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## FEATURES OF THE FORMATION FOREIGN LANGUAGE PROFESSIONAL COMPETENCE OF MASTER'S STUDENTS OF A LANGUAGE UNIVERSITY

### *Abstract*

This article discusses the methodology for developing foreign language professional competence of undergraduates in the educational program “Training of teachers in a foreign language.” At the present stage, with the entry of the Republic of Kazakhstan into the global educational space, there is a need for highly trained personnel and specialists of the 21st century. The formation of foreign language professional competence contributes to the development of intercultural communicative competence among undergraduates, adapting them to different cultural contexts. The implementation of the competency-based approach, as one of the relevant approaches in education of the 21st century, and the cognitive approach, as the leading one in foreign language education, lead to high-quality final results and the formation of foreign language professional competence of future foreign language teachers. This article describes the results of applying the course “Modern methodology of foreign language education in higher institutions”. The aim of the course is to provide the necessary qualitative training of future foreign language teachers so that they can successfully realize in their pedagogical practice the main goal of foreign language teaching - the development of intercultural communicative competence of individuals. This is based on the principles and methods of foreign language education, which contribute to the formation of graduate students' ability to effectively communicate and interact with representatives of other cultures.

**Keywords:** foreign language education, foreign language professional competence, cognitive competence, competency-based approach, cognitive approach, communicative approach, project work.

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## ОСОБЕННОСТИ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ МАГИСТРАНТОВ ЯЗЫКОВОГО ВУЗА

### *Аннотация*

В данной статье рассматривается методика формирования иноязычной профессиональной компетенции магистрантов по образовательной программе «Подготовка педагогов по иностранному языку». На современном этапе с вхождением Республики Казахстан в глобальное образовательное пространство, возникает потребность в высоко подготовленных кадрах и специалистах 21 века. Формирование иноязычной профессиональной компетенции способствует развитию у магистрантов межкультурной коммуникативной компетенции, адаптируя их к различным культурным контекстам. Реализация компетентностного подхода, как одного из актуальных подходов в образовании 21 века, и когнитивного подхода, как ведущего в иноязычном образовании, ведут к качественным конечным результатам и формированию иноязычной профессиональной компетенции будущих учителей иностранного языка. В данной статье описываются результаты применения курса «Современная методология иноязычного образования в высшей школе». Цель курса является обеспечить необходимую качественную подготовку будущих учителей иностранного языка, чтобы они могли успешно реализовывать в своей педагогической практике основную цель преподавания иностранного языка – развитие межкультурной коммуникативной компетенции личности. Это основано на принципах и методах иноязычного образования, которые способствуют формированию у магистрантов способности эффективно общаться и взаимодействовать с представителями других культур.

**Ключевые слова:** иноязычное образование, иноязычная профессиональная компетенция, когнитивная компетенция, компетентностный подход, когнитивный подход, коммуникативный подход, проектная работа.

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## ТІЛДІК ЖОҒАРЫ ОҚУ ОРНЫНДА МАГИСТРАНТТАРДЫҢ ШЕТТІЛДІК КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ ЕРЕКШЕЛІКТЕРІ

### *Аңдатпа*

Қазіргі білім беруде кәсіби білікті мамандарды даярлау өзекті болып отыр. Бұл маманнан өз іс-әрекетіне мақсат қоя білуі, оған жетудің жолдарын анықтау. Бұл мақсатты жүзеге асыра отырып, нәтижеге жетудегі жауапкершілікті өз құзырлығына алу бірнеше міндеттерді талап етеді. Осыған сәйкес, автор магистранттарда қалыптасатын кәсіби құзыреттіліктің жоғары деңгейін алдыңғы қатарға шығару керектігіне баса назар аударған. Автор зерттеулердің алуан түрлілігіне қарамастан, магистранттардың шеттілдік кәсіби құзыреттілігін қалыптастыру мәселесі көптеген себептерге байланысты, оның ішінде маманды даярлау процесінде әдістемелік және оқу-әдістемелік құралдардың болмауын атап өтеді. Сондықтан да, автор «Жоғары мектепте қазіргі шеттілдік білім беру әдіснамасы» курсының маңызын көрсетеді. Мақалада көрсетілген басты мақсат-мәдениетаралық коммуникациялық құзыреттілікті қалыптасқан және оны тиімді жүзеге асыра алатын маман даярлау. Мақалада магистранттардың шеттілдік кәсіби құзыреттілігін қалыптастырудағы берілген тақырыпшалар болашақ маманның өз ісін сыни тұрғыдан бағалап, кәсіби құзыреттілікті жетілдіру, дұрыс қарым-қатынас орнықтыра алу қасиеттері де ауқымды көлемде ашылған. Мақалада автор құзыретті әдістің маңыздылығына да тоқатлып өткен. Курстың мақсаты – шетел тілін оқытудың бастысы – жеке тұлғаның мәдениетаралық коммуникативті құзыреттілігін дамытуды өз педагогикалық тәжірибесінде табысты жүзеге асыра алатындай болашақ шетел тілі мұғалімдеріне қажетті сапалы дайындықты қамтамасыз ету. Бұл магистранттардың басқа мәдениет өкілдерімен тиімді қарым-қатынас жасау және өзара әрекеттесу қабілетін дамытуға ықпал ететін шетел тілін оқытудың принциптері мен әдістеріне негізделген. Бұл мақалада «Жоғары

оқу орындарында шетел тілін оқытудың заманауи әдістемесі» курсы қолданудың нәтижелері сипатталған. Курстың мақсаты – шетел тілін оқытудың бастысы – жеке тұлғаның мәдениетаралық коммуникативті құзыреттілігін дамытуды өз педагогикалық тәжірибесінде табысты жүзеге асыра алатындай болашақ шетел тілі мұғалімдеріне қажетті сапалы дайындықты қамтамасыз ету. Бұл магистранттардың басқа мәдениет өкілдерімен тиімді қарым-қатынас жасау және өзара әрекеттесу қабілетін дамытуға ықпал ететін шетел тілін оқытудың принциптері мен әдістеріне негізделген.

