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Development of professional foreign-language communicative competency of future teachers

Symbat Uskenbayeva

Esil University

020000, 7 Zhubanov Str., Astana, Republic of Kazakhstan

Diana Kabenova*

L.N. Gumilyov Eurasian National University

010000, 2 Satpayev Str., Astana, Republic of Kazakhstan

Aigul Bizhkenova

L.N. Gumilyov Eurasian National University

010000, 2 Satpayev Str., Astana, Republic of Kazakhstan

Eleonora Urunbassarova

Esil University

020000, 7 Zhubanov Str., Astana, Republic of Kazakhstan

Abstract

Relevance. The relevance of the study is explained by the requirements of the social order to the level of readiness of future specialists for foreign-language communicative interaction. It was conditioned by the integration of Kazakhstan into the world economic, political, cultural space and motivated by the increased role of globalisation and the emergence of qualitatively new (multicultural, supranational) social relationships.

Purpose. The purpose of this study was to theoretically substantiate, design, and experimentally test the development model for professional foreign-language communicative competency of future teachers.

Methodology. The research involved theoretical analysis of pedagogical literature, development of a model for professional foreign-language communicative competency, and experimental testing.

Results. The study developed a model based on systematic, integrated, personality-oriented, and communicative-activity approaches. The model included structural components such as target, conceptual, content, technological, and evaluative-effective blocks. The experimental testing demonstrated statistically significant improvements in students' foreign-language proficiency across cognitive, professional-motivational, and communicative-activity components.

Conclusions. The proposed development model effectively enhances the professional foreign-language communicative competency of future teachers. It integrates various disciplines and extracurricular activities to provide comprehensive competency development, thereby addressing the increased demands for foreign-language proficiency in professional contexts.

Keywords: higher education; foreign languages; speech communication; prognostic model of a specialist; competence approach.

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*Corresponding author



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Introduction

The fundamental idea of the study lies in the fact that the foreign-language communicative competency of future teachers is one of the key aspects of professional competence in terms of the country's integration into the world economic, political, cultural space, which is necessary for the comprehensive development of a linguistic personality that meets the needs of an open society and the modern labour market. The purpose of this study was to theoretically substantiate, design, and experimentally test the development model for professional foreign-language communicative competency of future teachers. The object of this study was the foreign-language communicative competency of future teachers. The subject of the study was the development of professional foreign-language communicative competency of future teachers. The hypothesis of this study was that the development of professional foreign-language communicative competency of future teachers would become more efficient if it were accompanied by socio-pedagogical conditions associated with rapidly changing socio-cultural learning conditions based on modern methods.

In accordance with the purpose, subject, and hypothesis of the study, the following tasks were formulated and solved:

- 1) to analyse the current state of the issue concerning the development of professional foreign-language communicative competency of future teachers in pedagogical theory and practice;
- 2) to cover the essence, the composition of the professional foreign-language communicative competency of future teachers, and to define the term “foreign-language communicative competency of future teachers”;
- 3) to determine the set of methodological approaches to solving the problem under study;
- 4) to develop criteria for determining the development of professional foreign-language communicative competency of future teachers;
- 5) to develop and experimentally test the effectiveness of a development model for professional foreign-language communicative competency of future teachers.

The theoretical and methodological framework of this study is included a systematic approach; an integrated approach (V.S. Lednev [1]); competence approach (I. A. Zimniaya [2]); activity approach (P. Ya. Halperin [3], A. N. Leontiev [4], etc.); a personality-oriented approach; theoretical positions in the field of professional education; development of readiness for foreign-language professional activity; ideas and provisions of the methodology of teaching a foreign language (N. D. Galskova and N. I. Gez [5]).

In the complex, changing socio-cultural conditions of the 21st century, a multi-paradigm approach is being developed that creates a multicultural humanistic democratic school, since in the conditions of interrelations and interdependencies of different cultures, a person must be prepared for life in a multicultural society by an adequate education system (training and upbringing). The structural complexity of the polyparadigm approach lies in the fact that it contains a practical combination of an anthropological component that considers individual biosocial qualities of a person and the need for their

development; an acmeological component aimed at developing the ability to independently acquire knowledge for professional growth and a cultural component that implements the development of moral maturity of a person based on familiarisation with the achievements of world and national culture [6].

