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ON THE PROBLEM OF FORMATION OF FUTURE FOREIGN LANGUAGE TEACHERS' DIGITAL COMPETENCE

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The article deals with the problems and analysis of approaches to the definition of digital competence of a foreign language teacher. The relevance of the research problem stems from the need to modify the content of the professional training of a teacher of foreign languages. The research methodology involves the review and consolidation of the papers of both domestic and international scholars studious of this particular domain, enabling us to pinpoint the key concepts. In addition, the article reveals the problems of forming the digital competence of future foreign language teachers, analyzes the extent of development of this concept in the scientific pedagogical literature, determines the main mechanisms of the digital competence formation, and clarifies the components that make up the digital competence of a foreign language teacher. The article offers examples of exercises and tasks based on information and educational resources (analytical and prognostic, situational and communicative, pragmatic and updating, informational and retrieval) aimed at fostering the digital competence of a future foreign language teacher. The developed methodology and tasks were tested in the course of the experimental and practical training during the foreign language classes involving the second-year students, and validated by the experimental work results.

Key words: *informatization, digital technologies, competence, competency, digital competence, foreign language education.*

ПРОБЛЕМА ФОРМИРОВАНИЯ ЦИФРОВОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

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В статье рассматриваются проблемы и анализ подходов к определению цифровой компетенции учителя иностранного языка. Актуальность проблемы исследования обусловлена необходимостью внесения корректив в содержание профессиональной подготовки учителя иностранных языков. Методологию исследования составляют анализ и обобщение работ отечественных и зарубежных исследователей в данной области, на основе которых выделяются ключевые понятия. Кроме того, в статье раскрываются проблемы формирования цифровой компетенции будущих учителей иностранного языка, анализируется степень разработанности данного понятия в научной педагогической литературе, определяются основные механизмы формирования цифровой компетенции, а также уточняются компоненты, входящие в состав цифровой компетенции учителя иностранного языка. В статье предлагаются примеры упражнений и заданий на основе информационных образовательных ресурсов (аналитико-прогностические, ситуационно-коммуникативные, прагматико-актуализационные и информационно-поисковые), направленные на формирование цифровой компетенции будущего учителя иностранного языка. Разработанная методика и задания были апробированы в ходе опытного обучения на практических занятиях по иностранному языку со студентами второго курса, что подтверждается результатами экспериментально-опытной работы.

Ключевые слова: *информатизация, цифровые технологии, компетентность, компетенция, цифровая компетенция, иноязычное образование.*

БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІНІҢ ЦИФРЛЫҚ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ МӘСЕЛЕСІ

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Мақалада шетел тілі мұғалімінің цифрлық құзыреттілігін анықтаудың мәселелері мен тәсілдерін талдау қарастырылған. Зерттеу мәселесінің өзектілігі шетел тілі мұғалімінің кәсіби дайындығының мазмұнына түзетулер енгізу қажеттілігімен түсіндіріледі. Зерттеу әдістемесі отандық және шетелдік зерттеушілердің осы саладағы еңбектерін талдау мен жалпылаудан тұрады, олардың негізінде негізгі ұғымдар ажыратылады. Сонымен қатар, мақалада болашақ шетел тілі мұғалімдерінің цифрлық құзыреттілігін қалыптастыру мәселелері ашылып, ғылыми педагогикалық әдебиеттерде бұл тұжырымдаманың даму дәрежесі талданады, цифрлық құзыреттілікті қалыптастырудың негізгі тетіктері айқындалып, құрамдас бөліктері нақтыланады шетел тілі мұғалімінің цифрлық құзыреттілігін құрайды. Мақалада болашақ шетел тілі мұғалімінің цифрлық құзыреттілігін дамытуға бағытталған ақпараттық білім беру ресурстарына (аналитикалық-болжамдық, ситуациялық-коммуникативтік, прагматикалық-өзектілендіру және ақпарат іздеу) негізделген жаттығулар мен тапсырмалардың мысалдары ұсынылған. Жасалған әдістеме мен тапсырмалар екінші курс студенттерімен шетел тілі бойынша тәжірибелік сабақтарда эксперименттік оқыту барысында сынақтан өтті, бұл эксперименттік жұмыстың нәтижелерімен расталады.