**Түйінсөздер:** шет тіліндегі білім, шет тіліндегі кәсіби құзыреттілік, когнитивтік құзыреттілік, құзыреттілік тәсіл, когнитивтік тәсіл, коммуникативтік тәсіл, жобалық жұмыс

**Basic provisions.** In the modern world, knowledge of foreign languages and cultures is becoming an integral part of the training of specialists in language universities. Undergraduates of language universities already have significant language baggage, and their training is aimed at developing professional skills in combination with foreign language proficiency. The formation of foreign-language professional competence requires special teaching methods. Undergraduates should be able to practice the language in professional contexts, including discussing current issues and developing projects in a foreign language. Foreign language professional competence also includes an understanding of cross-cultural aspects. Undergraduates should be ready to interact with representatives of different cultures, both as part of their studies and in their future careers.

The peculiarities of the formation of foreign-language professional competence of undergraduates of a language university include the integration of language learning with a professional program, the use of specialized techniques, and an emphasis on intercultural interaction. These features contribute to the training of specialists who are able to work successfully in a multilingual and multicultural environment.

In the context of globalization and integration of world societies, the formation of foreign-language professional competence is becoming an important aspect of training specialists. In the formation of this competence, the formation of cognitive, communicative, research-predictive, predictive-analytical and research-applied competencies is of particular importance.

**Introduction.** In today's globalized world, where international relations play a significant role, the importance of foreign language proficiency is steadily rising. This is especially crucial for undergraduate students majoring in foreign languages with the goal of becoming language teachers. Beyond simply mastering the language itself, it's essential to cultivate a foreign language professional competence that enables individuals to effectively apply their language skills in professional settings.

This article will explore the characteristics of developing the foreign language professional competence of undergraduate students enrolled in the "Training of Foreign Language Teachers" program at a language university. These insights aim to enhance their qualifications and increase their competitiveness in the job market.

The foundation for cultivating the foreign language professional competence of undergraduates lies in integrating language and vocational education. This entails ensuring that students possess a proficient level of foreign language proficiency alongside specialization in their chosen field. Moreover, they should demonstrate the ability to apply their knowledge and skills effectively, thus becoming competent professionals. Given the expanding political, economic, and cultural ties of the Republic of Kazakhstan with other nations, as well as its integration into the global educational landscape, there is a growing demand for well-prepared personnel across all sectors.

The initial group of skills for the 21st century, referred to as "learning skills," have been incorporated into language education to promote a more holistic teaching approach within higher education. This approach involves encouraging student interaction through group activities, which entail cooperation and communication. Additionally, it focuses on enhancing students' oral and written abilities through individual assignments that demand creative thinking and innovation. Language education following the principles of the 4Cs (Collaboration, Communication, Creativity,

and Critical Thinking) aligns with the requirements of contemporary university students in the 21st century [1].

Nevertheless, by incorporating the 4Cs, educators have successfully merged students' scientific methodologies and their capacity for collaborative critical thinking within the classroom setting. Likewise, developed countries have observed comparable outcomes, as the integration of the 4C model has resulted in enhanced creativity and the establishment of a collaborative learning environment [2].

The issue of fostering the foreign language professional competence of prospective foreign language teachers holds significant importance due to the following factors:

– firstly, it involves instructing students who are acquiring a foreign language as a secondary or tertiary language. Teachers must possess not only a profound understanding of the language but also the ability to impart it effectively to others. Cultivating foreign language professional competence enables undergraduates to refine their teaching skills, tailor instructional materials and methodologies to meet students' needs, and foster an engaging learning atmosphere.

– secondly, there's the enhancement of undergraduates' communicative competence. Foreign language teachers need to possess effective communication skills in a foreign language to interact with students, parents, and colleagues. They should adeptly initiate and sustain dialogue, clarify intricate concepts, and ensure mutual comprehension. Fostering foreign language professional competence enables undergraduates to refine both their oral and written communication abilities, engage in discussions, and deliver impactful presentations in a foreign language.

– thirdly, the expansion of the cultural horizon of undergraduates and their ability to work with diverse cultural contexts. Teachers of a foreign language should be ready to interact with students from different countries and cultures, understand their values, traditions and customs. The formation of foreign-language professional competence helps undergraduates develop intercultural sensitivity, adapt to different cultural contexts and create an inclusive educational environment for all students.

During the process of acquiring a foreign language, it's essential for students to naturally grasp concepts and linguistic phenomena that mirror real-world scenarios. Students actively construct their own mental framework of ideas about the language they are studying. Drawing from contemporary psychological research and teaching practices in foreign language education, it becomes evident that learning effectiveness is attained when the brain generates its own cognitive constructs. Hence, it's crucial to encourage the evolution of acquired knowledge, foster communicative contexts, and cultivate students' interest and motivation to engage in foreign language communication.

In the process of learning a foreign language, students are expected to engage in discovery, exploration, and practical application of the language. With prior knowledge in their native language, students already possess a foundational understanding through which they conceptualize their world and organize knowledge. This established framework, encompassing notions about the structure of their native language and conceptualizations of the world, facilitates a quicker assimilation of new phenomena. New concepts are grasped more readily as they are perceived through familiar cognitive pathways.

**Literature review.** In modern education, including foreign language education, the competence approach is widely used as one of the effective and relevant approaches in education of the 21st century. Many domestic and foreign researchers have dealt with issues of competence approach, among them are such scientists as I.A. Zimnaya, E.I. Passov, A.A. Verbitsky, S.S. Kunanbayeva, V. F. Tenisheva, N.P. Khomyakova, D.H. Hymes, J.A. van Ek, J. Raven, A.V. Khutorskoy, M.L. Zueva, E.F. Zeer and others.

Jack C. Richards and Theodore S. Rodgers believe that competence-based education can be compared to a movement in education focused on learning outcomes and the development of language programs. Competence-based education assumes that students are expected to do with the

language and they learn to do it, that is, the emphasis is on the fact that the language is studied in practice [3].

Upon examining contemporary research by scholars in the domain of foreign language education methodology, it becomes evident that competence is defined as the aptitude to proficiently execute a particular task, whereas competency entails the process of refining personal interpretations and integrating knowledge for their efficient application in practical contexts [4, p. 63].

According to Zimnaya I.A. competencies emerge as a vital personal asset, cultivated through "the core of intricate, varied, and diverse personal constructs inherent to individuals" [5, p. 7].

Implementing a competence-based approach in the educational system facilitates the shift of educational endeavors to a meta-subject level, where the notions of "competence" and "competency" pertain to overarching aspects of educational content. The developed competence of professionals entails the acquisition and integration of professional skills, enabling them to operate proficiently at an advanced professional tier and enhance their competitiveness in the global job market.

