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FORMATION OF THE COMMUNICATIVE COMPETENCE OF STUDENTS OF LINGUISTIC UNIVERSITY IN THE FOREIGN LANGUAGE SECTORAL EDUCATION

Akhmetova M.K. – PhD, Associate Professor, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Republic of Kazakhstan.*

Kassenova Zh.M. – Master of Pedagogical Sciences, Lecturer, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Republic of Kazakhstan.

Kaldymuratova G.N. – Master of Pedagogical Sciences, Lecturer, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Republic of Kazakhstan.

Bakhtibayeva A.R. – Master of Pedagogical Sciences, Lecturer, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Republic of Kazakhstan.

This article considers aspects of the formation of communicative competence in students of the Pedagogical Faculty of Foreign Languages. In the context of the new requirements for graduates of linguistic universities, there is a need to train new-breed educators capable of effective cross-disciplinary communication. This article discusses the training of professionals in foreign language education, focusing on the humanities, economics, and natural sciences. To enhance students' communicative competence within the Faculty of Foreign Language Education, a series of training materials (Communicative practicum manuals) has been developed and incorporated into the educational process by the Department of Foreign Language Teaching Methodology for three above-mentioned fields of education.

These manuals contain the content required for the formation and development of students' communicative competence – communicative situations, role-playing games, issues for discussion, case studies, project technologies, and more. Probation of the teaching manuals has demonstrated effectiveness during practical classes and contributed to the development of students' communication skills in foreign language sectoral education.

Key words: *communicative competence, foreign language sectoral education, economics, humanities, natural sciences, foreign language education, communicative practicum manuals.*

ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ЯЗЫКОВОГО ВУЗА В ИНОЯЗЫЧНОМ ОТРАСЛЕВОМ ОБРАЗОВАНИИ

Ахметова М.К. – доктор философии (PhD), ассоциированный профессор, Казахский университет международных отношений и мировых языков имени Абылай хана, г. Алматы, Республика Казахстан.*

Касенова Ж.М. – магистр педагогических наук, преподаватель, Казахский университет международных отношений и мировых языков имени Абылай хана, г. Алматы, Республика Казахстан.

Қалдымұратова Г.Н. – магистр педагогических наук, преподаватель, Казахский университет международных отношений и мировых языков имени Абылай хана, г. Алматы, Республика Казахстан.

Бахтибаева А.Р. – магистр педагогических наук, преподаватель, Казахский университет международных отношений и мировых языков имени Абылай хана, г. Алматы, Республика Казахстан.

В данной статье рассматриваются аспекты формирования коммуникативной компетенции у студентов педагогического факультета иностранных языков. В связи с новыми требованиями к выпускникам лингвистических вузов, возникает необходимость подготовки педагогических кадров новой формации, способных к коммуникации по различным отраслям. В данной статье говорится о подготовке специалистов в иноязычном отраслевом образовании, а именно – гуманитарное, экономическое, естественнонаучное направления. Для развития коммуникативной компетенции студентов педагогического факультета иностранных языков по отраслям коллективом кафедры методики иноязычного образования были разработаны и внедрены в учебный процесс Учебные пособия (Коммуникативные практикумы) по трем вышеупомянутым направлениям подготовки. Данные практикумы содержат необходимый контент для формирования и развития коммуникативной компетенции студентов – коммуникативные ситуации, ролевые игры, проблемные вопросы для обсуждения, кейс-стади, проектные технологии и другое. Апробирование разработанных учебных пособий показало свою эффективность при проведении практических занятий и способствовало развитию коммуникативных навыков студентов в иноязычном отраслевом образовании.

Ключевые слова: *коммуникативная компетенция, иноязычное отраслевое образование, экономическое направление, гуманитарное направление, естественнонаучное направление, иноязычное образование, коммуникативный специализированный практикум.*

**ШЕТ ТІЛДІК САЛАЛЫҚ БІЛІМ БЕРУДЕ ТІЛДІК ЖОО СТУДЕНТТЕРІНІҢ
КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ**

Ахметова М.К. – Философия ғылымдарының докторы (PhD), доцент, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы қ., Қазақстан Республикасы.*

Касенова Ж.М. – педагогика ғылымдарының магистрі, оқытушы, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы қ., Қазақстан Республикасы.

Қалдымұратова Г.Н. – педагогика ғылымдарының магистрі, оқытушы, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы қ., Қазақстан Республикасы.

Бахтибаева А.Р. – педагогика ғылымдарының магистрі, оқытушы, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы қ., Қазақстан Республикасы.