Literature Review

Guided by the scientific and pedagogical literature, the authors of this study defined the terms “competency” and “competence”. A.V. Khutorskoy [7] considers competencies as “an alienated, predetermined social requirement (norm) for the educational preparation of a student necessary for their effective productive activity in a certain field”. Under competence, he suggests understanding the person's practical mastery “of the corresponding competency, including their personal attitude towards it and the subject of activity”. Competence is associated with a certain type of professional activity, a set of knowledge and personal qualities and means, according to the dictionary of S. I. Ozhegov [8], “awareness, authority in any field”. I. A. Zimniaya [2], A. A. Kirsanov [9], Yu. G. Tatur et al. [10] define competency as the presence of knowledge, skills, intellectual, and personal abilities necessary for the effective completion of a task of a certain level of complexity. Considering competencies and comparing them with the terms “knowledge”, “skills”, “abilities”, foreign scientists note that competency is a complex socio-personal structure based on the acceptance of certain values, on experience, knowledge, needs, and orientation. Competency is manifested in the mobilisation of knowledge and experience by a person, adequate to a particular situation, etc. [11-13].

L. N. Bolotov [14], V. S. Lednev [1] emphasise the practical orientation of competencies – “Competency is... the sphere of relations existing between knowledge and action in human practice”. Competencies constitute a condition for the development of students' interest in improving knowledge, skills, and abilities, which contributes to their further implementation in activities that are in demand by society.

The purpose and result of teaching language disciplines in higher educational institutions is the development of professional communicative competency. Psychologists were among the first to address the term “communicative competency”. The Psychological Dictionary provides the following definition: “Communicative competency (in social psychology) is a set of knowledge, skills, and abilities necessary for a person to communicate with people. The communicative competency includes knowledge of personal features of people, their comprehension, the ability to correctly perceive and evaluate people, predict their behaviour, influence them, and much more, which the success of communication and interaction of a person with people may depend on” [15].

The communicative competency of a future teacher lies in an integrative quality of a speech personality, comprising linguistic, socio-ethical, and professional competencies. These types of competencies, declared in the practice of teaching special and language disciplines, contribute to the development of general, socio-ethical

competencies prescribed in the State Compulsory Educational Standards of the Republic of Kazakhstan.

The defining place in the communicative competency is occupied by the actual communicative knowledge, skills and abilities – the ability to choose the desired language form, the skills and abilities of speech communication adequate to the communicative situation. Language competency – knowledge about the language under study at its following levels: phonetics, vocabulary, word composition and word formation, morphology, syntax, the basics of text stylistics; the ability to use all units and means of the language in accordance with its norms. Linguistic competency is the knowledge of language as a social phenomenon, the ability to analyse and evaluate linguistic phenomena and facts, and to operate with language means in the process of speech activity.

Socio-ethical competency is also important for the future teacher, which is understood as knowledge of the traditions and culture of the people of Kazakhstan and respect the socio-ethical values, mastery of business ethics and speech etiquette, the ability to adjust speech behaviour in accordance with the norms of social behaviour, the ability to work in a team, to properly defend an opinion, to propose new solutions; commitment to professional and personal growth.

M. R. Lvov [16] covered the essence of the term “communicative competency”, emphasising that the theoretical component of communicative competence is formed by communicative-significant knowledge about the language system, about speech-related concepts, about the types of speech activity, about the features of the functioning of language units in speech; whereas the practical component is formed by speech skills in receptive (listening and reading) and productive (speaking and writing) types of speech activity.

Materials and Methods

Based on the study of scientific and pedagogical literature on the subject matter, the authors of this study formulated the following definition of professional foreign-language communicative competency of future teachers: professional foreign-language communicative competency of students-teachers is an integrative quality of a student, which includes knowledge of a foreign language (the basic units of language, concepts of linguistics), the knowledge of professional ethical principles and norms of communication, their mastery at the level of speaking, listening, reading, writing within professional ethical principles and norms of communication. Thus, foreign-language communicative competency presupposes the mastery of all types of speech activity, the ability to switch from one style to another during communication, depending on the sphere and conditions of communication, provides basic language proficiency, based on which special knowledge and skills that make up the professional competency of the future teacher are purposefully developed.