Kunanbayeva S.S. believes that the competence approach in the education system is:

– Systemic;

– drawing from activity-based and personality-oriented methodologies, the competence-based approach encompasses fundamental principles from activity-based, personality-oriented, personality-activity, acmeological, contextual, and andragogical approaches [6, p. 57].

– The main categories of the competence approach are the concepts of "competence" and "competency".

In the modern theory of the competence approach, the key role in the educational process is cognitive competence. This is due to the fact that during its development, students acquire skills and abilities that will be useful to them in their future professional activities. Cognitive competence includes two main groups: a group of cognitive skills and a group of creative abilities. The first group includes the ability to set goals, analyze and evaluate, while the second group assumes the ability to independently find knowledge, find solutions in atypical situations and use heuristic methods to solve problems.

The cognitive approach stands as a key component of the competence approach, running alongside it, as comprehension is essential for foreign language acquisition. Students consciously acquire new knowledge and skills during foreign language communication, activating their cognitive faculties. The core theoretical principles of the cognitive approach influence the selection of teaching methods and educational strategies. Interactive models, instructional techniques, and curriculum structures in the learning process are designed with consideration of the psycholinguistic and cognitive processes inherent in language acquisition.

According to E.S. Kubryakova, the learning of a foreign language involves a tendency to integrate cognitive processes with language acquisition, necessitating a systematic exploration of the correlation between an individual's linguistic activity and their cognitive processes, conducted through the cognitive system [7].

According to L.S. Vygotsky, education should be based on "awareness and mastery", and this also applies to a foreign language. The processes of "awareness and mastery" in foreign language education show their unity and they are equally important for the language [8, p. 195]. The scientist highlighted the key aspects of the impact on personality development and stressed that in an environment where there are no suitable tasks and new needs do not arise, which does not contribute to stimulating the development of intelligence through the establishment of new goals, in such an environment thinking cannot reveal all its true abilities. In the above-mentioned environment, it either does not develop to higher levels, or it occurs with a long delay [8, p. 124].

The understanding of the term "professional competence", as well as "competence-competency", is a very different approach. Many researchers, especially in the field of vocational

education, emphasize various aspects of this concept. I.A. Zimnaya believes that knowledge and experience, personal qualities or professional aspects stand out in this context. While all the authors support the basis based on the "three pillars" of the specialist's activity and personality: "to know, to do, to be" [9, p. 27]. Professional competence, considered as readiness for professional activity, is emphasized by many authors as a dynamic and social characteristic.

The dynamism of professional competence is manifested in its constant development throughout the subject's professional career. Studying the personal characteristics of professional competence, I. B. Bicheva includes in the definition of this concept "the process of developing unique personality traits of the subject of professional activity, contributing to the formation of individual methods of self-realization in the professional environment" [10].

The notion of "professional competence" encapsulates not only the preparedness but also the capability of a professional to make sound decisions while engaging in diverse professional tasks. This competence comprises a blend of comprehensive knowledge, skills, experience, and personal attributes that enable an individual to effectively strategize and execute professional duties while interacting with their environment. According to V.I. Bidenko, an evaluation of subjective "professional competence" can be grounded in an analysis of both the current and potential activities of a specialist [11].

According to N.I. Onchukova and E.V. Kharchevnikov, professional competence serves as an indicator of personal growth and professional skill [12, p. 14]. According to S.A. Druzhilov, the achievement of professional success is associated with maintaining a certain level of professional competence [13, pp. 32-33]. V.P. Kosyrev's view defines "professional competence" as significant professional qualities of a person necessary to perform professional activity at the qualification level, manifested in the ability to solve professional tasks [14, p. 50].

It is obvious that the author's interpretations largely reveal the interpretation of the concept of "professional competence". In general, its essence is manifested in the successful solution of a certain class of professional tasks, the class of tasks is determined by the nature of the profession and, consequently, by the totality of components of professional competence.

In turn, O.N. Shakhmatova considers professional competence as one of the elements of professionalism. The structure of professionalism, in her opinion, includes professional relevance, professional suitability, professional satisfaction and professional success. By professional competence, she understands a complex of professional knowledge and skills, as well as methods of performing professional activities [15].

After the analysis, we can talk about the content aspect of the concept of "professional competence" in the general sense. From the position of readiness (action), professional competence is interpreted as an individual's awareness of his needs, motives and interests (I want); the presence of opportunities, inclinations, knowledge, skills and abilities (I can, it is assumed – I know and I can); stably rooted psychophysiological, professionally significant and characterological qualities (I have); which meet the requirements social environment for a specialist of this profession.

When fostering the development of foreign language professional competence among undergraduates, we align with modern methodologies and theories in foreign language education. These theories emphasize the foundational importance of intercultural communicative competence, alongside a range of methodological principles such as cognitive, communicative, sociocultural, linguocultural, conceptual, and developmental-reflexive (personality-centered) principles. Among these, the cognitive methodological principle stands out as particularly significant in this context [16, p. 43].

According to academician S.S. Kunanbayeva, language and culture are intertwined components forming an inseparable complex integral to cognition. They give rise to secondary mental constructs, shaping a person's novel linguistic conceptualization of the world. This representation aids in the perception and understanding of unfamiliar linguistic and cultural surroundings [16, p. 84].

Contemporary cognitive learning approaches highlight learning as an active, constructive, and self-directed endeavor shaped by the mental engagement of the student. There is a strong emphasis on the significance of metacognitive processes and the utilization of diverse learning strategies to facilitate effective learning outcomes. The active construction of new knowledge and the application of strategies are underscored, particularly within the realms of memory and learning [17].

Enhancing the effectiveness of information retention in memory is achieved through rehearsal, particularly when the information is presented in a meaningful manner, and organization, such as categorization. Employing meta-memory strategies, such as creating lists or taking notes, further aids in successful information retention. Notably, students typically exhibit better recall when information is assimilated through distributed practice across multiple training sessions rather than through concentrated sessions. However, it appears that the timing distribution within a single training session does not impact the transfer of information to long-term memory [18].

Considering the cognitive approach to professional training, successful language learning necessitates the active engagement of students in the educational journey. Within this approach, learning is viewed as a process geared towards fostering students' comprehension, rather than merely imparting information [19].