Бұл мақалада педагогика факультетінің шетел тілдері студенттерінің коммуникативті құзыреттілігін қалыптастыру тармақтары қарастырылады. Лингвистикалық жоғары оқу орындарының түлектеріне қойылатын жаңа талаптарға байланысты түрлі салада қарым-қатынас жасауға қабілетті жаңа көзқарастағы профессорлық-оқытушылар құрамын даярлау қажеттілігі туындады. Бұл мақалада шет тілді салалық білім беруде мамандар даярлау туралы айтылады, атап айтқанда, гуманитарлық, экономикалық, жаратылыстану бағыттары көрсетіледі. Шетел тілдері педагогикалық факультеті студенттерінің салалары бойынша коммуникативтік құзыреттілігін дамыту үшін шетел тілді білім беру әдістемесі кафедрасының ұжымы жоғарыда аталған үш дайындық бағыты бойынша оқу құралдарын (коммуникативтік жаттықтыру сабағы) әзірлеп, оқу процесіне енгізді. Бұл семинарларда студенттердің коммуникативтік құзыреттілігін қалыптастыру және дамыту үшін қажетті мазмұны жоғары, яғни коммуникативтік жағдайлар, рөлдік ойындар, талқылауға арналған проблемалық мәселелер, кейс стади, жобалау технологиялары және т.б. талқыланды. Әзірленген оқу құралдарын сынақтан өткізуде практикалық сабақтар барысында тиімділігін көрсетті және шет тілді салалық білім беруде студенттердің коммуникативтік дағдыларын дамытуға ықпал етті.

Түйінді сөздер: коммуникативтік құзыреттілік, шет тілді салалық білім беру, экономикалық бағыт, гуманитарлық бағыт, жаратылыстану ғылыми бағыты, шетел тілді білім беру, арнайы коммуникативтік практикум.

Introduction

In the era of globalization and internationalization, new challenges constantly arise for the higher education system in connection with the development of economic, political, cultural, social and educational relations between the Republic of Kazakhstan and other countries. To enter the global educational space, it is necessary to train our own competent and competitive domestic specialists who are ready and able to solve professional, and even non-standard tasks in a multilingual educational environment. Thus, taking into account the ever-increasing requirements for the training of specialists, it is necessary to prepare high-quality and competitive graduates in foreign language education in higher education.

Obviously, when studying foreign languages, the scientific and cognitive outlook of the individual expands, the worldview expands, that contributes to the development of a multilingual and multicultural personality.

In order to form and develop students' communicative competence, it is necessary to develop and implement various innovative technologies based on competence-based and personality-oriented approaches in the educational process.

In today's constantly changing world, in the context of globalization and internationalization, the role of a foreign language is also changing. In recent decades, the main goal of foreign language education has been the development of a foreign language communicative competence of a future specialist, and this competence should also be developed in some specific sectors, for example, natural science, humanitarian, economic.

It is obvious that at present it is important to be experts in a certain field and possess not only basic knowledge of English, but also possess special terminology and metalanguage, and "Modern education in the Republic of Kazakhstan is aimed at teaching some natural science disciplines in English" [1, p.2]. Accordingly, students will be able to choose any direction they prefer depending on their inclinations.

V.G. Kostomarov believes that communication is at the heart of all aspects of learning and represents a symbiosis of knowledge with skills and abilities, and, in addition, directly affects the choice of teaching methods, the content of general educational and educational tasks [2, p. 10-11].

The Republic of Kazakhstan is constantly developing international cooperation, and, consequently, there is a growing need for specialists who speak a foreign language in certain areas of activity at a professional level. In accordance with the competency-based paradigm in the modern education system, competencies become "an essential personal resource", and as I.A. Zimnyaya considers, competencies form "the essence of complex, heterogeneous, diverse personal formations" [3, p. 2-10].

To date, there are many works of domestic scientists devoted to the problem of the formation of communicative competence. Each of the researchers gives his/her own interpretation of the definition of communicative competence and offers a component composition of communicative competence. According to Rakhimbekova G.O. communicative competence is an education that is complex in structure and holistic in organization, ensuring the success of the implementation of the main tasks of communication and self-realization of the individual and is expressed in the possession of linguistic skills, compliance with specific socio-cultural norms of speech behavior and psychological laws of establishing contact between those who communicate, maintaining a favorable atmosphere, developing emotionally-sensual sphere personality [4, p. 10-11].

Kenzhaeva B.B. identifies communicative competence as the quality of a specialist, representing the unity of his theoretical knowledge, practical skills, abilities and personal characteristics in the aggregate, providing him activities in the specialty, the ability to quickly mobilize and adapt to new aspects [5, p. 65-69].

As for Akeshova M.M., communicative competence is as an integrative characteristic of the personality of a specialist, including knowledge, skills, abilities and personal qualities that ensure the successful performance of his professional activities [6, p. 107-121].

The issues of formation of communicative competence and competence-based approach in the pedagogical process are considered in their works by other domestic researchers: V.A. Kim, B.A. Zhetpisbaeva [7], the issues of the formation of communicative competence in the conditions of foreign language education are reflected in the works of scientists such as A.T. Chaklikova [8], M.I. Kudritskaya [9].

It should be noted that the state program for the development of the languages of the Republic of Kazakhstan emphasizes that one of the key components of the lexical capital of Kazakhstanis is the knowledge of foreign languages as a means of business and international communication. Within the framework of this task, it is envisaged to preserve a wide educational space for the process of teaching foreign languages.

To prepare competitive specialists in demand on the labor market, it is necessary high-quality language training of students in a linguistic university. Therefore, the educational process in a linguistic university should be practice-oriented.

For that purpose, textbooks and course (Communicative specialized practicum: Natural science, Humanities and Economics directions) were developed and introduced into the educational process in three areas: humanitarian, natural science and economics for 4th year students of the Pedagogical Faculty of Foreign Languages at Kazakh Ablai Khan University of International Relations and World Languages, at the Department of Methods of Foreign Language Education. Communicative specialized practicum contributes to the development of professional and personal qualities of undergraduate students, and the acquisition of additional education in a particular sector.

