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Development of language competence of future defectologists in the context of bilingualism

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Abstract

Relevance. The development of special education in Kazakhstan is associated with legislation in the education sector, the country's policy in relation to children with special needs, the level of development of special (correctional) science as an integrated (psychological, pedagogical, medical) field of knowledge. The system of higher education in Kazakhstan is forced to revise the goals and strategies for the development of professional education of future special education teachers. One of the main tasks of which is the transition from the qualification training of a specialist to competence based, by changing the training strategy, where the student learns to achieve the set goal, work for the intended result, i.e. the development of professional competencies is expected.

Purpose. The purpose of the study is the scientific and theoretical substantiation of the need to develop the language competence of future defectologists with the consideration of bilingualism and educational and methodological support of the process.

Methodology. The fundamental method of the research was pedagogical design, during which a pedagogical model of the language competence development in future special education teachers was designed. Within the framework of a comprehensive program for the development of the language competence in special education teachers, the following methods have been developed: an elective course "Fundamentals of the speech culture of a defectologist"; project complexes, bilingual creative tasks, exercises; methodological measures.

Results. During the approbation of the developed model, it was revealed that the introduction of the proposed active methods, means and forms of teaching into the language teaching process can be an effective way to solve the issue under consideration.

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Conclusions. Theoretical substantiation and the results of experimental work in the future can be used in the accumulation of content and the development of educational recommendations, teaching aids and methods of teaching languages.

Keywords: special education; language peculiarity; communication; specialist.

Introduction

The “competency-based approach” appeared in the Kazakhstan education along with the concepts of “innovative economy”, “competitiveness”, “career growth”, the main requirements of which are the training of a bilingual specialist, with professional skills and abilities, able to find the right solution, to find common language with the people around, to join the communication in the language in which the dialogue is conducted. Determining the meaning of the concepts “competence-based approach”, “competency”, “competence” involves the analysis of these concepts. “Competence” refers to a set of knowledge, skills, and attitudes that are required to perform tasks effectively, while “competency” is the ability to apply these competencies in various situations [1]. It is necessary to separate the terms “competence” and “competency”, the development of criteria and tools for their measurement.

Educational organisations are faced with the question: Can competence be taught? How to organise this process? What qualities should a competent specialist in special education possess? In this regard, there is a need to develop the language competence of future teachers of special (correctional) education, who are ready to work and compete with other colleagues through the use of their knowledge, skills and abilities of the competent use of the language means of two languages in activities that can solve problems in various situations. Research suggests that bilingual education not only enhances cognitive abilities but also equips students with a competitive edge in the job market [2].

Modern Kazakhstan is a multi-ethnic country where students receive education in two (Kazakh and Russian) languages. Bilingual education is based on a bilingual curriculum. The task is the formation of a bilingual personality able to communicate in various situations. Bilingual education aims to develop proficiency in both languages while fostering an understanding and appreciation of different cultures [3]. A language for a special (correctional) education teacher is not only a means of communicating with colleagues at a professional level, but also a tool for corrective action on children with developmental issues. Future pedagogues-defectologists are focused on the study of irregularities at different language levels in the speech of children.

Therefore, language competence acquires special importance for them: it is impossible to competently deal with the correction of speech disorders without knowing the functioning of the language system. This approach presupposes a special organisation of the language teaching at the university. Effective language teaching strategies include immersive techniques, contextual learning, and active use of the target language in real-life scenarios [4]. Linguistic disciplines require future teachers-defectologists not only to know the language system, to see and recognise linguistic phenomena, but

also to correctly apply them in their speech practice. A teacher must possess an array of terminological concepts necessary for educational and future professional activities.

There is a need to organise and create a system of higher special (correctional) education, focused on the training of a competent specialist. In this regard, the urgent task of the university is the training of a competent specialist who has interdisciplinary knowledge in the field of special pedagogy and psychology, who will be able, relying on various methods, to timely identify various disorders in the development of children, provide the necessary psychological and pedagogical assistance, organise the educational process in the child's native language, to design, evaluate and correct their own activities, to work on their professional development. Note that a student is not a specialist yet, but a person who receives knowledge within the walls of the university, forms professional skills and abilities, and develops the qualities necessary for future professional activities. The development of professional competencies in students is enhanced through practical training, mentorship, and reflective practice [5].

