

Торайғыров университетінің
ҒЫЛЫМИ ЖУРНАЛ

НАУЧНЫЙ ЖУРНАЛ
Торайғыров университета

**ТОРАЙҒЫРОВ
УНИВЕРСИТЕТІНІҢ
ХАБАРШЫСЫ**

Филологиялық сериясы
1997 жылдан бастап шығады



**ВЕСТНИК
ТОРАЙҒЫРОВ
УНИВЕРСИТЕТА**

Филологическая серия
Издается с 1997 года

ISSN 2710-3528

№ 3 (2020)
Павлодар

НАУЧНЫЙ ЖУРНАЛ ТОРАЙГЫРОВ УНИВЕРСИТЕТА

Филологическая серия

выходит 4 раза в год

СВИДЕТЕЛЬСТВО

О постановке на учет, переучет периодического печатного издания,
информационного агентства и сетевого издания

№ KZ30VPYU00029268

выдано

Министерством информации и общественного развития
Республики Казахстан

Тематическая направленность

публикация материалов в области лингвистики, и языкознания

Подписной индекс – 76132

Бас редакторы – главный редактор

Жусупов Н. К.

д.ф.н., профессор

Заместитель главного редактора

Анесова А. Ж., доктор *PhD*

Ответственный секретарь

Уайханова М. А., доктор *PhD*

Редакция алқасы – Редакционная коллегия

Дементьев В. В., *д.ф.н., профессор (Российская Федерация)*

Еспенбетов А. С., *д.ф.н., профессор*

Трушев А. К., *д.ф.н., профессор*

Маслова В. А., *д.ф.н., профессор (Белоруссия)*

Пименова М. В., *д.ф.н., профессор (Российская Федерация)*

Баратова М. Н., *д.ф.н., профессор*

Аймухамбет Ж. А., *д.ф.н., профессор*

Шапауов Ә. Қ., *д.ф.н., профессор*

Шокубаева З. Ж., *технический редактор*

За достоверность материалов и рекламы ответственность несут авторы и рекламодатели

Редакция оставляет за собой право на отклонение материалов

При использовании материалов журнала ссылка на «Вестник Торайгыров университета» обязательна

<https://doi.org/10.48081/EZKE1465>

**G. B. Zhumabekova, A. A. Golovchun,
A. Kashkynbekova, T. Yerkimbayev, A. Gabdrakhman**

Kazakh Ablai Khan University of International Relations and World Languages,
Republic of Kazakhstan, Almaty

THE FORMATION OF THE INTERCULTURAL COMMUNICATIVE COMPETENCE OF THE FUTURE TEACHER OF A FOREIGN LANGUAGE ON THE BASIS OF SITUATIONAL SIMULATION TECHNOLOGY

The article analyzes the modern requirements of society to the quality of training of future teachers of English, considered contextual training as one of the ways of professionalization of foreign language pedagogical education, situational modeling technologies in the formation of intercultural communicative competence, problem-communicative situations as a unit of the subject content of professionally-oriented training of future specialists.

Keywords: professional competence, foreign language pedagogical education, situational modeling technologies of formation of intercultural communicative competence, problem-communicative situations.

Introduction

Conditions of deepening globalization processes, growth and competitiveness require special attention to the status of the English language in our country, as participation in the processes of intercultural integration, the world economy and politics at the international level requires high-quality and professional foreign language skills. Currently, Kazakhstan is carrying out an educational reform aimed at adopting an updated model of secondary education, which will bring it into line with the European model of 12-year education. Nursultan Nazarbayev stressed the timeliness of the reforms implemented in the education system of the country, and separately focused on the process of transition to trilingual education: «Learning English at school should be given special attention, as it is the language of science and technology. It conducts most of the research in the economy and business. Knowledge of English opens up great prospects for a person. This is a requirement of the time, which we must treat with understanding» (Nazarbayev, 2018).

Kazakhstan's higher education system is developing in line with global trends, using the best achievements of world practice in the education system for the formation of a knowledge-based society.

In 2010, Kazakhstan signed the Bologna Declaration and became the 47th member country of the Bologna process and is the first Central Asian state to be awarded the honor of being a full member of the European educational space. Thus, Kazakhstan's accession to the European educational space is not only the next step in the integration processes, but also meets the internal needs of the Kazakh market of educational services [1].