Түйінді сөздер: *ақпараттандыру, цифрлық технологиялар, құзыреттілік, құзырет, цифрлық құзыреттілік, шеттілді білім беру.*

Introduction

Due to the changes that are taking place in the educational sphere, the requirements for educational institutions, teachers and students are changing. The concept of the modern education system differs significantly from the previous, traditional one, where the teacher manages the process, being the center of this process. As the world is rapidly developing and changing, future teacher of a foreign language need to be aware of all the achievements in the field of information- communication technologies. In the age of development of information- communication technologies, such terms as “informatization”, “digitalization” and “digital transformation” are becoming an integral part of modern life. The concept of these terms is multifaceted, as they affect all spheres of human life and society. Accordingly, “digitalization” is also necessary in the field of education, since the organization of the educational process aimed at updating the content, methods, means and forms of education due to the influence of digital technologies that helps make learning more effective and flexible. Digital education represents a new educational activity based on the digital form of presentation of educational and managerial information, as well as current technologies for its storage and processing, which can significantly improve the quality of the educational process and its management at all levels. To develop the creative potential and critical thinking of students, it is necessary to constantly independently acquire digital knowledge, skills and abilities to use them in various life situations.

Currently, the usage of digital technologies in the organization of the educational process according to teacher training programs, the expansion of the possibilities of using “informatization” to ensure individualization of learning, are becoming one of the main requirements in the training of future teachers. In the field of foreign language education, new professional and personal requirements are being put forward for future foreign language teachers who are indicators of the development of the information culture of education. The effectiveness of the educational process in the new modern conditions depends not only on the ability of teachers to use ICT and digital resources in their teaching activities, yet also on the ability to study, create new ones and creatively implement them in the process of teaching a foreign language. Therefore, the formation of the digital competence of the teacher is an important task of professional training of future teachers.

The main part

As we have already noted above, at present objective reality is being replaced by informational reality. The transformation of education into a high-tech sphere actualizes pedagogical research and the development of problems related to the formation of the digital competence of future specialists. A special role in the development of an information-competent teacher is played by education received in a higher educational institution, focused on practical skills, on the ability to apply digital knowledge and skills in new pedagogical conditions and situations. The understanding that new technological means inevitably lead to changes in traditional methods of working with information and teaching methods required clarification of the term “informatization of education” and emphasis on its didactic goals: informatization is the process of providing the field of education with methodology and practice of developing and optimal use of modern information technologies focused on the implementation of psychological and pedagogical goals of education and upbringing [1]. The relevance of training future specialists in the conditions of informatization of the teaching content, various issues on the usage of ICT were discussed in the works of domestic scientists and researchers, such as S. S. Kunanbayeva, A.T. Chaklikova, G. K. Nurgalieva, D. M. Dzhusubalieva, E. V. Artykbaeva, A. Ya. Tazhigulova, etc. The process of informatization of Kazakhstan's education is associated with the introduction and use of various ICT technologies. It is becoming more and more in demand not only a knowledgeable, but also a competent, erudite employee who is capable of taking responsibility for his/her

activities, meaningful in the context of universal and personal value priorities. In turn, the terms “digitalization” and “digital competence” are still being researched, and researchers put into them various definitions and explanations associated with the existence of an individual in a digital society. B.E. Starichenko noted that the term “digitalization of education” means the transition from traditional education to digital. At the same time, in comparison with the informatization of education in digitalization, the emphasis is on the complex use of mainly computer-based forms of information presentation in all aspects related to the organization and implementation of the educational process, which determines its new quality and thereby justifies the introduction of a new term [2]. One of the directions of modernization of Kazakhstan's education is the implementation of a competence-based approach that meets the Bologna Convention. The works of V. I. Baydenko, A. A. Verbitsky, I. A. Zimnaya, S.S. Kunanbayeva, A. I. Subetto, Yu. G. Tatura and others are devoted to a deep study of the fundamental foundations of the competence-based approach. The ideas of the competence-based approach, reflected in the works of many scientists, play an important role in the organization of the educational process. For instance, in the works of such scientists as V. A. Bolotov, V. V. Kraevsky, A.V. Khutorskaya says that the competence-based approach is one of the leading ones, thanks to which the ability of students to act in various problematic situations and the ability to think critically is formed [3]. One of the main issues of modern education is closely related to the main idea of this approach, that is, it answers the question of what knowledge society needs, what knowledge an individual needs and what knowledge he/she can replenish [4].