Furthermore, within this framework, learning's dynamic involvement is recognized, underscoring its social aspect. Throughout the journey of individual knowledge acquisition, students actively foster their comprehension. According to this perspective, students are not passive recipients of information but rather active and accountable participants in the educational process. Personal experiences take center stage in learning. Apart from cognitive elements, affective and personal traits also influence learning outcomes. Attitudes towards the educational process and levels of motivation are pivotal predictors of goal achievement. Intrinsic motivation plays a central role in successful learning, reflecting a shared aspiration for self-regulation and autonomy. Self-regulation entails an active student assuming responsibility for their own learning process.

Understanding the essence of the educational process underscores the active engagement of students, where they play a participatory role rather than solely receiving information passively. Indeed, the actions undertaken by the student emerge as a pivotal factor in determining the level of material assimilation, sometimes surpassing the instructor's contribution. This suggests a departure from the traditional notion of the instructor solely transmitting knowledge. Instead, students require active involvement and experiential learning opportunities. Hence, there is a need to shift the focus and acknowledge that effective educators not only possess extensive knowledge but also possess the skill to engage students in activities conducive to achieving their learning objectives. This entails crafting relevant content, understanding the cognitive processes necessary for material assimilation, and recognizing how students' prior knowledge and experiences shape the significance of the material being studied.

Reconsidering how we approach language learning by considering both cognitive and emotional aspects can provide valuable insights when designing educational strategies aimed at meaningful learning. In these scenarios, students are empowered to take on an active role as intellectual agents in their own learning journey, fostering the growth of their autonomy and accountability in the process. By shifting the initiative to the student, they are encouraged to actively participate and enhance the learning experience with their unique perspectives and experiences.

Another crucial aspect in the journey of learning a foreign language involves fostering intentional and meaningful interaction among students, allowing them to engage with educational materials and play an active role in the language acquisition process, transitioning from passive recipients to active participants. The model being formulated for language acquisition within an educational setting should promote the cultivation of a sense of personal involvement essential for effective language learning. The educator creates an immersive environment rich in authentic

language, enabling students to explore the language through interaction rather than mere instruction. Students are encouraged to actively engage in discussions regarding meaning and to develop strategies for mastering tasks. Moreover, they actively participate in problem-solving, formulating hypotheses, and testing them, thus facilitating a deeper understanding of the language.

Human activity unfolds within the framework of a society where language serves as the lens through which everything is perceived and interpreted. Mastery of a language relies heavily on interactions with its native speakers, individuals who employ language for both communication and cognitive processes. The concept of anthropocentrism underscores the pivotal role of individuals in shaping and comprehending speech, highlighting the importance of the linguistic persona in the study of foreign languages.

Ruzin I.G. posits that "language is examined in conjunction with its interplay with life and its reflection of reality. There is a growing recognition that understanding the essence of language hinges on understanding individuals and their surroundings... This signals a notable methodological shift in contemporary linguistics – from an intrinsic focus on language to an anthropological perspective" [20, p. 48].

The anthropocentric paradigm shapes scientific inquiry within the framework of a linguistic persona, particularly in the realm of foreign language acquisition, where it delineates between primary/secondary linguistic personas and a "subject of intercultural communication." Within this paradigm, the individual is regarded as both a subject and a manifestation of a specific linguistic culture, underscoring the importance of studying the individual in conjunction with their language and vice versa. This paradigm posits that an individual comprehends the world around them by understanding themselves and their interactions within this world.

The anthropocentric paradigm posits that language learning occurs through active engagement with the language itself. In contemporary methodologies of foreign language education, new theoretical frameworks and concepts are emerging, such as "foreign language education is not just for life, but through life!" and "learning not just a foreign language, but learning with the aid of a foreign language," placing emphasis on the student's individuality rather than solely on the teacher. Within this approach, students are encouraged to actively tackle communicative tasks with inherent challenges, considering the mindset and cultural background of individuals from other cultures. This fosters the activation of students' cognitive, investigative, and creative faculties. Students independently devise solutions to problematic situations, with the teacher's role being to support and guide their efforts in the journey of learning and mastering a foreign language. Consequently, this approach stimulates the activation of students' cognitive, investigative, and creative abilities, empowering them to navigate through challenges autonomously while the teacher provides guidance and support throughout the language acquisition process.

**Materials and methods.** The study was methodologically grounded in the principles of the systemic-activity, communicative, and competence-based approaches (Figure 1). In accordance with the purpose and objectives, the following methods were chosen: analytical method; quantitative and qualitative analysis of the results interpretation of the results in the appropriate course.



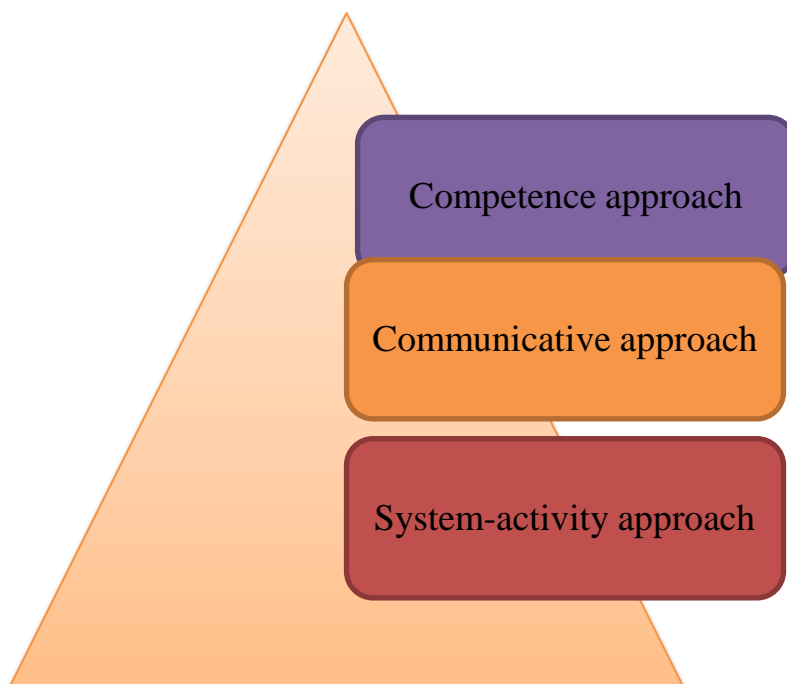


Figure 1. Methods of formation of foreign language professional competence of undergraduates studying in the specialty "Training of teachers of a foreign language"

The course "Methodology of Teaching Modern Foreign Languages in Higher Education Institutions" addresses topics aligned with the integration of these approaches into the core educational system. The competence approach aims to address the question: "What does society entail, what knowledge is essential for individuals, and what societal needs can they fulfill?" Developing teachers' competencies is a pressing issue within the contemporary education sphere.