This is possible with the educational and methodological support of the process, by organising special conditions, creating educational training situations. Analysis of scientific literature shows that a lot of studies have been devoted to the development of language competence. However, the problem of developing the language competence of future defectologists in the context of bilingualism was not fully reflected in the reviewed scientific works.

Thus, the relevance of the study becomes obvious, as well as the following main contradiction revealed: between the social order for a specialist who speaks two languages, who is able to solve various problems, who is ready to work for the planned result, who knows how to come into contact with others in the language of communication, and insufficient scientific and theoretical development of the foundations for their implementation.

Literature review

In an increasingly competitive environment in the labour market, the tasks of training future specialists are changing. It is necessary to create conditions for the student, for his personal development, receiving full-fledged bilingual (or multilingual) educational services. The student himself must choose his own educational programme, planning in advance his own path of growth, leading to professional competence and social mobility. In Kazakhstani special education there are enough scientific papers regarding the training of teachers of special education: A.N. Autaeva and A.A. Issabek [6], L.K. Makina and J. Rakhym [7], A.K. Ersarina et al. [8], N.B. Zhihenbaeva and G.A. Koshzhanova [9], A.T. Baimuratova and I.V. Pashigoreva [10], I.A. Denisova

and M.V. Ziminskaya [11]. Based on the analysis of their studies, the authors came to the conclusion that competence includes the possession of a number of competencies. Note that each competence is defined by different personal and special qualities.

In the present study, the linguistic competence of a future specialist is characterised by a set of competencies: axiological, educational and informative, language and speech development, personal self-improvement. In our definition of “linguistic competence”, each competency is characterised by different qualities. The linguistic competence of future defectologists in the context of bilingualism is an integrated professionally significant personality trait characterised by the possession of the relevant competencies and their productive implementation through: knowledge of the language system of two languages (use of bilingual knowledge in teaching and forecasting the development of children with special educational needs), motives (striving for personal and professional improvement), values (attitude to correctional pedagogical activity as a value, empathic attitude towards persons with special educational needs), skills (choosing the right language means for communicating with others; working with electronic resources and Internet; reflecting on their linguistic actions; assess their own capabilities), abilities (providing advisory, social and pedagogical assistance for the child and parents in their native language, switching, if necessary, from one language to another) to achieve the goal.

The development of professional competence, in the authors' opinion, is directly related to the development of the language competence of the future specialist. The use of the concept of “development” is due to the fact that a student comes to the university with already formed basic language knowledge, skills, and abilities. In the educational process, the student develops his linguistic knowledge, skills, abilities at a professional level. The development of the language competence of future defectologists in the context of bilingualism is a process of directed change in the professionally significant integrated quality of a person, characterised by the equal possession of competencies, the language system of two languages and their productive implementation in activities. The scientific foundations of linguistic competence have been studied in many papers: the psychological and pedagogical aspects of a person's linguistic education were considered by E. Bozovic [12]; L.V. Shcherba [13] studied the relationship between the language system and speech activity; A.A. Leontiev [14] revealed the essence of speech activity; E.M. Vereshchagin [15] characterised bilingualism from a psychological and methodological standpoint. A special place in our study was taken by N. Chomsky's monograph “Language and Thinking” [16]. The theoretical basis for studying the problem of developing language competence was considered in the work of foreign researchers: U. Weinreich [17], R.R. Battin et al. [18]; Russian scientists: M.A. Kosmina [19], E.S. Ionkina [20]; Kazakh scientists: B.Kh. Khasanov [21], K.Kh. Khanazarov [22].

Russian scholar M.A. Kosmina [19] understands linguistic competence as the level of speech development at which a person uses his knowledge, understands the

non-verbal language of communication, the ability to make contact. E.S. Ionkina [20] interprets the professional and linguistic competence of a foreign student as: a professionally significant quality that conditions the social need for professional development, contributes to the independent and professional implementation of educational and cognitive activities in a foreign language environment, recognition and generation of scientific texts, the use of linguistic means of the studied language; the essential characteristics of quality include the relevant: knowledge of a particular profession, skills, abilities, value orientations necessary for systematic advanced training.