However, the phenomenon of the competence-based approach, as noted by V. A. Slastenin, is limited by the regulatory framework for training a specialist, which is the state educational standard, the qualification characteristics of a specialist that determine the main parameters of the formation of professional competence. On the other hand, the scientist writes, there is a clear contradiction in the formation of a specialist as a subject of his/her own professional development: “professional training is carried out by external (in relation to a person) structures (institutes, universities), and a person's professional development is mainly the result of his/her own internal movement, when professionalism becomes a value for the individual [5, p. 365]. In turn, A. A. Verbitsky believes that education is an artificial model of real life and professional activity. Therefore, the implementation of the competence- based approach in education means a change in the entire pedagogical system of general education and vocational schools, a transition to a new type of education and upbringing to a new educational paradigm [6, p. 42].

The usage of the competence- based approach, according to a number of scientists, is based on the understanding of two key concepts “competence” and “competency”. The concepts of these two terms are not well-established in the scientific-pedagogical literature. It is possible to meet not only their various definitions, including the identification or distinction between “competence” and “competency”. So, “competency” is the willingness to effectively implement internal and external resources to achieve the goals set; readiness for successful actions in order to meet personal and social needs, forms a social order in the education system. While the term “competence” is the result of knowledge, manifested in the assimilation of universal ways of activity by students [7, p. 20]. The Kazakhstani scientist, academician S.S. Kunanbayeva understands “competency” as the quality of personality (more precisely, a set of qualities), which implies the possession, mastery of the relevant competencies by the student, including his/her personal attitude to the subject of activity, the formation of minimal experience in this field, which will be further improved and brought to the level of competence in the process of professional activity” [8, p. 117]. A.T. Chaklikova defines “competency” as personality traits, the potential ability of a person to cope with various tasks, as a set of knowledge, skills necessary for the implementation of a specific professional activity [9, p. 10]. Thus, we see that the terms “competency” and “competence” are different, and it is unacceptable to use them as synonyms. “Competence” means a range of issues in which a person is knowledgeable, as well as has experience and the ability to learn. “Competencies are generalized ways of actions that ensure the productive performance of professional activity” [10, p. 40]. “Competency” is considered by most researchers as a qualification characteristic of a person at the time of its inclusion in the activity. Competencies in information and communication technologies are a broad term that covers not only skills but also knowledge and attitudes towards technology. In this context, "digital competence", "information society technologies" include versatile uses in the fields of business, entertainment and communication [11]. Numerous online technology developments and the ever-increasing expansion of electronic devices have provided language learners with comprehensive and authentic language input [12].

Thereof, returning to the purpose of our research, we have understood that the “digitalization” of the education system is a natural and purposeful process supported by the state. Digital technologies have been used in the educational process for a long time, yet now such a period is coming that it is impossible not to use digital technologies. Digital technologies are changing the educational process, and these changes cannot be denied. In addition, they have become firmly embedded in our daily lives. Therefore, people need to be able to interact with digital technologies. Studying the works of various scientists and comparing their definitions, we came to the conclusion that “digital competence” is the ability to use ICT, digital media and information- educational resources to achieve the educational, personal and professional goals of students. Mastering “digital competence” is the basis for successful interaction with digital technologies and represents

a set of knowledge and skills necessary for the use of them in personal and professional activities. However, “digital competence” involves not only certain technical knowledge, but also cognitive, socio-emotional aspects of work and life in a digital environment [13, p. 95]. Digital competence has to do with technical information on the use of digital technologies, assessment and management, communication and collaboration, digital content creation, digital media, learning about digital technology [14].

Hence, under “digital competence” we consider the abilities that will allow future teachers to effectively use digital educational resources in the foreign language educational process, which will significantly intensify the educational process and motivate students to active creative and professional activities. All of the above determines the necessity and relevance of the formation of the “digital competence of future foreign language teachers”, which is understood as the formation of personal, foreign-language-professional and information technology foundations of the future foreign language teachers. The structure of “digital competence” is determined by the following components formed by the content of training: cognitive-communicative component – knowledge about the goals of digital activity, about the ways of obtaining, processing and storing information, about the ways of constructing new knowledge; knowledge of the principles, methods, techniques of working with information; knowledge about the ways, laws of communication, communicative interaction; information-analytical component – skills and abilities to think creatively and critically, methods of working with information, information-educational resources and technical means; professionally-oriented component is an understanding of the importance, personal and social significance of information, communication, work with information-educational resources and information- communication tools, ability to solve professionally applied tasks.