The main goal of Kazakhstan's active participation in the Bologna process is participation in a single educational space. The purpose of Kazakhstan's participation in the Bologna process is to expand access to European education, further improve its quality, as well as increase the mobility of students and faculty through the adoption of a comparable system of higher education levels, the use of credit, the issuance of graduates of Kazakh universities of the European Diploma Supplement.

The process of globalization has a huge impact on all human activities, which gives rise to a system of new requirements for a person in General and a specialist with higher education. From the specialist of our days requires the ability to freely navigate the variety of complex social, scientific, technical, economic and political problems, the ability to solve them in a timely, creative, with a completely new principled positions. But, unfortunately, high school today lags behind the level of world civilization and does not fully perform the task of training a thinking specialist.

The problem of professional training of future specialists in the conditions of University education is of particular relevance. One such problem is the training of future foreign language teachers. The need to improve this training is particularly emphasized by many government decisions of many years, as well as the concept of foreign language education of the Republic of Kazakhstan. Meanwhile, the issue of improving the professional training of future teachers of a foreign language has not been studied enough.

Integration processes have put before the education system of the Republic the problem of improving the professional training of teachers of foreign languages, in particular teachers of English as the most common and functionally significant world language, on the basis of which information processes and the latest information technologies are implemented. High-quality practical knowledge of foreign languages ensures the success of international cooperation in various areas of life, helps to overcome communication barriers that brings ignorance of foreign languages. For successful cooperation in the field of culture and economy, science and education, it is necessary first of all to increase the effectiveness of foreign

language education in secondary school as the main and most popular link of the educational system. In connection with the update of the education program in secondary school, it is necessary that the graduate of secondary school reached the level of B2 (CEFR), had communication skills and abilities, implemented not only in their native but also in foreign languages.

Of course, the presence of communication skills and abilities in English at high school graduates and a sufficiently high level of English corresponding to the level of B2 (CEFR) will help to provide only a foreign language teacher who himself has professional knowledge, competencies and communication skills in a foreign language and has a well-formed professional (training) skills, that is, a specialist, the professional level of which is characterized by sufficient professional competence.

There are many studies of scientists of the CIS and Kazakhstan on the problems of formation of different types of competence of University students in the process of their training. They consider: professional competence (S. Kunanbaeva, A. L. Busygina, A. A. Vorotnikova, E. S., Vrublevskaya, O. N. Zagora, A. V. Efanov, Yu. V. Koynova, N. In. Matyas, C. B. Meleshina, G. S. Suhovskaya, N. In. Haritone, V. I. Yudin), professional and pedagogical competence (H. H. Lobanova), psychological-pedagogical competence (N. In. Ostapchuk), peda-logicheskaya competence, (N. P. Ivanishchev), intercultural communicative competence; however, the sequence (S. S. Kunanbaeva, I. Kashnitsky, G. A. Kudryavtseva, T. I. Lipatov, E. V. Prozorova, Yu. N. Emelyanov), socio-cultural competence (L. Berestov), ethno-cultural competence (N. G. Arzamastseva), etc.

The analysis of these studies revealed that local scientists mainly studied issues related to certain aspects of learning a foreign language. However, the problem of formation of intercultural communicative competence of pedagogical University students — future teachers of a foreign language, and in our case – English for Kazakh schools - has not been the subject of a special study.

In modern pedagogical theory and practice, the principles of the organization of professional training of teachers of foreign languages, the professional competence of which, necessary for the successful implementation of teaching activities in secondary school, consists of many components and characteristics, have not been sufficiently developed. In addition, if we take into account the complexity and multifactorial nature of the process of professional training of future teachers, it is necessary to analyze this process both in terms of determining its organizational principles and from the standpoint of its psychological and pedagogical foundations.

Main part

Modern requirements for teachers of foreign languages are formulated in a number of documents of the Department of education and culture of the European

Commission (The European Commission Director General for Education and Culture). According to a study conducted by the European Commission in 2001, it is already possible to speak of the «bilingualism» of the majority of the inhabitants of the European Union. In the future – knowledge of three languages: in addition to the native, two foreign languages [2].

Along with the proposal to create a single European infrastructure for training and advanced training of foreign language teachers, the document «Sample Professional Profile of the European Language Teacher» [3] is proposed. According to the authors, this document describes the «ideal teacher of the twenty-first century» and should serve as a benchmark for the professional evaluation of teachers. Here, many of these characteristics are already a common norm, some only reflect the authors' ideas about the desired quality of teacher training.