The analysis of the state of foreign-language communicative competency of future teachers in the theory and practice of higher education suggested that the development of professional foreign-language communicative competency requires special efforts. For the system of higher professional education, the task of

constructing a model that would contribute to the effective development of professional foreign-language communicative competency of future teachers in the educational process becomes important. Upon solving this issue, it became necessary to select a theoretical and methodological basis that describes the area of scientific search. As a general scientific basis, a systematic approach was selected, which allowed for a comprehensive study of the issue concerning the development of professional foreign-language communicative competency of future teachers, allowed presenting the learning process as a pedagogical system that constitutes an integral formation of special knowledge, skills, abilities, professionally important personal qualities, allowed constructing a model for the development of professional foreign-language communicative competency of future teachers, identifying its components and their interrelation.

Integrated training is necessary when studying a special subject and a professionally oriented language, for example, to expand the vocabulary of a future teacher with special terms or get acquainted with the genres of texts inherent in the given industry. Integrated learning implies the joint study of language and culture, for example, in the theory of the secondary language personality of Galskova [5], Karaulov [17]. Furthermore, during learning a foreign language, there is an integrated development of language and speech skills, that is, the complex development of all components of students' foreign-language competency. An integrated approach to teaching foreign languages ensures “interrelated training in four types of speech activity” and mastering language knowledge and speech skills [18].

The personality-oriented approach determines the main provisions of the selection of the educational content, according to which the educational material becomes subjectively important for the student, allows students to be involved in professional foreign-language communicative activity, ensures their involvement in this process.

The communicative-activity approach ensures the acquisition of professional foreign-language communicative competency in the activity mode. According to A. N. Leontiev [4], knowledge never exists by itself, it is always an element of some activity, skills, and human life is a set, or rather a system, of alternating activities. According to this approach, the purpose of training is not to arm with knowledge, not to accumulate it, but to develop the ability to act with knowledge. In his study, P. Ya. Halperin [3] raised the question: why does a person study? And he answered: to learn how to do something, and for this to learn how to do it. The communicative-activity approach allows identifying the level of language proficiency of the student, which constitutes an indicator of the level of special knowledge, mastery of language material and the ability to use the acquired knowledge in various situations and navigate them.

According to the Common European Framework of Reference for Languages, the types of communicative activity involve the implementation of communicative competency during semantic processing/creation (perception and/or generation) of one or more texts to solve the communicative task of communication in a certain field of activity [19]. The development of foreign-language

professional communicative competency of future teachers is aimed at the development of the skills to mobilise knowledge, manage their activities, master new ways of acting with educational material and on this basis acquire knowledge in the field of future professional activity.

Results and Discussion

Guided by theoretical and methodological provisions, the authors of this study developed a development model for foreign-language communicative competency of future teachers. The model simulates the internal structural organisation of development of professional foreign-language communicative competency and reflects the basic connections between the structural elements and the final result of pedagogical activity performed within the framework of development of professional foreign-language communicative competency of future teachers. The developed development model for foreign-language communicative competency of future teachers contains structural (target, conceptual, content, technological, and evaluative-effective) blocks.

1. Target block. Its purpose is the development of professional foreign-language communicative competency in future teachers.

2. Conceptual block. Methodological approaches: systemic; integrated; personality-oriented; communicative and activity-based.

As the main principles, the authors selected the following ones: interactivity; continuity; professional and communicative orientation; interrelated teaching of types of speech activity and language levels; consideration of the individual needs of students.

The main conditions for the development of foreign-language communicative competencies are as follows: consideration of the specific features of the educational environment of the university; integration of general, general professional, and special disciplines; activation of foreign-language speech-thinking activity of students through modelling quasi-professional situations.

3. The content block was considered in the aspect of teaching foreign languages and special disciplines, and is also based on the integration of disciplines studied in a foreign language, namely general professional and special disciplines. It is also considered in the aspect of professionally oriented foreign-language extracurricular activities (clubs, competitions, conferences, master classes, Olympiads, round tables, excursions, exhibitions, etc.).

4. Technological block. The content of development of the foreign-language communicative competence of future teachers makes provision for the use of optimal forms, methods, and means. Forms: lectures, seminars, practical classes, independent work of students, independent work of students under the guidance of a teacher, conferences, excursions, etc. Methods: working with text, practical exercises, simulation exercises, business game, conversation, discussion, programmed training, case method, group work, individual presentations, conferences, trainings, etc. Teaching tools: educational and methodological complexes of a foreign language in the first, second, and third years of study, educational Internet resources, electronic textbooks, electronic guidebooks, etc.

5. The evaluative-effective block involves the selection and development of criteria and levels of development of professional foreign-language communicative competency of future teachers.