Description of materials and methods

The course "Communicative specialized practicum" is designed and applied in the learning process in order to facilitate all specialties in Kazakh Ablai Khan University of International Relations and World Languages. For the Pedagogical Faculty of Foreign Languages to provide the training of undergraduate students in the Module "Cognitive-conceptual foundations of foreign language linguodidactics" in the following profiles: natural science, economics, humanitarian. The course "Communicative specialized practicum" is designed for students of pedagogical specialties and is aimed at formation, development and improvement of intercultural communicative professionally oriented foreign language competence, the introduction of metalanguage, the demonstration of a deep understanding of the basic concepts of classical and modern science, effective communication in scientific content both in written and oral form, the application of their scientific experience and knowledge to analyze new scientific situations in a foreign language. Concerning humanitarian direction students develop professional discursive skills in the field of the humanities, mastering the metalanguage, the formation of basic literary concepts and categories in the field of literary interpretation, the development of professional competencies for working with educational material in the humanities (literature). The economics profile of this course is aimed at the development of professional discursive skills in the field of economic sciences, mastering the metalanguage, mastering the basic economic concepts and categories, developing professional competencies for working with authentic material of an economic nature.

The aim of the course is the development of intercultural communicative competence, the introduction of a metalanguage, demonstration of a deep understanding of the basic concepts of classical and modern science, effective communication in scientific content both in written and oral forms, the use of scientific experience and knowledge to analyze new scientific situations in a foreign language education.

Course goals were realized by solving a set of the following objectives:

- to provide students with an understanding of the essence of the competence-methodological integration of the modern foreign language educational paradigm as a system of intercultural and communicative foreign language education;

- to introduce students to the modern methodological interpretation of classical and modern science, economics and humanities: approaches, goals, content, principles, methods, terms.

- to expand, systematize and consolidate the acquired theoretical knowledge and practical skills necessary for future professional activity;
- to gain experience and develop the skills of searching for and obtaining relevant knowledge, through the use of information technologies;
- to form the design, constructive, analytical, predictive skills of students;
- to develop practical skills to use normative, legal, reference documentation and special literature in educational, professional and social activities;
- to develop the cognitive ability and activity of students; their creative initiative, independence, responsibility and organization;
- to form independent thinking, the ability to self-development, self-improvement and self-realization, research skills;
- to acquaint students with the most important approaches to understanding the goals, content and principles of building the learning process classical and modern science with in-depth study of foreign languages.

Tasks and exercises ensure the success of mastering foreign terminological vocabulary, the development of reading skills, summarizing, annotating and analyzing texts of works, forming the skills of foreign language oral and written speech, which will allow students to use a foreign language in their further professional activities [10]. All assignments are based on the principle of “redundancy”, which helps the teacher to implement a differentiated approach to learning, as well as use a creative approach to lesson planning.

The subject content of each course level is organized into new cognitive and linguaculturological complexes, the component composition of which includes:

- the communicative sphere reflecting the content of the complexes in the foreign-didactic direction;
- a set of speech topics and subthemes of communication that implement this area;
- typical situations for oral and written forms of professional communication.

The course “Communicative specialized practicum” is taught within one semester for the 4th year undergraduate students of the Pedagogical Faculty of Foreign Languages of Kazakh Ablai Khan University of International Relations and World Languages. The topics are given in three professional field of activity – natural science, economics, humanitarian, which were organized in accordance with the CLC [11] that is, they were combined into one sphere and further divided into topics and subtopics, communicative situations (written and oral). Because of the great difference of all these three areas, and the number of allocated hours was not enough for deeper mastering, therefore, we identified the most applicable and interesting topics for the development of common worldview.

In modern practice, a sufficient number of interrelated methods and approaches used in foreign language lessons are used, for example, the simulation method (full immersion in situations) and role-playing games. The simulation method is very popular and widely used in KazUIRandWL named after Ablai Khan. A study by foreign scientists Garcia Carbonell, Rising, Montero, Watts on the role of simulation communicative actions in mastering communicative competence in the process of learning a foreign language showed that such actions are more effective than traditional training in the development of communicative competence [12].

Undoubtedly, this method should be used along with other methods of the communicative approach, since its advantage is seen in the fact that it is possible to use the social context in the process of learning a foreign language in order to form the sociolinguistic competence of students. Role-playing games are also very important for improving the communicative competence of students. When using role-playing games, the teacher is recommended to take into account the level of students' knowledge of a foreign language and use simple or complicated simulations that represent certain real-life processes (greeting, interview, trip to a conference). In a well-thought-out system of special communicative exercises for 4th year students, a special place belongs to professionally directed dialogues that will arouse a keen interest among students related to the discussion of familiar issues in a foreign language.

The interdisciplinary links in the humanitarian field of activity are realized with Linguodidactics, Stylistics, Intercultural Communication, Literature, and Methodology of Foreign Language Education. In the humanitarian part of the course, we offered the next topics: “The role of Literature in the evolution of mankind”, Historical perspective on English Literature: the main stages of its development”, “Linguacultural analysis of a literary piece: the difference between “reading”, “comprehension” and “interpretation” of a literary piece”, “Genres of Literature”, “The most common literary devices: branch of stylistics”.