The competence-based approach represents a potential solution to the crisis arising from the conflict between traditional methods and the strategy of simply increasing educational content. It prioritizes the outcomes of education, emphasizing that the quality of education lies not only in the accumulation of vast knowledge but also in the capacity to effectively apply that knowledge.

The strategic direction of the competence approach is to determine the learning outcomes by setting clear tasks for the teacher to form a set of skills and knowledge that make the graduate competitive in the labor market. With the advent of the market economy, new requirements for employees have appeared. If earlier the emphasis was mainly on professional orientation, now the skills and abilities of a potential employee should go beyond a narrow specialization and cover many aspects. Universality becomes a key criterion of value.

In contemporary foreign language education, the communicative approach stands out as a predominant methodological approach. It is widely regarded as the most efficient approach for accomplishing the primary objective of language learning, namely, cultivating students' communicative competence in a foreign language. Typically, the communicative approach encompasses several fundamental components (Figure 2):

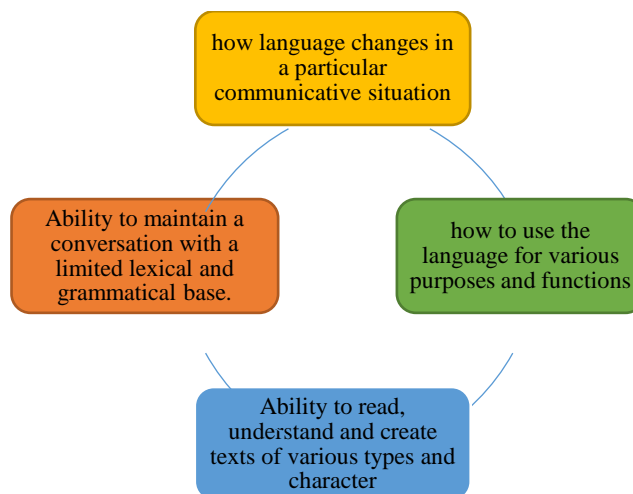


Figure 2. Aspects of the communicative approach in studying the course "Methodology of modern foreign language education in higher educational institutions"

The aim of the communicative approach is to enable individuals to effectively engage in communication using language. This involves the capacity to express ideas, exchange viewpoints, and interact with others in diverse communicative settings while adhering to linguistic and speech conventions and selecting appropriate communication strategies based on the context. Moreover, the communicative approach emphasizes the development of both oral and written language abilities, comprehension of textual and conversational content, and acquisition of language skills relevant to real-life situations.

Scientists such as E.I. Passov, I.A. Zimnaya, T.Yu. Stepanova, M.K. Kotusova, J. Shales and others have introduced a communicative approach to teaching foreign languages into linguistic education. They consider this approach as a method aimed at developing students' understanding of foreign speech and mastering language material to create their own statements.

In this article, we explore the communicative approach as the fundamental framework for effectively teaching oral proficiency in foreign languages. As articulated by E.I. Passov, communicativeness entails an orientation towards speech within the educational process. This orientation extends beyond merely achieving practical speech objectives (a common aim across various educational approaches) to encompass the active utilization of language in practice. Practical speech orientation serves not only as an objective but also as a method, with both elements engaging in dialectical interaction.

Thus, it can be emphasized that the communicative approach in foreign language education occupies an important position in modern methodology due to its high efficiency.

The system-activity approach prioritizes fostering students' autonomy in the educational process, aiming to facilitate independent learning. To achieve this, teachers employ a range of effective instructional activities. The implementation of these approaches also requires the support of foreign-language professional competence of undergraduates through appropriate resources and educational programs. For example, providing access to specialized online platforms, libraries, databases and language centers where students can deepen their knowledge, develop foreign language communication skills and receive additional feedback from experienced teachers.

In the system-activity approach, personal competencies are developed through a cycle of "competence – activity – competency". Here, competence is understood as "knowledge in action", where individuals demonstrate their ability to effectively apply acquired knowledge and skills to accomplish tasks.

In the system-activity approach, the category "activity" occupies an important position, and the activity itself is considered as a kind of system. The main idea of this approach is that new

knowledge is not transmitted in a ready-made form. Students themselves "discover" them in the course of independent research activities, turning into some kind of researchers making their own discoveries. The task of the teacher when introducing new material is not to exhaustively explain, show and tell. Rather, the teacher should organize the students' activities in such a way that they themselves come to a solution to the problem of the training session and independently justify how to act in the new conditions.

In addition, an important aspect of the formation of foreign-language professional competence of undergraduates is their active involvement in academic and professional networks. Participation in conferences, seminars, forums and discussions will allow them to expand their knowledge, share their experience, establish contacts with colleagues from different countries and be aware of the latest trends and research in the field of foreign language education.

The main subject results of studying this course include:

1. Understanding the principles of contemporary methodological research and its role in addressing key challenges in language teaching methods;
2. Applying critical thinking to assess different research perspectives;
3. Acquiring a comprehensive understanding of the methodological principles underlying foreign language teaching, with a focus on societal relevance;
4. Developing proficiency in using materials to discern patterns, grasp new concepts;
5. Enhancing skills in analyzing and interpreting diverse information, and applying knowledge to explain and assess various phenomena and processes;
6. Cultivating the ability to apply analytical thinking to identify and evaluate the factors influencing the essence and dynamics of significant research processes.
7. Gaining a comprehensive understanding of spatial integrity as a network of interconnected systems;
8. Developing proficiency in conducting educational projects.

The outcomes entail postgraduates acquiring new skills and engaging in activities to acquire, transform, and apply knowledge for educational and design purposes.

Within the course, postgraduates are guided towards cultivating a scientific mindset by familiarizing themselves with the fundamentals of compiling an informational project. Subsequently, they select relevant data pertaining to a specific topic and collaboratively prepare a group Information Project during the analysis phase.

