

**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 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

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, 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, 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

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 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

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

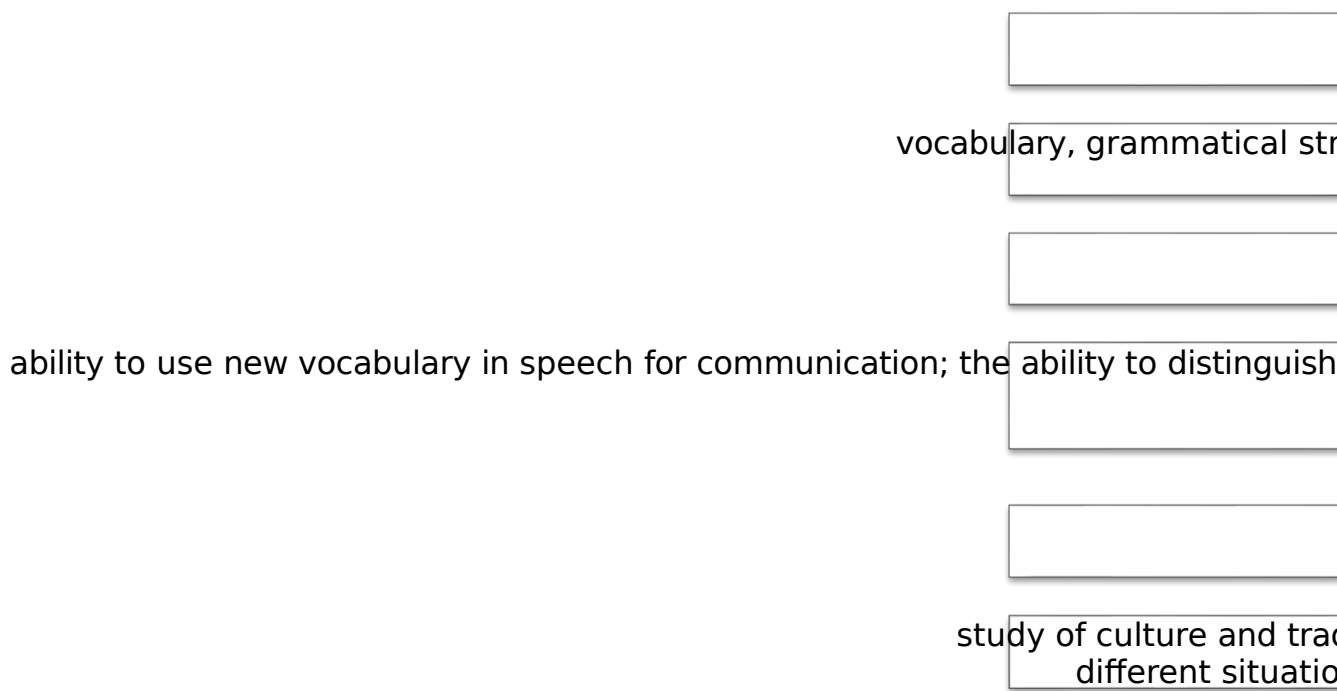


Figure 1 - The structure of language competence by K. B. Zhigaleva

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 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

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, 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.

Language component

vocabulary, grammatical structure, speech styles, phonetics of three languages, tak

vocabulary in speech for communication; the ability to distinguish certain words in

studying the culture and traditions of three languages simultaneously; the ability

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 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.

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

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 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

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

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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