The interdisciplinary links in the field Economics are realized with Economics, Marketing, Intercultural communication, Management, and Methodology of Foreign Language Education. In this section of course the student are offered to study the following topics: “Place and importance of economy in the country’s life”, “National model of economic development”, “Human resources management”, “The role and place of advertising in the management and efficiency of enterprises”, “Economic benefits of international education projects”, “International bank transfers”, “Procedures and conditions for starting the implementation of signed contracts for the supply and sale of goods”.

The interdisciplinary links in the field of natural science are realized with Intercultural communication, Chemistry, Physics, Biology, Ecology and Methodology of Foreign Language education. While studying this

part of the course “Communicative specialized practicum” the students are offered to know about: “Origin of Universe and how does it work”, “Solar system. The Sun and the Moon”, “Physical and chemical properties and conditions of substances”, “Our home-Earth” (ecology and nature management), “Diversity of living organisms”, “Cell Theory”, “Microorganisms: viruses and bacteria”, “Human body systems”.

For the development of productive abilities and communication skills of students in the learning process, the students are offered to fulfill the following communicative tasks:

Natural Science

I. Work with your partner and make up a dialogue according to one of the following situations:

1. Two students are discussing the bad effects of smoking on our body.
2. A student asks his new friend what sports he (or she) is fond of.
3. A doctor tells a patient to change his life completely [13, p. 35].

II. Organize a "Round table" with experts on nanotechnology in the field of medicine. Discuss modern technologies in medicine and their effectiveness for human health. [14, p. 45].

Economics

I. Discuss the issue in groups.

The Board of founders of the bank is concerned about the raising trend of non-repayment of loans during the economic crisis. The agenda of the meeting includes several points:

- Bank’s relationship with its customers
- Control over the creditworthiness of customers before issuing loans, guarantee and collateral clarifications
- Control over the validity of the recommendations provided
- Terms of granting loans reduction

Study the agenda before the meeting and make up 2-3 suggestions for each point to improve the issue.

Discuss advantages and disadvantages of each suggestion. Predict potential effect of their implementation. Select the most productive ideas and compile a proposal. Use the fishbone shown in Figure 1 to visualize your ideas. [15, p. 10].

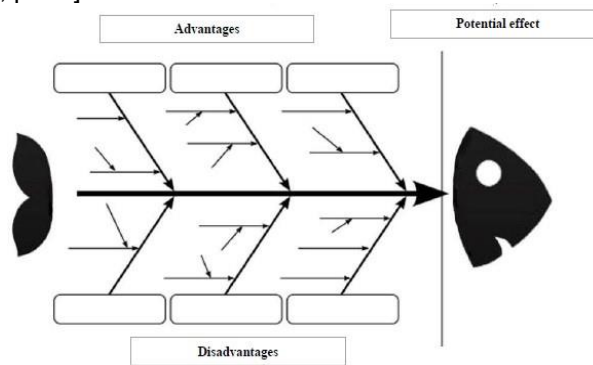


Figure 1. Fishbone

II. Discuss in groups.

Your company has faced the issue of demand for the products reduction. Your team of managers is in charge to identify the causes and suggest ways of improvements. Hold on a meeting and discuss the issue, focus on reasons of demand fall and means to raise it. Summarize your ideas and compile a protocol of action using the sample scheme in Figure 2 [16, p. 38].

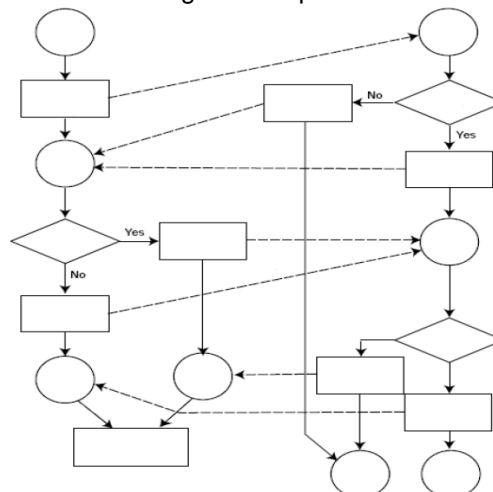


Figure 2. The sample scheme

Humanities

Role-play: Imagine that you are the editor at the literary agency. You have to promote the 2 new books – Lord of the Rings (J.R.R. Tolkien) and The Stars, my Destination (Alfred Bester). Discuss with your colleagues the variants of a promotion campaign. What techniques would you use to advertise it to the readers? Will they be identical or not? Why? Prepare book reviews [17, p. 73].

I. **Debates. Discuss the following topic:** Should poetry be taught at school?

The debates are attended by: presenter (chairman), experts (jury) from 2 to 4 people, time keeper – keeper of time, support team (viewers asking questions).

During the debates:

1. The host announces the topic
2. He also introduces the participants in the game and voices the tasks facing them. (It is recommended to determine in advance who will work in the “affirmation” team and who will work in the “negation” team).
3. After determining the alignment of teams, the moderator reminds the participants of the rules for conducting debate [18, p. 17].

The question of the readiness of young specialists for professional teaching activities is constantly raised by specialists in the field of higher education and potential employers, and in recent years this is due to the introduction of new educational standards that focus on the preparation of competent, mobile and ready-to-work specialists in new conditions.