Russian researchers A.A. Almazova and O.S. Orlova [23] believe that special requirements are imposed on the speech of a defectologist, due to the quality of their speech. A teacher-defectologist must have exemplary speech: correct pronunciation, diction, expressiveness, emotionality, correct selection of speech styles. Most of the studies considered discuss the language competence. With regard to our problem: the study and practical application of two languages by students, in our opinion, we can talk about language competence as a result of language acquisition.

Materials and Methods

The study consists of several stages: diagnostic, organisational, practical, generalising. The purpose of the diagnostic stage was to identify the relevance of the problem at hand by studying the scientific and theoretical foundations and experience of Kazakh, Russian and foreign teachers on the subject matter. At this stage, we used methods of analysis, synthesis, comparison of the materials, on the basis of which we identified the scientific apparatus, developed a pedagogical model. The historical, psychological and pedagogical works of scientists, theoretical and methodological foundations of the study, educational programmes of the specialty, instructive and methodological and regulatory documents of the Republic of Kazakhstan in the field of special (correctional) education have been studied.

At the organisational stage of the experiment, the goal and objectives of the experiment were determined, the criteria and indicators of language competence development were identified. Based on the criteria and its indicators, tasks were selected and a control section was carried out in order to determine the initial level of development of language competence. At this stage, we used an adapted methodology, including methods of questionnaire, testing, polling, interviewing, observation, comparison, diagnosis and assessment. Questioning and testing was carried out in order to obtain information about the participants. For the purpose of reliability and objectivity of information about the participants in the experiment - a survey, conversation, interviewing, observation. Comparison and evaluation of results - for accurate results. At the practical stage, two groups were identified: control and experimental, students of special (correctional) education. In the educational process of the experimental group, the main methodological developments of the elective course “Fundamentals of the speech culture of a defectologist” were introduced; various methodological activities were organised and

conducted (online seminars, online mini-conferences, online round tables) in two languages. At the practical stage, we also used active and traditional methods: problem-search, case studies, business and role-playing games, the development of critical thinking, reproductive methods, etc.

Results

In a multinational work collective where a future specialist will work, there is a high probability of difficulties in interacting with colleagues, speakers of another language. Therefore, it is necessary to identify the content and structure, methods and techniques for the development of language competence in the process of training. In the course of the study, for the development of the language competence of future special (correctional) education teachers, a theoretical model was proposed, which includes the goal, objectives, principles, content and methods, techniques, means, forms of education, which are the content basis of the curriculum for special education students.

The purpose of the presented model: the development of the language competence of future specialists in a bilingual environment. This goal provides for the implementation of the following tasks: awareness of the importance of mastering knowledge about the system of two languages in the process of developing language competence as a value; the acquisition of a system of knowledge and experience of communicative and cognitive activity in mastering knowledge about the system of two languages, the rules of functioning of language units in speech, the conceptual and categorical apparatus of special pedagogy and psychology, necessary for the implementation of communicative and cognitive activity; development and application of key competencies in receptive and productive types of speech activity: speaking, listening, reading, writing.

The model contains the principles of consciousness and activity; integrity and consistency; openness and humanity; overhead; mutual respect and acceptance; mutual cooperation. To implement the model into the educational process, it is necessary to clarify the implementation period. Taking into account the age characteristics of students for a more optimal development of professional and personal qualities (19-20 years old), the development of bilingual language skills, abilities, the deepening of professionally-oriented knowledge and readiness for self-development and self-improvement, we selected third-year students of special (correctional) education. A theoretical analysis of educational and methodological literature on the problem at hand allows us to consider language competence as an integral part of professional competence.

The content of our proposed model includes theoretical and practical directions. Theoretical direction: studying the systems of two languages, the rules for the functioning of language units in speech, mastering the conceptual and categorical framework of special pedagogy and psychology, etc. The practical direction is focused on the practical application of theoretical knowledge and skills in searching, transforming and adapting the information received when interacting with native speakers of a second language. The structure of the

linguistic competence model includes motivational and cognitive, instrumental, and reflective components. The motivational and cognitive component is characterised by the desire to become a professional, to personal improvement by acquiring bilingual knowledge. The essence of language competence, its constituent key competencies are revealed. The instrumental component is characterised by a description of the pedagogical conditions, methods, techniques, means and forms of language competence development, development of a specific training content, the preparation of a complex of educational and methodological developments. The reflective component was composed of the following criteria: (motivation for professional development and interest in learning Kazakh and Russian languages as a value; development of skills and abilities of bilingual professional communication; basic knowledge of the system of Kazakh and Russian languages), levels of language competence (low, medium and high); reflection (introspection and examination of language competence development); result (specialist with a high level of language competence).