Aligned with the state standards for the subject area "Modern Methodology of Foreign Language Education in Higher Educational Institutions," the primary goals of this course were established as follows:

1. Enhance students' abilities in information literacy.
2. Foster critical thinking, analysis, and synthesis skills, alongside the capacity to assess and juxtapose research methodologies relevant to the course.
3. Utilize theoretical knowledge practically to address specific challenges.
4. Cultivate research skills and the proficiency to convey and demonstrate gained knowledge and expertise.
5. Foster the capacity to synthesize, analyze, and assess information for hypothesis testing and data interpretation across diverse sources.

To enhance the foreign language professional skills of undergraduates enrolled in the "Training of Foreign Language Teachers" educational program, a course titled "Contemporary Methodology of Foreign Language Education in Higher Education Institutions" has been created. This course aims to deliver comprehensive professional and methodological preparation for future foreign language educators, equipping them to proficiently integrate the primary objective of foreign language teaching - fostering intercultural communicative competence among learners - grounded in the principles of foreign language education.

The theoretical course is designed for 15 weeks and covers 8 main topics and subtopics for each topic. To control the formation of foreign-language professional competence of undergraduates, they are offered problematic issues that are focused on solving current problems that currently exist in foreign-language education. Here are some examples of such problematic issues:

- What distinguishes the concept of 'philosophy of education' from the 'paradigm of education'? To what extent is the presence of various educational paradigms today justified?
- Examine different methods for identifying the component composition of intercultural and communicative competence. Which composition of ICC components do you believe aligns with the primary objective of contemporary foreign language education?
- Do you believe that implementing a competence- based approach, with suitable adaptations for our nation, can enhance the educational process? Provide a rationale for your response.
- Do you believe that shifting from the conventional knowledge/skill-based approach to a competency-based one would allow for the integration of one approach, such as problem-based, into another, like competency-based? Explain your reasoning.
- Identify the primary roles of the professional competency educational program in modeling the educational process as a coherent entity in line with vocational education objectives.

The content basis of this course was a system of topical problems, in the process of solving which professionally important qualities of undergraduates of pedagogical education were actualized, contributing to the development of professionalism. The system of using actual problems covered:

- 1) working out the skills to analyze and solve the problem;
- 2) formation of the ability to independently search for and apply ways to solve the tasks assigned to undergraduates;
- 3) tasks for determining the sequence of reasoning in the construction of actual problems.

We determined the content and approach to addressing pressing issues by considering the stages of professional activity mastery, which encompassed the acquisition of knowledge and skills, engagement in creative endeavors, and development of emotional and value-based perspectives towards pedagogical realities. Thoughtful incorporation of contemporary issues aligned with the stages of reflective learning facilitated a progression among pedagogical education master students from merely reproducing solutions to adopting a reproductive-creative approach in problem-solving. This process encouraged the utilization of introspection and self-organizational skills in their educational and professional endeavors.

Additionally, to foster the effective enhancement of undergraduates' foreign language professional competence, project topics were provided for Midterm assessment. These topics also serve to bolster the professional skills of future foreign language teachers. Consequently, methodological guidelines for conducting project work were prepared to support this endeavor.

The methodology of project-based activities, which involves the practical application of knowledge acquired during a graduate's professional endeavors, is gaining increasing significance. Therefore, the assessment of a university graduate's competence encompasses their cognitive proficiency in key subjects and their nuanced grasp of the socio-cultural, ethical, and moral values prevalent in today's globalized society. It serves as a gauge of their aptitude and competitiveness within their chosen field.

In this context, particular attention must be given to the refinement of graduates' communication skills and the enhancement of their foreign language information and analytical capabilities. In an era defined by globalization and international cooperation, the effectiveness of such endeavors hinges upon the extent of a specialist's communicative prowess in a foreign language. Thus, a university graduate should demonstrate the capacity to comprehend, generate, and articulate professionally relevant information (ideas, algorithms, concepts) in a foreign language. This entails employing various modes of expression—verbal, visual, graphic, and audiovisual—and employing appropriate linguistic tools across diverse professional communication contexts.

It's clear that possessing strong communicative skills is a cornerstone of a competitive professional profile. To put it simply, both professional and communicative competencies are undeniably vital aspects of a competitive professional identity [16].

Here are some examples of project work topics:

- The Theoretical Framework of Cognitive Linguistics in the Context of Foreign Language Education and Cross-Cultural Communication.
- Cognitive Mechanisms Shaping the Development of a Language Personality.
- Theoretical and Practical Principles for Constructing Professionally-Oriented Content in Foreign Language Education for Specialized High Schools (Natural Science Direction).
- The forms of reflection of national mentality and socio-cultural specifics in the genres of official international examples and interaction models (types of target-oriented -official communication: business negotiations, etc.)
- Modelling the subject content of communicative complexes during the development of the communicative competency
- Features of the formation of the foundations of communicative skills in early foreign language teaching
- The Cross-Cultural Foundations of Speech Activities in Communication During the Initial Phases of Foreign Language Learning
- Active teaching methods and their implementation in basic school

It is assumed that the work on the project is designed for 1 semester and undergraduates have enough time to conduct research on their chosen topic.

During the seminars, in the process of solving urgent problems and projects, undergraduates exchanged thoughts and information. After the joint work, time was given to discuss the question "How?" everyone worked in a group. When discussing topical issues, undergraduates relied on such indicators as the effectiveness of work in the group, the efforts invested by each member of the group, the effectiveness of the work done by each of the group members and goodwill within the group.

These classes were built on the basis of the implementation of heuristic and project-based learning technologies, which have a number of advantages, namely, they provide an opportunity for the implementation of a creative approach, as well as to show the subjective position of a graduate student, since in the process of creating an innovation product, motivation for mastering the content is provided, which, in turn, contributes to the formation of the following competencies:

- Research and predictive competence
- Predictive and analytical professional competence
- Research and applied competence.

Thus, mastering these competencies will allow undergraduates to ensure the successful implementation of strategic directions for updating the education system. Therefore, in order to effectively solve the problem, it is necessary to intensify the concerted efforts of all participants interested and involved in the process of promoting the professional development of teachers, improving the quality of their professional activities.