Assessing the development of students' communicative competence in FLE is a pivotal aspect of education. As fourth-year students in this unique academic setting, individuals have undergone years of rigorous language instruction and immersion, equipping them with the linguistic skills necessary for effective communication. However, the ability to communicate effectively extends far beyond linguistic fluency; it encompasses the capacity to convey complex ideas, theories and subject-specific knowledge within the realms of Natural Science, Economics and Humanities.

This assessment framework seeks to establish criteria for evaluating communicative competence across high, medium and low proficiency levels in these three directions. In doing so, it recognizes the multidimensional nature of communicative competence, acknowledging that students must not only be proficient in a foreign language but also capable of applying their language skills in context-specific academic settings.

For fourth-year students in a linguistic university, this framework provides guidance to educators and institutions in assessing the degree to which students can navigate, comprehend and communicate within the directions of Natural Science, Economics and Humanities. By setting clear benchmarks for each proficiency level, it aims to ensure that students are equipped to engage effectively with subject matter, fostering their academic and professional development. Additionally, it underscores the significance of language proficiency as a tool for knowledge acquisition and dissemination, ultimately shaping well-rounded, competent graduates prepared for the demands of their chosen fields. To assess the development of communicative competence, criteria for the evaluation parameter were developed. The criteria included the following points: Content Comprehension, Vocabulary Usage, Coherence and Cohesion, Critical Thinking, Engagement, Fluency and Clarity of Speech.

These general criteria provide a framework for assessing students' communicative competence in Natural Science, Economics and Humanities at various proficiency levels. It is important to adapt and expand upon these criteria based on the specific learning objectives, curriculum and assessment methods of the university's program, as well as the unique needs of the students and the demands of the academic disciplines.

The course “Communicative Specialized Practicum” corresponds to the updated content of subject training and contributes to the successful training of teachers in natural, economic and humanitarian disciplines.

Results and discussion

Throughout the academic year, classes were held on the discipline “Communicative specialized practicum (Natural science, Humanities and Economics directions)” for the 4th year students of the Pedagogical Faculty of Foreign Languages at the KazUIR&WL named after Ablai Khan. Practical classes in this discipline were conducted two hours a week in each group.

A preliminary investigation revealed that students' communicative skills are above average, as well as students did not fully know the contents and terminologies in three directions. During the first practical lesson in the discipline «Communicative specialized practicum» various communicative tasks were carried out and worked out with the students. The following statistics in the diagram were collected from the arithmetic mean of the grades of students in each group (number of students in each group 401-15, 407-16, 414-16, 424-14). Below are the results of a preliminary investigation of four groups of the 4th course (Figure 3).

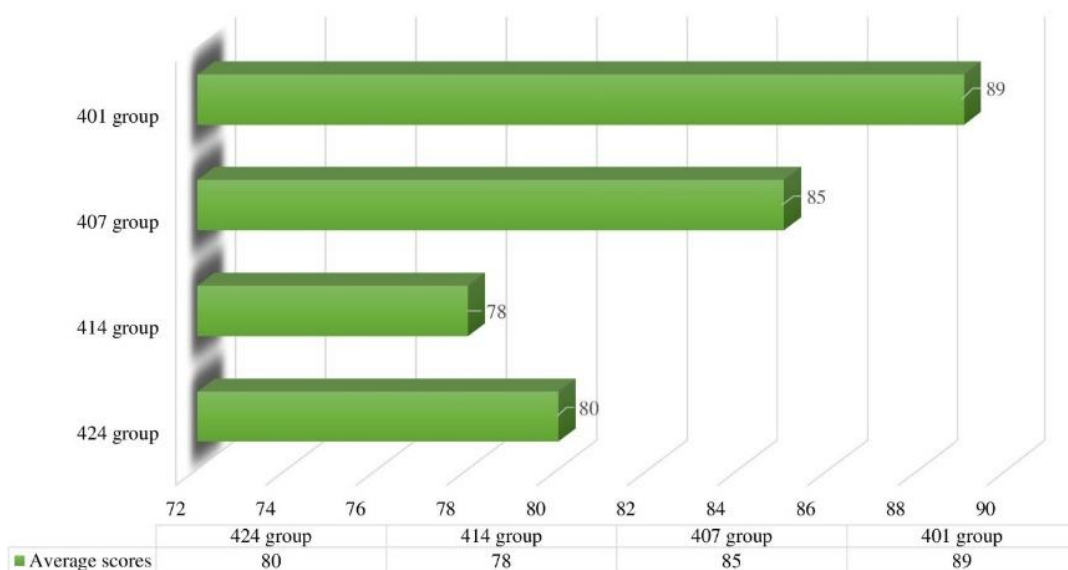


Figure 3. Results of preliminary investigation of 4th course students

We were given the main task – to improve the communicative complexes of 4th year students, in order to prepare for competitiveness in the future pedagogical path. To improve the communicative features of students, classes were held in all directions during the semester. Examples of communicative tasks are offered below:

Natural science

I. Discuss the following statements in the group.

- The Earth rotates; it revolves around the Sun, the Sun moves within the Milky Way and the Milky Way moves. Does this mean we are never in the same place twice?
- If fire needs oxygen, where does the sun get oxygen if there's no oxygen in space?
- Even though the Sun will destroy the Earth when it becomes a red giant in 5 billion years, such is merely the final stage of things to come. What will happen before that? Are there many lesser ends that will occur before this one [7, p. 13]?