The status of a European teacher can have two options: a specialist in foreign languages (a language specialist), capable of teaching at least two foreign languages, or a teacher of several disciplines (an integrated studies teacher), which has the right to teach, in addition to a foreign language, any other subject of the academic program. It is hoped that the foreign language specialist will be able to teach one «common» European language (this category includes English, French and German) and one or two so-called «under-taught» languages (according to the same Commission, Russian is the sixth language in «learning», second also to Italian and Spanish).

From the mandatory components of the professional competence of the teacher of foreign languages, in our opinion, it is necessary to pay attention to the following points of the document *The Training of Teachers of a Foreign language: Developments in Europe*:

1 Possession of modern information technologies at the stages of planning and conducting classes for access to information resources of the Internet and exchange of professional experience, to use the opportunities of distance education and training.

2 Knowledge of the main directions and principles of methods of teaching foreign languages and the ability to adapt them to specific conditions and forms of education.

3 Ability to analyze and evaluate training materials as well as training programs in terms of goals, objectives and learning outcomes. The ability to adapt their educational activities to the requirements of the program, as well as to local national and cultural conditions and linguistic traditions.

4 Maintain regular contacts with representatives of the countries of the taught language and organize such contacts for educational purposes (e.g. e-mail correspondence). Establishment and maintenance of communication with basic language training centers in the country of the taught language [4].

Thus, we see that the world (European) educational standards impose quite high requirements on graduates of foreign language faculties. Following these standards in the future will require a fundamental revision of curricula and curricula. However, now graduates of foreign language faculties of Kazakhstan pedagogical universities, as a rule, receive a double qualification, i.e. the right to teach two foreign languages, which is quite consistent with the European standard [5]. Language faculties of pedagogical universities of Kazakhstan are also training specialists who could teach subjects of natural and mathematical cycle in English (CLIL), as the ongoing reforms in the educational sphere of Kazakhstan require the introduction of trilingualism in secondary schools.

A teacher (teacher) of a foreign language needs a sufficiently high level of foreign language proficiency, because without a good knowledge of his subject - one of the most common European languages (primarily English), the doors to the world of electronic technologies and Internet resources are closed, which affects his skills and competitiveness.

Thus, the list of professional skills and personal qualities of a teacher of foreign languages is diverse and complex, which can be divided into the following groups of properties:

1) properties determined by the General requirements for the carrier of higher education. This is a high degree of humanity, patriotism, culture, tolerance towards people of other nationalities and other religions, honesty, decency, the desire to constantly improve their professional level, etc. These properties are very important. Their lack is often noted in the pedagogical literature. So, G. D. Horoshavina writes: «Low General culture, lack of a holistic worldview, lack of creative skills, low level of professional independence, lack of need for continuous professional self-education and self-improvement – these are the main shortcomings in the education of the future specialist» [6]. These shortcomings of G. D. khoroshavina explains the low level of professional autonomy of specialists. The properties of this group are often out of sight of University teachers, related to their functional responsibilities formally, without initiative. The development of this group of properties is based on communicative skills, which are so important for specialists of many profiles, especially for teachers – teachers of Philology, teachers-linguists teaching non-native (foreign) language;

2) properties determined by the specific requirements for a specialist of this profile. Most often they are indicators of personal qualities of a graduate of a faculty, allowing to carry out professional activities well, with a fairly high level of professionalism. Being the basis of the job description foreign language teacher, personal characteristics of the graduate of faculty of foreign languages (both specific and mediated educational process in the University group) break up into a number of special requirements. They can be presented in the form of

functions, or in the form of professional skills, or in the form of personal qualities [7, 8, 9, 10, 11].

Emerging new pedagogical tasks that affect the system of higher education training in General, are designed to solve a number of problems: the problem of intensification of teaching disciplines, the rejection of the existing in higher school narrow system of training and the transition to multidisciplinary training of students, the formation of «model» of training at the University and some others. At the same time, it is proposed to put the «subjectivity» of the student as the ability to «treat oneself as a figure, Creator, Creator of oneself» in the center of higher professional training [12]. In other words, the teacher should pass to the student understanding of the importance of professional development, the formation of their own personal properties; the student should be aware of the direction and ways of realization of their individual development. «Educational and communicative abilities should serve as the means that provide the subject of education with the opportunity to determine the direction and implementation of individual formation» [6, 55].

