information.

A modern teacher should ensure that the educational process stimulates students' desire to use their knowledge in solving practical problems, analyze the surrounding reality and develop their own views and opinions. He/she teaches and educates not so much as actualizes and stimulates students for development, creates conditions for their self-promotion based on the use of emotional value experience, both his/her and students. Then there arises the priority of subject-semantic teaching, as compared with informational training, the need to diagnose personal development, use the semantic-exploratory dialogue, and include educational tasks in the context of life problems. The object of the students' work is not the "piece of information", but the situation in all its subjective and social uncertainty and inconsistency.

Based on the foregoing, contextual teaching is such teaching, in which with the help of innovative forms, methods and technologies of teaching, the subject and social content of the professional activity acquired by students is modeled. It includes the forms of educational, quasi-professional and educational-professional activities organized with the help of semiotic, imitational, and game (social) teaching models (Akhmetshina & Kiryukhina, 2015).

There are used new forms and methods of teaching, such as trainings, workshops, group works, case-situations, project methods, working with a case, and etc. It is difficult to carry out truly practice-oriented training of students without the participation of the professional community of practitioners (employers) in this process.

In the professional-oriented speech situations created by the teacher, the social and substantive content of the future professional activity is modeled, which helps students realize its essence and requirements, mentally build an image of a professional who is able to effectively perform this activity, correlate it with the image of their own "I" and develop an action strategy aimed at achieving the desired result (Pendyukhov, 2006).

Thus, the method of analyzing a specific situation is a pedagogical technology based on modeling a situation or using a real situation in order to analyze a case, identify problems, find alternative solutions and make the optimal solution to a problem. Case-study analysis is an effective method for enhancing the learning and cognitive activity of students. A situation in a case is a reality-relevant set of interrelated factors and phenomena, thoughts and hopes of characters, characterizing a certain period or event and requiring resolution through analysis and decision making. Creative professionally-oriented communicative situations can be represented by situations-problems and situations-improvisations.

Thus, in situations-problems and tasks, students are offered to solve situations containing a specific problem. At the first stage of training it is necessary to present the essence of the problem, a brief description and understanding of the situation. After the students have understood and comprehended the existing problem situation, they are asked to formulate goals for further work, which happens during the group discussion. Identifying the problem and identifying its root causes, the students as if "make a diagnosis", which requires an understanding of interdependencies and functional relationships in the analyzed situation.

The next step is to collect information. Since didactic cases can contain, along with a description of the situation, a brief summary, work assignments and questions for discussion, they will help students navigate throughout the process of doing the work. At this stage, students need to not only analyze the factual material provided, but also independently collect and evaluate additional information.

The third stage is the development of alternatives to action. With the help of creative abilities, students need to find as many alternatives as possible to solve the situation, examining the problem in complex from different angles. The task of the teacher is to help students to discover diverse ways of thinking and imagination, explaining to them that decisions are always made on the basis of a choice from many alternatives. By

comparing all the found alternatives to solving the problem, drawing attention to the advantages and disadvantages of each individual alternative, as well as their consequences, the students find a joint solution.

Finally, in conclusion, they must provide a presentation of the solution to the situation. In the process of discussion, in which each group tries to argue its decision, taking into account the objection of groupmates, students find a solution to the situation. Comparison of different points of view on the solution of a situation makes it possible to critically examine both the situation and the decision made.

Thus, the main task of the linguo-communicative preparation of a future

specialist in the field of foreign languages is not only to lay the foundation for communicative competence, but also the desire to develop interpersonal skills in the process of intercultural communication, the ability to analyze one's own speech and the interlocutor's speech. Thanks to the use of context technologies, conditions for the formation and development of professional knowledge are created, skills and abilities to solve professionally significant problems, the experience of creative activity are developed, the interest to the chosen profession increases, readiness for the implementation of future professional activities is formed.

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