The components of the proposed model for the development of language competence are interrelated, a positive change in the quality of one of the components leads to the improvement of the other, thereby leading to a change in the student's qualities. On the basis of the criteria, the corresponding indicators were identified: awareness of the need to use the acquired bilingual knowledge in the future profession and the student's need for the development of his linguistic competence; the ability to correctly select multilingual material, to draw up a correctional and developmental programme in the Kazakh and Russian languages; the ability to pre-plan in the mind the upcoming communicative situation; methods of independent actions to search for and study professionally significant language material in libraries and Internet sources; striving for self-improvement; proficiency in the language, categorical and conceptual apparatus of the professional field and the lexical material of two languages; skills in writing and speaking, public speaking techniques, skills in argumentation, discussion and polemics on a bilingual basis; the ability to enter into communication with carriers of another culture; abstracting techniques; generalisation and presentation of professional information; the desire of students to actualise their bilingual capabilities.

After analysing the above material, it is possible to diagnose the level of development of competencies: axiological, educational and informative, language and speech development, informational, self-improvement, which constitute the language competence of future special education teachers on the basis of criteria and corresponding indicators at the ascertaining stage of pedagogical experiment. A high level of development of linguistic competence in the context of bilingualism is understood as possession of the system of two languages and its use, characterised by: awareness of the need to use the acquired bilingual knowledge in the future profession and the student's need for the development of his linguistic competence; self-organisation of cognitive activity; the ability to logically correctly, reasonably and clearly build oral and written speech, give definitions,

give examples and proofs; processing, transformation, issuance of bilingual professionally oriented information; conscious development by the student of the methods of cultural, moral, intellectual, professional development and career growth; the ability to correctly select multilingual material for diagnostics, draw up a correctional and developmental programme in the Kazakh and Russian languages; the ability to pre-plan in the mind the upcoming communicative situation; possession of the techniques of independent actions to search and study professionally significant language material in libraries and Internet sources; striving for personal self-improvement; possession of the language system, norms, categorical and conceptual apparatus of the professional field and the lexical material of two languages; skills in writing and speaking, methods of public speaking, skills in argumentation, discussion and polemics on a bilingual basis, the ability to communicate with carriers of another culture; abstracting techniques; generalisation and presentation of professional information; students' desire to implement their bilingual capabilities.

The average level of development of linguistic competence with the consideration of bilingualism is characterised by: unstable awareness of the need for acquired bilingual knowledge in the future profession; incomplete understanding of the importance of learning Kazakh, Russian languages and the need to use them as a means of professional communication; partial mastery: language system, norms, professional vocabulary; methods of abstracting, extracting professional information from a foreign text; methods of independent actions in order to search and study professionally significant language material in libraries and Internet; partial mastery of literary writing and speaking skills; public speaking techniques; skills in argumentation, discussion and polemics; unstable skills: to enter into communication with carriers of a foreign language culture; insufficient desire of students to implement their bilingual capabilities.

The low level includes students who are characterised by: unwillingness to realise the need for acquired bilingual knowledge in their future profession; lack of students' desire to implement their bilingual capabilities; the absence of the student's need for the development and self-development of his linguistic competence; lack of desire for personal self-improvement; lack of understanding of the importance of learning Kazakh, Russian languages and the need to use them as a means of professional communication within the framework of the bilingual education programme in Kazakhstan; unsystematic knowledge of: the language system, norms, professional vocabulary; methods of abstracting, extracting professional information from a foreign language text; methods of independent actions for the search and study of professionally significant language material in libraries and Internet; inability to master the skills of writing and speaking; public speaking techniques; skills in argumentation, discussion and polemics; inability: to enter into communication with carriers of a foreign language culture; processing, systematisation and generalisation of professionally oriented material; inability to pre-plan in the mind the upcoming communicative situation; inability to logically

correctly, reasonably and clearly build oral and written speech, give definitions, give examples and evidence; inability to systematise and generalise professional knowledge; low level of practical knowledge of the studied language; lack of practical knowledge of the studied language; lack of skills to correctly select multilingual materials, drawing up a correctional and developmental programme in Kazakh and Russian.