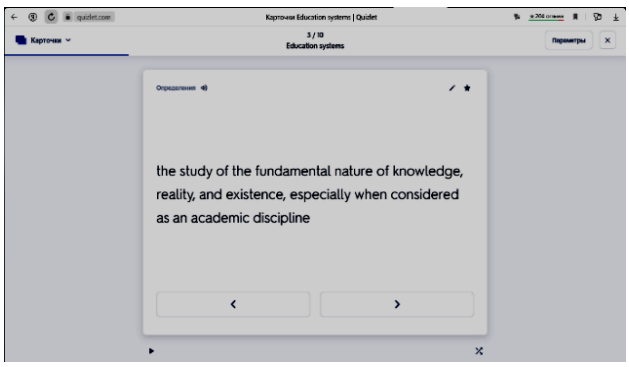
E-learning entered education at the beginning of the 21st century, as well as "electronic didactics", "information and educational environment", "distance technologies", due to the introduction of Internet technologies in the field of education. The modern educational process without the use of digital and information technologies is almost impossible to imagine. Mastering new information educational technologies makes educational and professional activities more productive and efficient due to the fact that it makes it possible to use new teaching and learning methods, expands the possibility of obtaining the necessary information for use in educational, educational, professional and research activities. Today, many countries consider the electronic publication of primary sources as a factor contributing to the prestige of the country and its competitiveness in emerging markets for electronic services [15]. Informational educational resources are described as a set of different software and methodological tools that allow the use of ICT in the field of education, and moreover, to introduce them into all types and forms of educational activities. The category of Informational educational resources includes: *educational websites, interactive learning tools, computer demonstrations, educational games, mobile applications.* It should be noted that digital educational resources are innovative types of teaching methods and tools that are aimed at obtaining new knowledge. Specialized web-platforms for the placement of educational content allow for remote control of educational activities of an unlimited number of trainees, and the emergence of convenient communication services provides operational communication of subjects of the educational process and their management. That is why a modern teacher should be able not only to effectively use existing digital technologies, use various text and graphic editors, information processing tools, resources, programs for creating electronic presentations, but also to master new technologies, pay special attention to self-improvement and the formation of necessary digital skills, which generally determines the digital competence and culture of a modern teacher.

Therefore, in order to form "digital competence", we have developed a set of tasks that can help future teachers of a foreign language and teach them how to use information and educational resources in order to make the learning process more interesting and informative for their students and adapt to the latest challenges of the time. Analytical- predictive, situational- communicative type, pragma-actualization and information-searching types of tasks aimed at replenishing a new thematic and professional vocabulary, glossary, at developing students’ analytical and creative-thinking skills, oral and written speech, skills of searching, analyzing, summarizing and synthesizing information on given professional topics. The following tasks can be used: flashcards, filling in gaps, matching and creating associations with words, working on synonyms, crosswords and preparing different projects and writing essays on educational websites and etc.

Analytical- predictive type of tasks includes:

Task 1. Complete the task using the Quizlet program to memorize new words and phrases. The application has different sections for improving vocabulary and pronunciation, such as "flashcards", "memorization", "test" and a game "selection" (Picture 1).

Task 2. In the video (https://www.youtube.com/watch?v=VBg7RU1Y4A), the speaker emphasizes the significance of the Bologna process, the tools created for education institutions, and the role of universities in nurturing knowledge and freedom. How has the Bologna process impacted higher education institutions over the past 20 years, and what specific tools and values does the speaker mention as essential for the continuous growth and rejuvenation of universities?



Figuret 1 – “Flashcards”

Answer the following questions. Reflection on the Bologna Process:

1. Research and provide a brief overview of the Bologna Process in higher education. How has it evolved over the past two decades, and what are its primary goals?

2. Discuss the potential benefits and challenges that the Bologna Process has brought to higher education institutions in different countries. How has it influenced the standardization of education?

Tools for Educational Improvement:

1. List the tools or innovation that the speaker mentions as having been created to benefit education institutions. Research one of these tools and explain how it has been used to enhance higher education.

2. In your opinion, what other tools or technologies could further improve the quality of education in universities today?

The Role of Universities in Knowledge and Spirit:

1. Discuss the speaker's statement that universities are the "beacons that light the flame of knowledge." How do universities contribute to the advancement of knowledge in society?

2. Explore the idea that universities can be reborn every day through the hearts, minds, and searching spirit of their members. What does this imply about the role of faculty, students, and staff in shaping the university's future?

Freedom and the Dream of Origins:

1. Explain the significance of "breathing freedom" and "the dream of its origins" in the context of higher education. How does the speaker connect these concepts to the university's mission?