Simulations have been categorized in many ways, based on their situations, tasks, disciplines, and supporting technologies [13]. Simulations involving role play and interpersonal interaction are called «situational simulations» by Alessi and Trollip and are particularly relevant to teacher training and assessment. As described by Lyons (2012): [A situational simulation] ... could be a clinical scenario, a conflict situation or an emergency situation where the student makes decisions to respond to the situation and develops strategies to rectify the situation as they would do in real life contexts. The provision of a real life situation gives learners a sense of immediacy and involvement where time and the chosen response matter to the successful outcomes.

A scenario/ role-play simulation asks the student to assume a role and perform tasks in that role, such as diagnosing an illness (as a physician) or handling a series of tasks (as a business manager). The scenario is presented on paper, in a video, or digitally on a computer, smart device, or online. The student may have enough initial knowledge to complete the tasks or may have to engage in research to gather needed information. The scenario might play out following a branching tree logic based on the user's decisions or a linear scenario in which the user simply describes sequential actions. A variation is the «in-basket» exercise [14] in which the student takes on a role where they are presented with a collection of memos, documents, and requests that require setting priorities and handling multiple tasks. This requires effective communication with others in limited time. In-basket exercises are often used in management, public-sector, and educational recruiting to test the skills of potential managers and school leaders.

In teacher education and assessment, scenario/ role-play simulations are used extensively for training but less frequently in skills assessment and hiring. Niemeyer, Johnson, & Monroe (2014), citing Mississippi Teacher Corps. (2012), argue for classroom role-plays for training alternate route teachers (those with nontraditional training). They list 21 relevant scenarios for teachers involving single and multiple students, administrators, and parents, both inside and outside the classroom. In one hiring application, Stanford University uses an office-hour simulation to screen potential second-language teaching assistants for their language fluency and communication skills [15].

Conclusion

The conceptual idea of the study is that a significant factor in the development of professional competence of students - future teachers of a foreign language is contextual training, which allows to maximize the formation of all types of professional competence: intercultural language, communicative and educational. The practical implementation of this principle will allow to present professionally significant knowledge (in linguistics and linguistics, in psychological and pedagogical disciplines) in the form of situational modeling technology, reflecting the complexity and interdependence of the phenomena of reality (in particular, pedagogical) and purposefully to form teaching skills, developing the individual properties of the personality of future teachers, consistently forming and strengthening professional motivation. The core of personal manifestations are intercultural communicative abilities of the student – the future teacher of a foreign language.

One of the significant drawbacks of the traditional system of foreign language teaching is the ambiguity of the conceptual framework. Therefore, the new methodological solution, and not the introduction into the educational process of individual, albeit successful, but disparate techniques, allows us to determine the anthropological (humanistic) approach implemented through personality-oriented learning as a conceptual basis of foreign language education. The humanistic concept means that the most optimal conditions for the development of the student's personality are created in the educational process.

Within the framework of the humanistic concept, a fundamentally new methodological direction is formed with a pronounced intercultural dominant, implemented through the goal, the choice of content and technologies of foreign language education, adequate to the process of formation and development of the individual, capable of effectively participating in intercultural communication.

In line with the intercultural paradigm, the system of teaching a foreign language is modeled, providing the development of non-cognitive and intellectual (cognitive) aspects of the student's personality: in the process of comparing

different conceptual systems (worldview and worldview), the student enriches his consciousness at the expense of international reality and means of its structuring.

It is therefore important development magculture-communicative competence of future teachers of English. Contextual training through the use of situational modeling of the situation is one of the key methods of formation of cultural and communicative competence.

References

1 Law of the Republic of Kazakhstan «On education» of July 27, 2007. – № 319 // [Electronic resource]. – www.zakon.kz.zakon-respubliki-kazakhstan.27.html.

2 Special Euro Barometer «Europeans and Languages», 2001. [Electronic resource]. – http://europa.eu.int/comm/education/languages_en.html.

3 The Training of Teachers of a Foreign Language : Developments in Europe. <http://europa.eu.int/comm/education/languages/download/downloads.html.4>.

4 The Training of Teachers of a Foreign Language : Developments in Europe. <http://europa.eu.int/comm/education/languages/download/downloads.html.4>.

5 **Smirnova, N. So.** On the issue of training teachers of RCT In World of the Russian word. – 2003. – № 2 (15)..

6 **Horoshavina G. D.** Communicative activity as a determinant of higher professional education : Dis. ...D-Ped. Sciences. – Moscow, 2003. – 410 P.