The pedagogical experiment was organised on the basis of the Kazakh National Pedagogical University named after Abai (Almaty) in the period 2019-2020. A total of 106 3-rd year students took part in the study in order to test the effectiveness of the model of the language competence development in future special (correctional) education teachers. The results of the ascertaining experiment showed: 38% of students (20 people) from the control group and 35% of students (19 people) from the experimental group – have a low level of language competence development, 51% (27 people) and 48% (26 people) correspond to average level, 11% of students (5 people) from the control group and 17% (9 people) from the experimental group showed a high level. The data show the need to organise and conduct communicative and cognitive work to develop the language competence of future teachers of special education.

During the formative experiment of the experimental part of the study, the following educational activities were carried out to develop the language competence of future special education teachers. Let us consider activities by competencies in more detail. The development of competencies was carried out according to the above criteria.

Discussion

To develop the linguistic competence of future defectologists, the authors organised and carried out the following methods and techniques for four types of speech activity. At the beginning of classes, a psychological technique “healthy way of thinking” was practiced (development of attention, will, ability to concentrate on the class). At each lesson, work was carried out to form the student's professional lexical minimum. A graduate by the end of his studies at the university should have mastered approximately 1800-5060 units of the studied language (depending on the student's level).

The goals and objectives of the axiological competence are students' awareness of the importance of learning Kazakh and Russian languages and the need to use them as a means of cognition, communication, the formation of an empathic attitude towards persons with special educational needs and correctional activities as a value; motivation in personal and professional development on a bilingual basis.

- 1) Speaking: a monologue on professionally oriented topics using specialised terms and predetermined contents and an unprepared monologue (description, reasoning, narration), etc.; conversation (samples of conversation with parents on various issues of underdevelopment (or deviations) of their children were offered) [24].

- 2) Reading: texts and excerpts from research papers for reading, followed by discussion.
- 3) Listening: audio and video materials on the importance of providing psychological, pedagogical, social assistance to children with special educational needs and their parents, lectures in two languages by leading defectologists on the problem of teaching and upbringing of children, texts with subsequent assignments. Questions to check the understanding of the meaning of the information.
- 4) Writing: written assignments containing the importance of learning languages for personal and professional growth, social mobility. Students, by writing down keywords and expressions, composed their own transformed texts; "Circles on the water" (creating text using one-piece sentences) [25].

The work carried out contributed to: awareness of the need to acquire bilingual knowledge in the future profession; the student's needs for the development of their language competence. It should be noted that the main driving force behind the development of language competence in the context of bilingualism is the motivation of the future defectologist for personal and professional self-development. The goals and objectives of educational and cognitive competence at this stage were the creation of a set of educational tasks and pedagogical situations for cognitive activities with the aim of professional development.

- 1) Speaking: working with professional texts; updating the glossary; participation in discussions on professional topics and public speeches with preliminary preparation; discussions and monologic, dialogical statements of students (teacher's assessment of spontaneity, pace, degree of accuracy in formulating thoughts). Group discussion [26].
- 2) Reading: working with texts and excerpts from scientific and methodological papers; acquaintance with the experience of leading scientists and methodologists in this discipline; work on teaching competent free reading of scientific bilingual literature and extracting the necessary professional information; teaching communication at a professional level by relying on the categorical apparatus and lexical material of two languages, etc [27].
- 3) Listening: work with audio and video materials on the problems of teaching and upbringing of children with disabilities; listening to texts followed by discussion.
- 4) Writing: written assignments such as writing annotations, monologues, writing essays, essays on the subject of the discipline being studied; taking notes of scientific information; filling in tables, diagrams for the planned tasks; drawing up psychological and pedagogical characteristics, filling out diaries, filling out anamnesis, drawing up individual correctional and developmental programmes, writing recommendations and directions; "Shock therapy" (difficult tasks with possible mistakes for strong students; tasks for weak students, which they are able to complete without mistakes) [28].