2. Debate the importance of preserving academic freedom within universities. Are there any challenges to academic freedom in today's educational landscape?

The Future of Higher Education:

1. Predict how higher education might continue to evolve over the next 20 years. What challenges and opportunities lie ahead for universities and their role in society?

2. Imagine you are a university administrator. What initiatives or changes would you implement to ensure your institution remains relevant and impactful in the coming decades?

Task 3. Prepare a project on the topic “Integration of the Bologna process in education system in Kazakhstan: problems of implementation and prospects of development”. General instructions: identify problem-based questions; plan and use different resources to collect information to identify solutions; use “Canva”, “Emaze”, “Google Slides” or “Knovio” to design creative slides, come up with the product. The structure of the project: title page, contents, introduction, the main part, conclusion, reference list and appendix.

Situational- communicative type of tasks includes:

Task 1. Work in groups of three. Take turns to choose one of the topics below and discuss them. To prove your viewpoint, make a list of the responsibilities, important qualities and teacher profession requirements. Exchange your list with another group and compare them:

- *The role of teachers in education of the modern century.*
- *The importance of teachers as role models.*
- *Characteristics and qualities of good teachers.*

Task 2. Work with a partner. Discuss the problem-based questions from “Wordwall” and make a dialogue using key words to persuade your partner and come to the agreement (Picture 2).

Pragma-actualization type of tasks includes:

Task 1. A “Mind map” is one of the most effective tolls which is used to spark different ideas. Brainstorm and fill in the circles with your ideas on the topic “What is culture?” on website “Miro.com” (https://miro.com/app/board/uXjVPBjbv1M=/). To complete the map, try to develop the ideas branch by branch using key points.

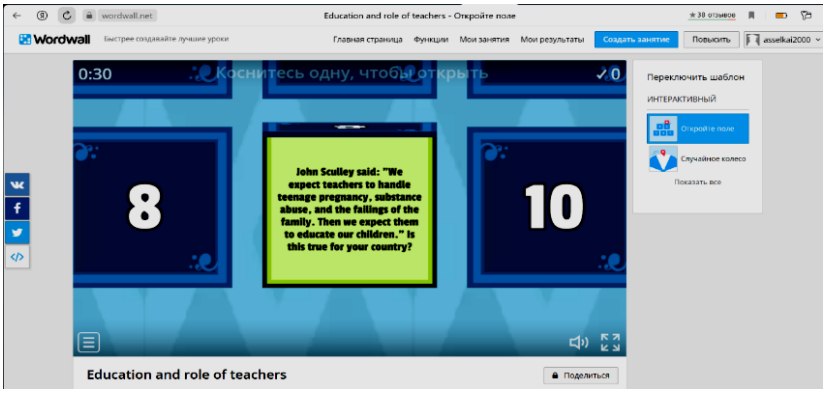


Figure 2 – “WordWall”

Task 2. Create your own "Mind map" on the topic "Cultural diversity" using websites as "Canva", "GitMind", "Miro", "Cacoo". You may use a keyword, a picture or notes to represent the central topic and subtopics. Draw lines to connect each main topic to the supporting ideas, and evaluate it from different angles to expand the concept.

Task 3. Work in small groups. Watch the video “Cultures, Subcultures, and Countercultures: Crash Course Sociology” on YouTube https://www.youtube.com/watch?v=RV50AV7-Iwc. Discuss in the group the ways how we define culture, categories of it and subcultures. Share with your perspectives and provide examples.

Information-searching type of tasks includes:

Task 1. Watch the video “Why teenagers should get a job” on Ted Talks https://www.youtube.com/watch?v=qHkqvAce7rA. Discuss in the group the reasons why should students have part-time jobs or focus only on the studies. Share with your perspectives and provide examples.

Task 2. Find out information and statistics about part-time jobs for students in different countries. Based on a comparative analysis, determine the main motives and directions of student employment and compare them.

Task 3. Conduct a survey with undergraduate students on the topic "Should students work while studying?". Upload interview questions to Google Forms, analyze and select one student, take an interview, then upload the video to your YouTube channel.

Analysis and results of the research study

The research was based on theoretical, empirical and statistical methods. *Theoretical methods include:* critical analysis and synthesis of scientific literature of domestic and foreign scientists on the chosen topic. *The empirical level of research* consists of a method of observation and description, questionnaires, testing, and practical work. *Statistical:* quantitative and qualitative processing of materials by methods of mathematical statistics, pedagogical measurement, multiple comparison.