II. Work in small groups and discuss.

Nowadays a lot of people consume energy drinks. What are the effects of them to our health? Divide into small groups and discuss the following issues:

- What do energy drinks do to the body?
- How much is too much?
- Should the use of energy drinks be regulated?
- Should children be allowed to drink energy drinks? Pregnant women? The elderly [7, p. 35]?

Economics

I. Role play the following situation.

Your company is planning to collaborate with a foreign company. The team of chief managers has to negotiate about the terms and conditions of the contract.

Team A

You are the representative of Kazakhstani economic sector. Make up a strategy for negotiations (choose a sphere, make a description of your company with all necessary details, make up a plan of how you can cooperate with a foreign company, make some guidelines about the contract's condition).

Team B

You are the representative of a foreign company (you can choose a famous company (or a bank) or invent one. Make up a strategy for negotiations (choose a sphere, make a description of your company with all necessary details, make up a plan of how you can cooperate with a foreign company, make some guidelines about the contract's condition) [10, p. 56].

II. Debate about the following statement.

- 'Which is more important for clients and customers: price or quality'?
- Divide into two teams. One team supports the position about price prevalence. Another team rejects it, supporting the point about quality prevalence. Get ready for the debates in the classroom. Prepare three arguments with details and examples for each point [10, p. 23].

Humanities**I. Work in pairs.**

Student A. Imagine, you are the 12-year-old son, who doesn't like reading books, especially classical literature. Speak to your father about it. Complain that literature is boring. Explain your point of view to your father.

Student B. Imagine, you are the father of a 12-year-old son who doesn't like reading books at all. Discuss the situation with your son. Tell about the advantages of literature. Try to persuade him to read more [11, p. 11].

II. Role-play «Air Balloon».

Imagine that you went on a long journey in a hot air balloon. Here you are flying over the ocean. The nearest land is still about 500 kilometers away. Everything seems to be fine and there is nothing to worry about, but an unforeseen situation happens – an eagle lands on the ball. One of the participants reacts to this in an unexpected way – he shoots a bird, which creates a hole in the ball that lets air out. The ball starts to fall... Participants throw out all the ballast to slow down the fall. But the ball continues to fall. So, you need to throw out something else ... or someone else. This must be decided by you, the participants of the game. Prove that you deserve to stay alive!

Task:

- Participants of the game choose the character they want to be from the list below:

Geoffrey Chaucer John Wycliffe William Shakespeare
 Sir Thomas More Daniel Defoe Robert Burns
 William Godwin George Gordon Byron Mary Shelley
 Thomas Hardy Arthur Conan Doyle
 Edward Mackenzie Joanne Rowling Jean Iris Murdoch
 Aldous Huxley Bernard Shaw

- You have to "choose" the candidate to leave the air balloon immediately and try to persuade him and the others in this by criticizing the opponent.

- Don't forget to "defend" yourself! Tell the arguments why you are so important and can not leave the air balloon.

- The person who can't present any arguments in his/her defense during 7 seconds loses.

- The last person that is left on the air balloon – WINS [11, p. 37-38]!

The communicative objective, as a derivation of and backdrop to the educational work, goes through the same steps of solution as the latter: investigation of the issue, enumeration of possibilities and selection of the best one, communicative engagement, and analysis of the outcomes. When the objective of explaining new material arises, the teacher analyzes the communicative situation, sorts out possible explanation options, selects the best methods, and then performs a practical communicative action. At all stages of solving a communicative task, the teacher uses specially selected interactive communicational technologies (role-playing games, dialogues, global simulation, etc.), with the help of which communicative interaction is organized.

In the process of solving communicative tasks, the teacher realizes two main goals: to transfer knowledge to students in three directions and encourage them to communicative activities.

On the course "Communicative Specialized Practicum" the development of communicative skills is woven into the general context of the learning objective, which is the main unit in the formation of the competence of the future teacher of foreign languages.

Communicative objectives can be considered as a means of solving an educational problem in the context of a foreign language sectoral education. In the process of communicating with students in a practical lesson, the teacher solves communicative objectives of different nature, realizing various communicative functions. Four functional series of teacher's communicative actions have been identified: stimulating (motivating and encouraging to communicate), reacting (evaluating and correcting mistakes), controlling (introducing the right direction in communication), organizing (productive assimilation of educational content).

On each communicative task there is a specific situation with the demand for certain communicative objectives. The meaning of this is that students cannot just be silent while doing the exercises, each student has a specific role or a communicative task that he must comply with. During the practical lesson, not only the student, but also the teacher acquires a certain communicative objective. If the student has this observance and entry into the communicative task or communicative complex, then the teacher has the transformation and addition to the existing miscalculations in speaking, sentence structures and grammar.

Aforecited exercises not only develop and improve communicative data, but also contribute to the accumulation of knowledge in three areas – natural science, economic and humanities. These areas are important not only for assimilation in the future profession, but also for use in real life. After conducting practical classes in this discipline during the academic year, a significant improvement of students' communicative skills was noted, students mastered the content and terminology in the three above

directions. The tasks of the “Communicative Specialized Practicum” developed and offered to students are problem-oriented in nature and force students to resolve various kinds of communicative situations, contribute to entering into polemics, develop critical thinking and contribute to the development of foreign language communicative competence.