7 Structure of professional activity of the teacher. - JL, 1988.

8 **Isajanyan, B. M.** Scientific basis for the methodological training of teachers of Russian as a foreign language. – Moscow, 1984. – 97 P.

9 **Kuzmina, N. In.** Methods of research of pedagogical activity. – L., 1970. – 114 p.

10 **Molchanovsky, V. V.** Teacher of Russian as a foreign language: Experience of system-functional analysis. – Moscow, 1998.

11 Job analysis of the foreign language teacher : Recommendations / S. F. Shatilov, etc. – L., 1985.

12 **Halskov N. D.** Theoretical foundations of educational policy in the field of training of students of foreign languages (school of education): Dis. ...Dr. Ed. sciences – Moscow, 1999. – 475 p.

13 **Bradley, E. G., & Kendall, B.** A review of computer simulations in teacher education. I Journal of Educational Technology Systems. – 43(1),– 2014. P. 3-12.

14 **Stearns, J. M., Ronald, K., Greenlee, T. B., & Crespy, C. T.** Contexts for communication Teaching expertise through case-based in-basket

15 Stanford University Screening of international teaching assistants. 2014.
Retrieved from [Electronic resource]. – [https:// web.stanford.edu/group/efs/tascreen.html](https://web.stanford.edu/group/efs/tascreen.html)

Material received on 18.09.20

Ғ. Б. Жұмабекова, А. А. Головчун,

А. Қашқынбекова, Т. Еркімбаев, А. Габдрахман

Жағдайлық модельдеудің технологиясына негізделген шетел тілінің болашақ оқытушысының интернационалдық – мәдени қарым-қатынасын қалыптастыру

Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Қазақстан Республикасы, Алматы.
Материал 18.09.20 баспаға түсті.

Мақалада ағылшын тілінің болашақ мұғалімдерін дайындау сапасына қоғамның заманауи талаптары талданады. Контекстік оқыту шет тілді педагогикалық білім беруді кәсібилендіру тәсілдерінің бірі, мәдениетаралық коммуникативтік құзыреттілікті қалыптастырудағы ситуациялық модельдеу технологиясы, проблемалық-коммуникативтік жағдайлар болашақ мамандарды кәсіби-бағытталған даярлаудың пәндік мазмұнының бірлігі ретінде қарастырылады.

Кілтті сөздер: кәсіби құзыреттілік, шет тілді педагогикалық білім, мәдениетаралық коммуникативтік құзыреттілікті қалыптастыруды ситуациялық моделдеу технологиясы, проблемалық-коммуникативтік жағдайлар.

Ғ. Б. Жұмабекова, А. А. Головчун, А. Қашқынбекова,

Т. Еркімбаев, А. Габдрахман

Формирование межкультурной коммуникативной компетентности будущего учителя иностранного языка на основе технологии ситуационного моделирования

Казахский университет международных отношений и мировых языков имени Абылай хана, Республика Казахстан, Алматы.
Материал поступил в редакцию 18.09.20.

В статье анализируются современные требования общества к качеству подготовки будущих учителей английского языка, рассматривается контекстный тренинг как один из способов профессионализации иноязычного педагогического образования, технологии ситуационного моделирования в формировании межкультурной коммуникативной компетентности, проблемно-коммуникативные ситуации, как единица предметного содержания профессионально-ориентированной подготовки будущих специалистов.

Ключевые слова: профессиональная компетентность, иноязычное педагогическое образование, ситуационное моделирование технологий формирования межкультурной коммуникативной компетентности, проблемно-коммуникативные ситуации.

Теруге 30.09.2020 ж. жіберілді. Басуға 14.10.2020 ж. қол қойылды.

Электронды баспа

2,23 Мб RAM

Шартты баспа табағы 28,8. Таралымы 300 дана. Бағасы келісім бойынша.

Компьютерде беттеген: А. Елемесқызы

Корректор: А. Р. Омарова

Тапсырыс № 3710

Сдано в набор 30.09.2020 г. Подписано в печать 14.10.2020 г.

Электронное издание

2,23 Мб RAM

Усл. печ. л. 28,8. Тираж 300 экз. Цена договорная.

Компьютерная верстка: А. Елемесқызы

Корректор: А. Р. Омарова

Заказ № 3710

«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университет

140008, Павлодар қ., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы

Торайғыров университет

140008, Павлодар қ., Ломов к., 64, 137 каб.

67-36-69

e-mail: kereku@tou.edu.kz

www.vestnik.tou.edu.kz