The conducted work contributed to: mastering linguistic norms, vocabulary of the professional field and lexical material on the studied discipline in two

languages. The purpose and objectives of the competence of language and speech development is to create a complex of educational tasks and pedagogical conditions for the development of the communicative and cognitive capabilities of future defectologists.

- 1) Speaking: lectures-conferences (there was a presentation of material in two languages), where students not only had to listen to the speaker, but also be able to hear and grasp the essence of the problem; creative tasks of a professional nature; group discussions, discussions on the proposed topics of the discipline; educational games; "Remark to self" (the conclusion of the student for himself at the end of the lesson) [29].
- 2) Reading: reading educational texts with tasks like question-answer, drawing up an assignment on the topic under study, creative retelling, text processing, creative tasks in the text; planning the upcoming conversation with the interlocutor. Psycholinguistic techniques: "Fill in the text" the text is given with missing letters in the words, students need to insert them throughout the text (for example, these were excerpts from the text of the discipline being studied); "Restore the text" by restoring the missing words in the educational text, the unfinished construction must be completed with the necessary words and phrases, some elements of the text must be replaced without violating its correctness, etc [30].
- 3) Listening: work with video and audio materials to memorise information; group discussion. The choice of these methods, according to teachers and psychologists, increases the motivation and direct participation of students in solving educational problems. The discussion not only develops logical, lexical, grammatical skills, but also listening skills [31].
- 4) Writing: exercises with grammar tasks, writing essays, compositions, presentations on professional topics; compilation of a small narrative thematic text, message; synonyms, antonyms were selected for the proposed terms, phrases were paraphrased; writing a letter to a correctional organisation, filling out a questionnaire as parents; "Syntactic pyramid" (types of complex sentences) on the proposed topic; compositions of various genres and types (essay-narration, essay-story, essay-fairy tale, essay-reasoning, essay-description, continue at the beginning, finish the essay, essay-review, essay-advertisement, essay with grammar task [32].

The conducted work contributed to: the development of writing and speaking skills, public speaking techniques, argumentation skills, discussion and polemics on a bilingual basis. The goals and objectives of information competence were to develop the skills of future defectologists to find and process bilingual material for educational purposes using modern educational technologies.

- 1) Speaking: conversations that resulted in presentations (or video slides prepared using various Internet applications) on specific topics; work with multimedia, mass media technologies for conducting video classes, seminars, etc.; tasks in Word, Power Point format [33].

- 2) Reading: preparation of essays on the subject of the discipline; reading electronic texts, professional textbooks in PDF, STDUViewer; drawing up a framework for the proposed communication on the topics studied using electronic dictionaries, grammar reference books, textbooks.
- 3) Listening: work in the educational process with various objects such as a computer, the Internet, audio-video recording, e-mail, multimedia and mass media technologies, electronic textbooks, dictionaries and reference books [34].
- 4) Writing: recording the main content of the text with audio-video recording; writing an email and sending it; performance of creative work in various programmes; writing out terms in dictionaries with the subsequent translation of their works into the Zip-WinRaR archive format.

The conducted work contributed to: the development of abstracting techniques; presentation of professional information; transformation and issuance of bilingual professionally oriented information on the studied discipline; methods of independent action to search and study professionally significant bilingual material in electronic libraries and Internet resources, skills in working with various programmes and applications, multimedia and mass media technologies. The purpose and objectives of the competence of personal self-improvement are the development of spiritual, moral and intellectual aspects, professional and career growth.

- 1) Speaking: work in the form of an excursion (online, offline); integrated classes in several disciplines, united by one issue; project sessions (assessed: competent design of the assignment, performance, ability to work in a group). The “Coupon for success” method (differentiated tasks) [35].
- 2) Reading: original texts from scientific papers of Kazakhstani scientists, on the training of young specialists abroad, the achievements of modern foreign scientists with subsequent discussion; the “Thesis creation” method (independently).
- 3) Listening: work on developing the ability to listen and hear the interlocutor, to understand the essence of information, problem: group and frontal forms of work (e.g., on the topic “I am a successful teacher-defectologist”, etc., where students prepared a message about the prospects of their future profession); the “Cinema” method (where students-speakers as directors demonstrated their shots, and student-listeners show respect for the speaking students) [36].
- 4) Writing: lesson-competition in writing a group annotation on the studied topic of the discipline; the “Letter to a friend” method; terminological crosswords; techniques “Writing from memory”; “I want to ask ...” and others.