Thus, as shown in the diagrams, improvements in the approbation of the course “Communicative Specialized Practicum (Natural Science, Humanities and Economics)” with 4th year students were revealed on the equipment of the data of preliminary and control investigations. These diagrams show the dynamics of growth and improvement of students' communicative skills after studying the course (Figure 4).

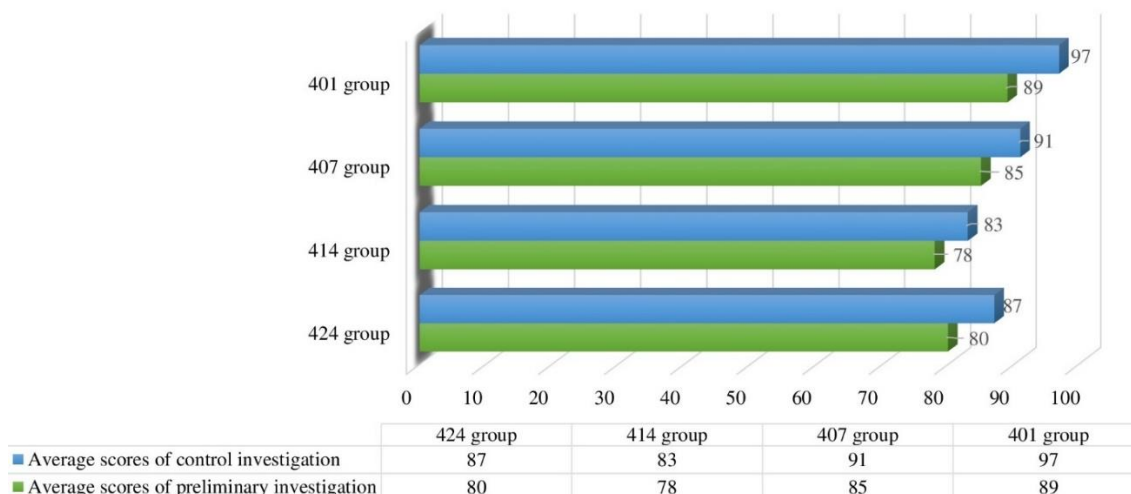


Figure 4. Results of preliminary and control investigations of 4 groups

The communicative skills acquired during the study of the course “Communicative Specialized Practicum” in modern conditions, the introduction of interactive technologies into the educational process and the formation of a global communicative environment, will help students navigate in the search for additional knowledge and assimilation of new terminological complexes in three directions. Mastering the content of the course will also allow students to learn more information in three areas, for example Natural science: Pollution problems, The use of nanotechnology in the modern world, The concept of artificial intelligence and the use of robots, etc.; Economic: The ability to explain the trends of increasing and decreasing sectoral data of states, the development of economic terms and the process of working these concepts, etc.; Humanitarian: Art of the old and modern world, Analysis of literary works and the specificity of genres / styles of each era, etc.

In the process of creating a textbook for the course “Communicative Specialized Practicum”, special attention was paid to the development of communicative competencies in the framework of various types of speech activity: speaking, reading, listening and writing. The main task was to select authentic and relevant materials that would allow students to acquire practical knowledge and skills in three different areas. The materials and task bank of the teaching aid offer various forms of classroom work, including dialogues, role-playing games, global simulations, joint projects, and also develop business writing skills.

The created discipline contributes to the development of foreign language communicative skills in professional foreign-language sectoral education.

Our results demonstrated that classroom-oriented research on discipline “Communicative Specialized Practicum (natural science, humanities and economics) has been extensively conducted inside the range of competence-based, personality-oriented approaches, communicative situations, case studies, survey research and negotiations in foreign language sectoral education. The majority of examples of communicative specialized activities based on sectoral education reported in the survey are productive, as long as they practice speaking or writing (case tasks, debate, role-play). The most reported benefits of activities, that is focused on three directions were its practicality, effectiveness, and learner-centeredness. Rather, they use a sequence of interconnected tasks, employing all four language skills (reading, writing, listening, speaking) over the course of the sequence. In line with the development students' communicative competence thoughtful combinations of quantitative research on practical lessons provided valuable insights into terminological acquisition and mastering content. Regarding target materials on scientific, economic terminology, it could be argued that selection of scientific texts impeded certain issues. Notwithstanding, greater use of practical lessons investigating students in their classrooms has shown advantageous results. Besides, the participants indicate the privileges of “real-world” and “authentic” tasks, students have to know how to perform during and after their further studies and in various fields of professional communication.

Conclusion

The results showed that after the initial practical training in the discipline «Communicative Specialized Practicum», 4th year students not only improved their intercultural communicative competence and scientifically based analysis of situations in a foreign language, but also contributed to the accumulation of knowledge in three areas – natural science, economic and humanities. It was revealed that application of communicative tasks such as role-playing games, debates, discussion tasks and practical exercises contributed to the assimilation of the course content and obtaining additional information in three areas, which developed critical thinking, problem-oriented and communicative skills of students. The obtained results led to positive and significant changes in the formation of students' foreign language communicative competence in the long term: students mastered new terminological complexes in three directions, developed communicative competencies within various types of speech activity, formed practical knowledge and communication skills in both written and oral speech, used all four language skills (reading, writing, listening, speaking), mastered the metalanguage.