A methodical experiment on testing the methodology of future foreign language teachers’ digital competence formation was carried out at the Kazakh Ablai Khan UIR&WL. At the first stage, we developed an experimental program in which the research problem and goal were formulated and defined. Then, at the second stage, we identified a specific object of study and a sample. In the course of the methodical experiment, the effectiveness of the proposed methodology for the formation of the “digital competence” of the future foreign language teachers was evaluated. The study involved 86 second-year students of the educational program “The training of a foreign language teacher”. Two groups of students were formed: EG (experimental group) and CG (control group). The number of EG – 43 students, CG – 43 students. Groups of students were formed, approximately equal in terms of the success of mastering professional educational programs.

At the ascertaining stage of the experiment, the didactic potential of teaching methods and tools based on digital resources for foreign-language professionally-oriented training of students was studied. In the process of the ascertaining experiment, the initial values of the formation of students’ digital competence were recorded. To assess the entrance conditions, materials of a specially organized questionnaire and testing using Google-forms were used, which allowed students to reflect their self-assessment on various aspects of their readiness to use digital technologies and IC resources in their future professional activities. For each completed task, the student could get a maximum of 5 points.

The questionnaire included 15 questions, for example, such as:

1. How do you understand the concept of "digital competence"?

2. Explain the meaning of the concept of "information-educational resources"

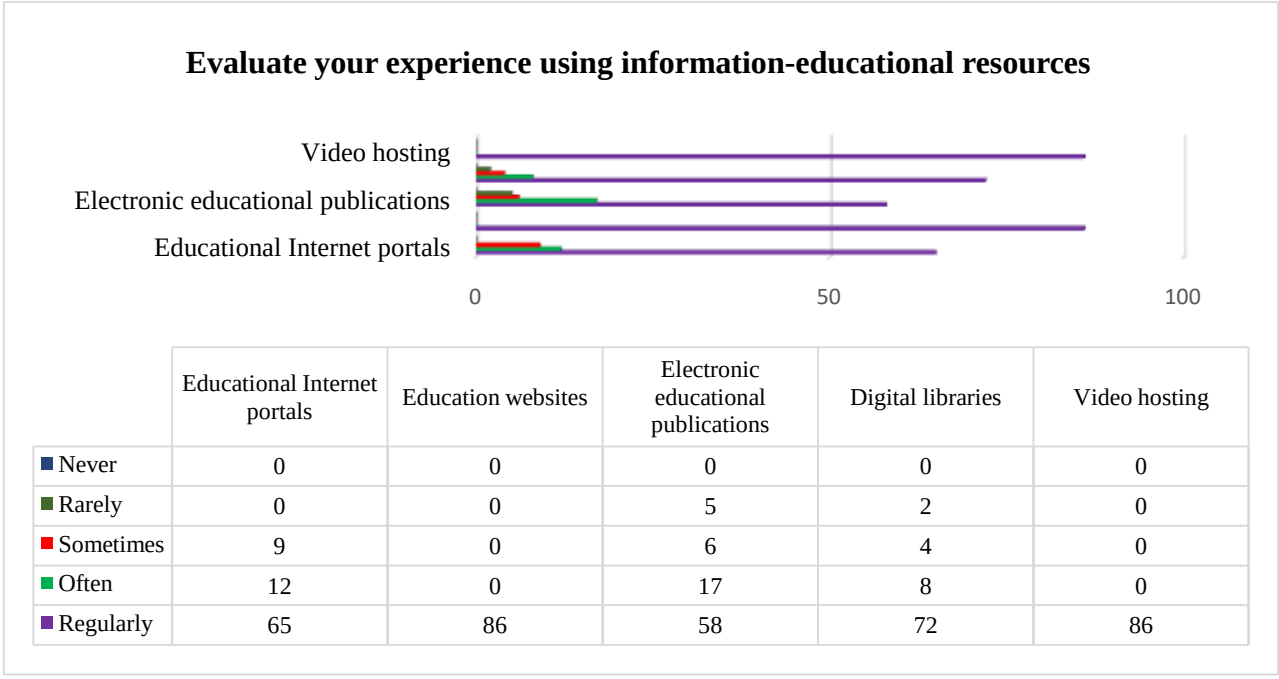
3. What kinds of infocommunicational educational resources do you recommend for the formation of "digital competence" in future foreign language teachers?

4. Assess the importance and effectiveness of "digital competence" in the field of foreign language education.

5. Do you use new methods in your practice to further develop your digital competence? What types do you use?

The survey results are described below (Table 1, 2).