The development of professional foreign-language communicative competency is a step-by-step process:

- the diagnostic stage, at which the level of the necessary professional communicative knowledge, skills and abilities, motivation for understanding the importance of implementing professional communicative functions in a foreign language, planning the purposeful development of the qualities necessary for communication in a foreign language is diagnosed;

- the formative stage, which implies the influence on the development of professional foreign-language communicative competency through a set of methods and means;

- the effective stage, at which the achieved results are summed up and conclusions are drawn on the effectiveness of the designed development model for the professional foreign-language communicative competency of future teachers.

The main purpose of the experimental work was to test the effectiveness of the development model for the professional foreign-language communicative competency of future teachers, the provisions of which were tested in the experimental search mode of a higher educational institution. The developed model was implemented during students' study of a practical course of a foreign language, a professionally oriented foreign language, special disciplines in English. All stages were held in the natural conditions of the educational space of the L. N. Gumilyov Eurasian National University and the experimental groups were aimed at solving the following tasks:

- 1) determine the plan for conducting the experiment and develop the main procedures for its implementation in accordance with this plan;

- 2) identify criteria and indicators for measuring the level of professional foreign-language communicative competency;

- 3) determine diagnostic methods that allow for an objective assessment of the level of professional foreign-language communicative competency;

- 4) assess the level of professional foreign-language communicative competency.

A single standard was taken as a model for the development of criteria for assessing the readiness of a specialist, which is known as the Common European Framework of Reference for Languages. It is followed by the Concept of Foreign Language Education in Kazakhstan: A (A1, A2) – an elementary speaker, B (B1, B2) – an intermediate speaker, C (C1, C2) – an advanced speaker. Guided by the ranking according to the Common European Framework of Reference for Languages (CEFR), as well as considering the adoption of certain values by students, which are based on needs and orientation, and the mobilisation of the acquired knowledge and experience by the individual in particular situations, the authors of this study determined the criteria according to which one can judge on the level of professional foreign-language communicative competency: cognitive foreign language, professionally motivational foreign language and communicative-activity

foreign language (the terms are introduced in this study by D. M. Kabenova for the first time). Cognitive foreign language: knowledge of the basic units of a foreign language, concepts of linguistics, a certain stock of professional vocabulary in a foreign language; knowledge of the basic principles and provisions of the teacher's profession, knowledge of professional ethical principles and norms of communication in a foreign language.

Professionally motivational foreign language: a positive attitude towards participation in professional communication activities in a foreign language. Communicative-activity foreign language: the ability to apply knowledge of a foreign language in professional activity (Table 1).

Table 1. Criteria and levels of professional foreign-language communicative competency of future teachers

Criteria and levels	Cognitive foreign language	Professionally motivational foreign language	Communicative-activity foreign language
Elementary speaker (low)	- have a limited professional foreign-language vocabulary; - low level of knowledge of the basic units of the language and linguistic concepts; - basic knowledge of professional ethical principles and norms of communication in a foreign language	- a neutral attitude or rarely shown interest in foreign-language communication activities in the professional sphere	- elementary ability to choose the correct language form, method of expression, depending on the conditions of the communicative situation; - use of knowledge of professional ethical principles and norms of communication in a foreign language does not occur always. The percentage of successfully solved control tasks is 51-70 %
Intermediate speaker (average)	- a sufficient professional vocabulary; - average level of knowledge of the basic units of the language and linguistic concepts; - average level of knowledge of professional ethical principles and norms of communication in a foreign language	- interest in foreign language communication activities in the professional sphere	- use the style of speech according to the communication situation, - allow for minor violations of the rules of etiquette, can play a given communicative role in a foreign language in the field of future professional activity. The percentage of successfully solved control tasks is 71-85 %.
Advanced speaker (high)	- have a rich vocabulary; a high level of knowledge of the basic units of the language and linguistic concepts; - solid knowledge in the field of professional activity, professional ethical principles, and norms of communication in a foreign language	- steady interest in foreign language communication activities in the professional sphere	- create texts of different speech styles in a foreign language according to the communication situation; - do not allow for violations of the rules of etiquette, can play a communicative role in a foreign language, independently set a communicative task and creatively solve it. The percentage of successfully solved control tasks is 86-100 %

Methods for assessing the development of professional foreign-language communicative competency include proven methods. The criterion of cognitive foreign language is diagnosed according to the following assessment tools: tests, level-by-level control tasks and exercises for knowledge of foreign language units, for knowledge of professional vocabulary, for knowledge of professional ethical principles and norms of communication. Professional and motivational foreign language is assessed using the questionnaires "Diagnostics of the self-development level and professional and pedagogical activity", "Assessment of needs for development and self-development", the test "Are you confident in yourself?", etc., the questionnaire "Studying the activity of a student".