**Results and discussion.** In the course of experimental work, in which 55 undergraduates of the educational program "7M01711– Training of teachers of a foreign language" of JSC "Kaz-UIR&WL" named after Ablai Khan took part, the following results were obtained.

After the undergraduates conducted research on the chosen topic, practical results were obtained at the final control. The project consisted of theoretical and practical parts, and the practical part was implemented and tested at different stages of the educational process.

To evaluate the results of the project, parameters and evaluation criteria are developed, which include the following:

Receiving an "Excellent" grade is contingent upon completing the task within the specified timeframe, accurately identifying and justifying the relevance of the problem, conducting a concise

analysis of different perspectives on the issue, articulating a logically sound personal stance, formulating conclusions, fully addressing the project topic, maintaining the required volume, and adhering to external design guidelines.

A "Good" rating indicates that the project meets the basic requirements but may have some deficiencies, such as inaccuracies in material presentation.

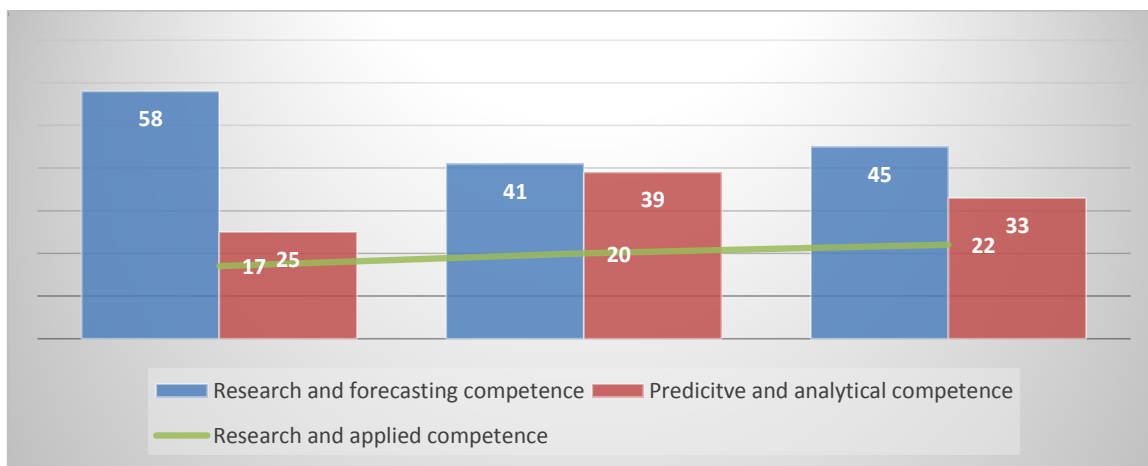
A "Satisfactory" evaluation suggests a lack of logical coherence in judgments, insufficient volume (less than 50%), and deficiencies in design.

"unsatisfactory" – the topic is not disclosed, there is a significant misunderstanding of the problem, gross mistakes were made in the design of the work.

The subsequent objective involved assessing the proficiency level of undergraduates in foreign language professional competence during the study of the course "Methodology of Contemporary Foreign Language Education in Higher Education Institutions". During this phase, empirical data were analyzed, and alterations in the indicators of undergraduates' proficiency in foreign language professional competence were scrutinized. The gathered data were organized, synthesized, and utilized as the foundation for ongoing efforts aimed at enhancing foreign language professional competence.

During the preparatory phase of the experiment, undergraduates underwent diagnostic procedures to assess the development of research-predictive, predictive-analytical, and research-applied sub-competencies. Entrance assessments, conducted in the form of tests at the onset of training, aimed to gauge the initial level of foreign language professional competence. Subsequently, in the ascertain stage of the experiment, the initial level of undergraduates' foreign language professional competence was determined based on assessment criteria (Figure 3).

Figure 3. Levels of formation of foreign language professional competence at the beginning of training



After processing the results, we found that undergraduates have, in general, a low level of formation of research and prognostic competence (low level - 58%, average – 25%, high – 17%); predictive and analytical professional competence (low level – 41%, average - 39%, high – 20%) and research and applied competence (low level - 45%, medium – 33%, high – 22%). Foreign language professional competence of undergraduates is formed at an average level (low level – 15%, medium – 50%, high – 35%). This is because undergraduates have undergone instruction in the discipline "Methodology of Contemporary Foreign Language Education in Higher Education Institutions." They possess foundational knowledge in modern foreign language education methodologies. These competencies will lay the groundwork for the development of foreign language professional competence among undergraduates as they progress through the course "Methodology of Contemporary Foreign Language Education in Higher Education Institutions".

As part of the study of the discipline, undergraduates carried out projects where the research activity of undergraduates was evaluated. It can be noted that there is generally a sufficient level of creative work. The majority of undergraduates had carefully worked out the structure of projects, presented interesting works performed in various techniques, the defense was carried out at a high level. As our research has shown, the formation of foreign-language professional competence of undergraduates during their studies at the university was influenced by master classes and participation in international and republican conferences.

Upon completion of the course, a final assessment was conducted to evaluate the attainment level of foreign language professional competence among undergraduates. The outcomes of this assessment are depicted in the accompanying figure 4.