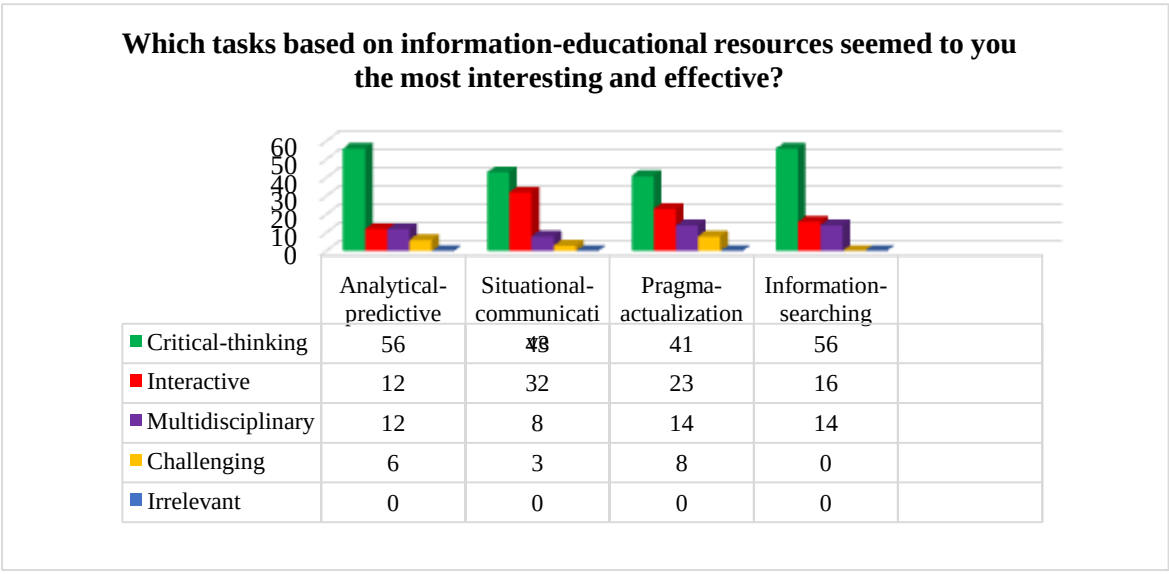
Table-1 Students' answers to the 6th question



	Educational Internet portals	Education websites	Electronic educational publications	Digital libraries	Video hosting
Never	0	0	0	0	0
Rarely	0	0	5	2	0
Sometimes	9	0	6	4	0
Often	12	0	17	8	0
Regularly	65	86	58	72	86

Accordingly, the majority of respondents (85%) has a good idea of the requirements for the level of knowledge of the digital competence of a future university graduate and the importance of using the digital technologies, its usefulness in future professional activities.

Table-2 Students' answers to the 7th question

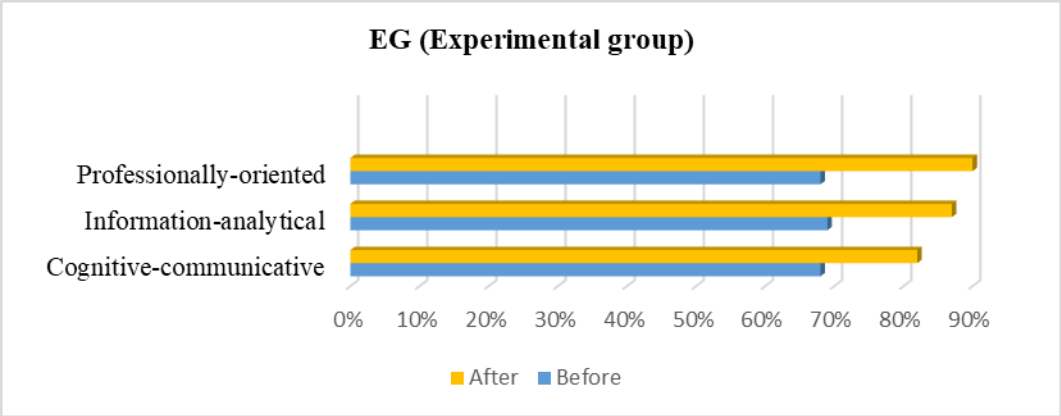


	Analytical-predictive	Situational-communicati	Pragma-actualization	Information-searching	
Critical-thinking	56	43	41	56	
Interactive	12	32	23	16	
Multidisciplinary	12	8	14	14	
Challenging	6	3	8	0	
Irrelevant	0	0	0	0	