Communicative-activity foreign language implies not only the use of language units and the rules of their

construction in a foreign language, but also their use in real professional communication according to the communicative situation and is evaluated using the tests "Your communication style", "Diagnostics of the effectiveness of pedagogical communications". Furthermore, the oral speech activity of students is evaluated during their direct professional foreign-language communication – discussions, conversations, messages, reports with a presentation, etc. A three-point scale is used to assess oral speech activity during a question-and-answer conversation: 1 point for a correct answer containing a few grammatical errors; 0.5 points for a correct answer containing a good number of errors; 0 points for inability to answer the question (Table 2).

Table 2. Development indicators of professional foreign-language communicative competency of the future teacher and methods of its assessment

Indicators	The methods used to assess the development level
Cognitive foreign language	The test “Foreign-language communicative competence of a future teacher”. Tests for knowledge of language units. Level-by-level control materials.
Professionally motivational foreign language	Questionnaires “Studying the student's activity” (A.D. Andreeva), “Diagnostics of the self-development level and professional and pedagogical activity” (L. N. Berezhnova), “Assessment of needs for development and self-development”, the test “Are you confident in yourself”, etc.
Communicative-activity foreign language	The test “Your communication style”, “Diagnostics of the effectiveness of pedagogical communications” (a modified version of the questionnaire by A. A. Leontiev). Analysis of oral professional foreign language communication.

The authors of this study used the following forms of current control: oral, written, and computer forms. All control materials on the discipline were compiled in the collection of control materials that form part of the educational and methodological complex. Based on the theoretical foundations of the design of the methodological system, among which the indicators and development levels of professional foreign-language communicative competency were determined, meaningfully reflecting the low, medium, or high level of professional foreign-language communicative competency of the future teacher, the authors developed multi-level control materials. Structurally, the control materials were divided into levels A, B, and C. The completion of the tasks of level A indicates a low level of professional foreign-language communicative competency. The completion of a set of tasks of level A and level B indicates the medium development level of foreign-language professional communicative competency. And the completion of tasks at all levels – A, B, C – describes a high development level.

In accordance with the tasks of the formative stage of the experimental search work, experimental and control groups were organised. In the control group (CG) – 115 students – the foreign-language communicative competency was developed within the framework of conventional education. In the experimental group (EG) – 115 students – a system of tasks aimed at the development of professional foreign-language communicative competency was used

The strategy of implementing the development of professional foreign-language communicative competency lies in the selection of didactic means (the development of tasks considering the difficulties of mastering language concepts, the difficulties of their independent application in non-standard situations, etc.).

The following tasks were selected for this purpose:

1) writing texts or writing an essay about a future speciality;

2) independent preparation of test tasks for materials from Internet resources (printed texts, audio and video materials, etc.);

3) analysis of the situation possible in the future professional activity. working on a case (involves individual and collective forms of activity);

4) working on a project in a group and individually;

5) written report on the research topic;

6) presentation of the results of a research work or a researcher's inquiry;

7) development of plans or scenarios for a seminar, conference, round table, etc.;

8) Based on the listed types of educational tasks, the authors determined the didactic tools for their effective implementation. Such tools will include teaching methods and tools, principles of developing training materials, approaches to organising and implementing training.

Exercises for the development of professional foreign-language communicative competency of future teachers are based on a phrase, sentence, text, as well as general information about syntax, phonetics, vocabulary, morphemics, and word formation. Vocabulary enrichment plays an important role in the development of professional foreign-language communicative competency. This is facilitated by thematically determined didactic material. Furthermore, various exercises on the interpretation and creation of texts contribute to the development of professional foreign-language communicative competency. These include text editing, creating texts based on reference words, composing tests for texts, etc. A special place in the system is occupied by artistic-stylistic, lexical-grammatical, and other types of text analysis. Work with authentic sources (printed texts, audio and video materials); search for material, analysis, and interpretation, structuring information for formatting the results in the form of a presentation. Reading special literature on pedagogy and methods of teaching a foreign language in the original develops the ability of future teachers to use words, their forms, syntactic structures and their synonymous structures in accordance with the norms of a foreign language, to use its synonymous means in various styles of speech.