The work conducted contributed to: the development of the desire for personal self-improvement; mastering the methods of cultural, moral, intellectual, professional self-development and career growth. A more detailed content of the work on the development of the language competence of future defectologists is disclosed in the educational-methodological manual “Fundamentals of the speech culture of a defectologist”. The planned activities

in the course of the implementation of the instrumental component of the language component development model of future defectologists contributed to the development of the planned competencies. The development of the competencies is interrelated and interdependent, the development of one competence contributes to the development of another, the improvement and consolidation of knowledge, skills, abilities [37-40].

The findings reveal the satisfactory effectiveness of the motivational and cognitive structural component of the model for the language competence development. The model, developed on the basis of the requirements of the labor market and the characteristics of the development of future teachers-defectologists, contributes to the professional growth of a young specialist. The analysis of scientific literature proves that there is no consensus in the interpretation of the concepts of “linguistic competence”, “linguistic competency” today, they are used as synonyms. It is important to note that there is no consensus regarding their structural components, criteria and indicators. The authors studying this problem agree with the opinion about the multicomponent nature of their structures. Studies show the education and professional development of a young specialist is aimed at understanding and respecting various nationalities, tolerant attitude towards each other, empathy for people with disabilities.

Conclusions

The success in the development of the language competence of future special education teachers in the conditions of bilingualism was due to the methodological and organisational complex: a model for the language competence formation was developed and implemented, which acts as a unity of motivational and cognitive, instrumental and activity and axiological components. The structural components of the model of linguistic competence development are interrelated and complementary elements, a positive change in one of them leads to the further development of the other components.

The results of the experiments allow us to conclude that the introduction of the developed model into the content of the educational process provides a positive result. In the course of approbation of the developed model at the formative stage, methodological techniques for the development of language abilities, recommendations, a set of methods, means and forms of education will be introduced, which can become an effective way to solve the problem of developing language competence in a bilingual environment. The model presented in the study, its theoretical justification and preliminary results can serve as the basis for the development of training courses, manuals for training specialists.

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Conflict of Interest

None.

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Розвиток мовної компетентності майбутніх дефектологів у контексті білінгвізму

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Анотація

Актуальність. Розвиток спеціальної освіти в Казахстані пов'язаний із законодавством у сфері освіти, політикою країни стосовно дітей із особливими потребами, рівнем розвитку спеціальної (корекційної) науки як інтегрованого (психологічного, педагогічного, медичного) поля знань. Система вищої освіти в Казахстані змушена переглянути цілі та стратегії розвитку професійної освіти майбутніх вчителів спеціальної освіти. Одним із основних завдань, яке стоїть перед нею, є перехід від кваліфікаційної підготовки спеціаліста до компетентнісної шляхом зміни стратегії навчання, де студент вчиться досягати поставленої мети, працювати на запланований результат, тобто очікується розвиток професійних компетентностей.

Мета. Метою дослідження є наукове і теоретичне обґрунтування необхідності розвитку мовної компетентності майбутніх дефектологів з урахуванням двомовності та навчально-методичного забезпечення процесу.

Методологія. Основним методом дослідження було педагогічне проектування, під час якого була розроблена педагогічна модель розвитку мовної компетентності у майбутніх вчителів спеціальної освіти. У межах комплексної програми розвитку мовної компетентності вчителів спеціальної освіти були розроблені наступні методи: вибірковий курс "Основи мовної культури дефектолога"; проектні комплекси, двомовні творчі завдання, вправи; методичні заходи.

Результати. Під час апробації розробленої моделі було виявлено, що впровадження запропонованих активних методів, засобів та форм навчання у процес викладання мови може бути ефективним шляхом вирішення розглянутого питання.

Висновки. Теоретичне обґрунтування та результати експериментальної роботи у майбутньому можуть бути використані для накопичення змісту та розроблення освітніх рекомендацій, навчальних посібників та методів викладання мов.

Ключові слова: спеціальна освіта; особливості мови; комунікація; фахівець.