The forming experiment was aimed at the implementation of the proposed model of the formation of the digital competence of future foreign language teachers on the basis of the digital technologies and resources. The model of formation of the digital competence of future foreign language teachers systematizes the target and objectives, subject content, description of the types of digital educational

resources used and the algorithm of formation of the digital competence of students. At the same time, appropriate didactic conditions were introduced at each stage, each of which contributed to the achievement of the set goal and the result of the stage. The content and forms of students' work and the means of teaching them at each stage are considered in detail. The model was implemented according to the educational program “The training of a foreign language teacher”. The model of forming the digital competence of future foreign language teachers was tested in the educational process of the experimental group (EG). To analyze the results obtained from the outcomes of the diagnosis of digital competence formation at the ascertaining and formative stages, we present the relevant data in the summary table (Table 3).

Table-3 Experimental group



The result of the evaluation of the effectiveness of the methodology for the formation of the “digital competence” of students was (see the table 3) the positive dynamics of the formation of this competence according to its main components.The conducted methodical experiment confirmed the hypothesis of the study. The differences between the data obtained at the ascertaining and formative stages of the experiment are statistically significant, which confirms the relevance and effectiveness of the methodology for the formation of the digital competence of future foreign language teachers. The introduction and use of information and educational resources in teaching a foreign language prove a number of significant advantages: interactivity, efficiency, flexibility, accessibility and independence.

Conclusion

Thus, the introduction of digital educational resources into the foreign language educational process will require a rethinking of existing traditional, and the development of new teaching methods. It should be remembered that the use of digital educational resources contributes to the development of both cognitive activity and the formation of a motivational and emotional communication educational environment. By digital competence of a future foreign language teacher I we understand knowledge and skills, and abilities to use ICT, digital and information-educational resources to achieve students' educational, personal and professional goals. A model of the formation of future foreign language teacher's digital competence based on the informational-educational resources has been developed, theoretically substantiated and experimentally verified, its main components in their interrelation have been analyzed: target, conceptual-methodological, substantive, criteria-diagnostic and result blocks. This model is a multi-level complex system, the structure of which reflects the interrelated components of the digital competence and the foreign language professional training of future teachers of foreign languages.

In conclusion, this article focused on the formation of digital competence of future foreign language teachers with the help of the set of exercises which have the following systems, like analytical-predictive, situational-communicative, pragma-actualization and information-searching tasks. Moreover, the questionnaire that was conducted showed and proved the importance of using information-educational resources in foreign language teaching and "digital competence" formation.

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ТРЕНИНГ КАК СРЕДСТВО РАЗВИТИЯ ЭТНИЧЕСКОЙ ИДЕНТИЧНОСТИ ЛИЧНОСТИ СТУДЕНТОВ ПЕДАГОГИЧЕСКИХ ВУЗОВ

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В статье представлены результаты исследования особенностей развития этнической идентичности, ее структуры и типов в условиях полиэтнической среды вуза. Авторами рассмотрен феномен этнической идентичности в психолого-педагогической литературе, раскрыты особенности формирования этнической идентичности в процессе социализации. Сформированность нормальной этнической идентичности рассматривается как важный этап на пути к глобальной толерантности. В ходе аналитической работы в статье делается вывод о том, что особое внимание необходимо уделить поиску эффективных средств развития этнической идентичности личности. Разработана и апробирована программа тренинга по развитию этнической идентичности будущих педагогов. Выбор в качестве целевой аудитории студентов педагогического вуза обусловлен тем, что им в будущей профессиональной деятельности отводиться роль трансляторов этнокультурной компетентности и толерантности подрастающему поколению казахстанцев. Задачи тренинга были направлены на осознание участниками имеющихся этнических стереотипов и их влияние на интолерантность общения; в ходе тренинга моделировались ситуации толерантного взаимодействия. Полученные в ходе исследования результаты могут быть использованы в практической деятельности педагогов-психологов в оказании психолого-педагогической помощи по вопросам развития этнической идентичности, толерантности личности.

Ключевые слова: *идентичность, этническая идентичность, тренинг.*

TRAINING AS A MEANS OF DEVELOPING THE ETHNIC IDENTITY OF THE PERSONALITY OF STUDENTS OF PEDAGOGICAL UNIVERSITIES

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The article presents the findings of the research of the peculiarities of ethnic identity development, its structure and types in the context of multi-ethnic environment of higher education institution. The authors