The effectiveness of practical classes and the accelerated development of students' communication skills in foreign language sectoral education have demonstrated its validity and success, which will continue to be tested and investigated in order to effectively influence the practice of teaching in foreign language sectoral education.

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Information about the authors:

Akhmetova Madeniyet Kadesovna – PhD, Kazakh Ablai Khan University of International Relations and World Languages, Republic of Kazakhstan, A05F7H5, Almaty, 200 Muratbayev Str., tel.: +77776510862, e-mail: east.1970@mail.ru.*

Kassenova Zhamilya Muratkhanovna – Master of Pedagogical Sciences, Lecturer, Kazakh Ablai Khan University of International Relations and World Languages, Republic of Kazakhstan, A05F7H5, Almaty, 200 Muratbayev Str., tel.: +7475750803, e-mail: zhamilya_75@mail.ru.

Kaldymuratova Gulzada Nurlybekovna – Master of Pedagogical Sciences, Lecturer, Kazakh Ablai Khan University of International Relations and World Languages, Republic of Kazakhstan, A05F7H5, Almaty, 200 Muratbayev Str., tel.: +7476986184, e-mail: gkaldymuratova@mail.ru.

Bakhtibayeva Assel Rissaliyevna – Master of Pedagogical Sciences, Lecturer, Kazakh Ablai Khan University of International Relations and World Languages, Republic of Kazakhstan, A05F7H5, Almaty, 200 Muratbayev Str., tel.: +7479908435, e-mail: bakhtibayevaa@mail.ru.

Ахметова Мадениет Кадесовна – доктор философии (PhD), ассоциированный профессор, Казахский университет международных отношений и мировых языков имени Абылай хана, Республика Казахстан, Алматы, А05F7H5, ул. Муратбаева 200, тел.: +77776510862, e-mail: east.1970@mail.ru.*

Касенова Жамиля Муратхановна – магистр педагогических наук, преподаватель, Казахский университет международных отношений и мировых языков имени Абылай хана, Республика Казахстан, Алматы, А05F7H5, ул. Муратбаева 200, тел.: +7475750803, e-mail: zhamilya_75@mail.ru.

Калдымуратова Гүлзада Нурлыбековна – магистр педагогических наук, преподаватель, Казахский университет международных отношений и мировых языков имени Абылай хана, Республика Казахстан, Алматы, А05F7H5, ул. Муратбаева 200, тел.: +7476986184, e-mail: gkaldymuratova@mail.ru.

Бахтибаева Асель Рисалиевна – магистр педагогических наук, преподаватель, Казахский университет международных отношений и мировых языков имени Абылай хана, Республика Казахстан, А05F7H5, Алматы, ул. Муратбаева 200, тел.: +7479908435, e-mail: bakhtibayevaa@mail.ru.

Ахметова Мадениет Кадесовна – философия ғылымдарының докторы (PhD), доцент, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Қазақстан Республикасы, Алматы, А05F7H5, Мұратбаев көшесі 200, тел.: +77776510862, e-mail: east.1970@mail.ru.*

Касенова Жамиля Муратхановна – педагогика ғылымдарының магистрі, оқытушы, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Қазақстан Республикасы, А05F7H5, Алматы, Мұратбаев көшесі 200, тел.: +7475750803, e-mail: zhamilya_75@mail.ru.

Қалдымуратова Гүлзада Нұрлыбекқызы – педагогика ғылымдарының магистрі, оқытушы, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Қазақстан Республикасы, А05F7H5, Алматы, Мұратбаев көшесі 200, тел.: +7476986184, e-mail: gkaldymuratova@mail.ru.

Бахтибаева Асель Рисалиевна – педагогика ғылымдарының магистрі, оқытушы, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Қазақстан Республикасы, А05F7H5, Алматы, Мұратбаев көшесі 200, тел.: +7479908435, e-mail: bakhtibayevaa@mail.ru.

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**ВОЗМОЖНОСТИ ОНЛАЙН-ОБЩЕНИЯ ДЛЯ ПРАКТИКИ
РАЗГОВОРНОЙ РЕЧИ В ИНОСТРАННОМ ЯЗЫКЕ**

Байжанова А.А. – старший преподаватель кафедры мировых языков, Актюбинский региональный университет им. К. Жубанова, г. Актюбе, Республика Казахстан.

Салимгерей З.М. – магистр гуманитарных наук старший преподаватель кафедры мировых языков, Актюбинский региональный университет им. К. Жубанова, г. Актюбе, Республика Казахстан.*

Мусралина А.С. – старший преподаватель кафедры мировых языков, Актюбинский региональный университет им. К. Жубанова, г. Актюбе, Республика Казахстан.

Целью данной статьи является рассмотрение возможностей онлайн-общения для практики разговорной речи в иностранном языке в контексте казахстанского образования. Мы изучим преимущества и потенциал онлайн-средств коммуникации, таких как видеочаты, социальные сети, платформы для языкового обмена и онлайн-курсы, а также ограничения и вызовы, связанные с использованием этих средств в образовательных целях.