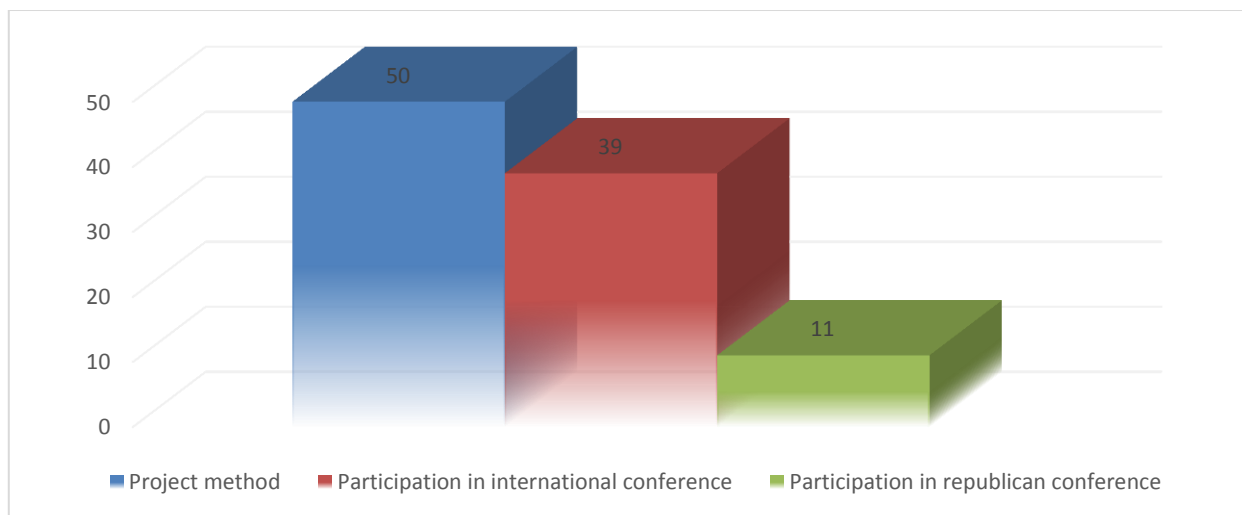


Figure 4. Levels of formation of foreign-language professional competence of undergraduates (the final stage of the experiment)

After conducting a comparative analysis of diagnostic results from the initial and final stages of the study, it becomes evident that all undergraduates have experienced positive advancements across all sub-competencies. The comprehensive findings of the experiment indicate that the training provided in this course significantly enhances the level of foreign language professional competence. Assessment of the formation of foreign language professional competence among undergraduates during the study of the course "Methodology of Modern Foreign Language Education in Higher Education Institutions" allows us to affirm that the key factor lies in integrating a set of content, formats, methodologies, and tools chosen for their high professional significance into the learning process.

In conclusion, it is noteworthy that undergraduates in the "Training of Foreign Language Teachers" program effectively tackled the assigned tasks, demonstrating their ability to develop exercises and tasks at a professional level for students at different proficiency levels, thereby signaling the development of their foreign language professional competence.

**Conclusion.** Hence, fostering foreign language professional competence among undergraduates in the "Training of Foreign Language Teachers" program stands as a crucial prerequisite for their successful professional journey. This necessitates the fusion of language and vocational education, leveraging contemporary methodological approaches and technologies, and a commitment to continuous self-improvement and growth. The cultivation of this competence contributes significantly to effective teaching practices and promotes intercultural interaction. In the process of shaping undergraduates' foreign language professional competence within the "Training of Foreign

Language Teachers" program, it's imperative to consider modern trends and evolving requirements in the realm of language education and teaching.

In the contemporary context, a crucial aspect of a competitive professional's character is their preparedness for cross-cultural professional and communicative engagements. Proficiency in one or multiple foreign languages empowers professionals across various domains to actively and adeptly engage in professional and business interactions, enabling them to efficiently address assigned responsibilities and discover innovative and unconventional approaches to problem-solving.

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## БІЛІМ БЕРУДІ ЦИФРЛАНДЫРУ ЖАҒДАЙЫНДА БОЛАШАҚ МҰҒАЛІМДЕРДІ КӘСІБИ ДАЯРЛАУ

*Аңдатпа*

Мақалада болашақ мұғалімдерді кәсіби даярлау мәселелері қарастырылған. Сонымен қатар Қазақстан Республикасында қабылданған нормативтік құжаттардағы өзектілігі талданады. Білім беруді цифрландыру жағдайындағы кәсіби мамандарды даярлау мәселелері, білім беру мазмұнын жаңарту мақсаттары және білім беруді цифрландыру жағдайында мұғалімнің рөлі, сонымен қатар «Білім берудегі цифрлық технологиялар», «Цифрлық білім беру ортасының педагогикалық дизайны» пәндерінің мақсаты мен міндеттері айқындалған. Білім беру саласындағы барлық педагогикалық мамандықтарға аталмыш пәндердің оқытудың маңыздылығы баяндалған. Білім беруді цифрландыру жағдайында педагогтерді даярлау да оқытудың мазмұны мен әдістеріне өзгерістер енгізуді талап етеді. Тәжірибелік сабақтарға, оның ішінде виртуалды Білім беру орталарын пайдалана отырып, көбірек көңіл бөлу, сондай-ақ оқыту бағдарламасын қалыптастыру кезінде болашақ педагогтардың жеке ерекшеліктері мен қажеттіліктерін ескеру қажет.

Зерттеу нәтижелерін талдау цифрлық білім беру ресурстарын пайдалану оқушылардың танымдық дербестігін дамытуға шын мәнінде ықпал ететінін көрсетті. Сонымен қатар, цифрлық білім беру ресурстарының оқу үшін әсіресе пайдалы ететін бірнеше артықшылықтары бар екені атап өтілді. Атап айтқанда, цифрлық білім беру ресурстары студенттердің көпшілігі үшін қолжетімді, бұл оларды кез келген жерде және кез келген уақытта пайдалануға ыңғайлы етеді. Сонымен қатар, олардың интерактивтілігі және студенттің білім деңгейі мен қажеттіліктеріне сәйкес оқытуды жеке теңшеу мүмкіндігі бар.

Жалпы, білім беруді цифрландыру жағдайында болашақ педагогтарды кәсіби даярлау білім беру сапасын арттыру және қазіргі әлемнің тез өзгеріп отыратын талаптарына табысты бейімделу үшін маңызды фактор болып табылады.

**Түйін сөздер:** кәсіптік оқыту, білім беруді цифрландыру, цифрлық құзыреттілік, цифрлық технологиялар, оқу материалдарының жаңартылған мазмұны.

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## ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА БУДУЩИХ ПЕДАГОГОВ В УСЛОВИЯХ ЦИФРОВИЗАЦИИ ОБРАЗОВАНИЯ

*Аннотация*

В статье рассматриваются вопросы профессиональной подготовки будущих учителей. При этом анализируется актуальность нормативных документов, принятых в Республике Казахстан. Определены проблемы подготовки специалистов в области цифровизации образования, цели обновления содержания образования и роль преподавателя в цифровизации образования, а также цели и задачи внедренных в учебный процесс вуза элективных курсов «Цифровые технологии в образовании», «Педагогический дизайн цифровой образовательной среды. Описана важность преподавания данных дисциплин всем педагогическим специальностям в сфере образования. Подготовка педагогов в условиях цифровизации образования также требует изменений в содержании и методах обучения. Необходимо уделять большее внимание практическим занятиям,