The following methods were used to develop the cognitive foreign language and professional-motivational foreign language of the future teacher:

– discussions in a foreign language (for example, on the topics “Determination of the communicative competency of a teacher”, “Features of communication between a teacher and a student”);

– group work with the presentation of its results to fellow students (for example, group work on the formulation of the rules of pedagogical communication);

– a conversation in a foreign language on topical subjects (for example, “Pedagogy of cooperation”, “How to escape from a conflict situation?”);

– individual presentations of problematic issues in a foreign language (for example, “Communicative barriers

between a teacher and parents”, “Communicative behaviour of parents”).

The following methods were effective for the development of the communicative-activity foreign-language competency of the future teacher:

- situational methods (discussion of cases involving the use of real situations in a foreign language to analyse and choose the optimal solution);

- problem-search exercises in a foreign language (a method of developing various competencies, since they combine individual, group, oral, and written forms of work, include a step-by-step analysis of the problem situation, choosing the right solution to the question, argumentation of conclusions, their presentation, etc.);

- communicative trainings in a foreign language (contribute to the development of various communicative competences, for example, the skill of persuasion, argumentation of one's position, effective ways of communication).

The professional foreign-language communicative competency of a future teacher can be developed thanks to the following forms of work:

- lecture-meeting or workshops with highly qualified specialists to gain knowledge and experience;

- round table and conference, contributing to the development of professional foreign-language communicative competency;

- distance seminars that allow expanding the scope of professional tasks and interaction with foreign students and teachers.

Based on testing and level-by-level control tasks, the criterion of cognitive foreign language at the entrance and exit was evaluated, the indicator of which demonstrates changes in the development level of students' knowledge of the basic units of a foreign language, linguistic concepts, a certain professional vocabulary in a foreign language; knowledge of the basic principles and rules of the teacher's profession, knowledge of professional ethical principles and norms of communication in a foreign language. According to this criterion, the generalised results are presented below (Table 3).

Table 3. The development criterion for cognitive foreign-language mastery among students as a percentage of the respondents

Indicator	Experimental group		Control group	
	Summative assessment	Control assessment	Summative assessment	Control assessment
Low (51-70%)	33.9%	11.3%	34.8%	31.3%
Average (71-85%)	44.3 %	46.1%	40%	40.9%
High (86-100%)	21.8%	42.6%	25.2%	27.8%

Note: 100-point rating scale: 51-70 points – “satisfactory”, 71-85 points – “good”, 86-100 points – “excellent”.

The analysis of the results obtained in the EG demonstrates that the number of students with a high level of cognitive foreign language has increased by 20.8%, and the average – by 1.8%. This means that the forms and methods of work used are effective and have a positive effect on the development of cognitive foreign-language mastery. The level of high professionally motivational foreign-language mastery has also increased by 17.4%, the

average level – by 7%. The data of the survey results indicate that the majority of future teachers developed a positive attitude towards learning a foreign language, which gives considerable meaning to training. A group of students connects the study of a subject with a future profession, so studying becomes an important task (Table 4).

Table 4. The development criterion of professionally motivational foreign language mastery among students

Indicator	Experimental group		Control group	
	Summative assessment	Control assessment	Summative assessment	Control assessment
Low (51-70%)	34.8%	10.4%	31.3%	27%
Average (71-85%)	42.6%	49.6%	42.6%	44.3%
High (86-100%)	22.6%	40%	26.1%	28.7%

The authors verified the development levels of communicative-activity foreign language mastery using testing, as well as observation and evaluation using the following methods involving the use of oral speech: business games, debates, conversations, etc. According to the quantitative indicators given in the Table 4, on can state a positive trend. The cross-sections conducted in the control and experimental groups demonstrated a steady transition of students from a low level to an average level,

and from an average – to a high level. Thus, during the experimental work, the number of high-level EG students increased by 22.8%. The percentage of respondents in the experimental group for a high indicator (41%) considerably increased compared to the control group (26.1%). These data allowed identifying a positive trend in the development of the communicative-activity foreign language mastery in future teachers within the framework of the model developed by the authors (Table 5).

Table 5. The development criterion of communicative-activity foreign language mastery among students

Indicator	Experimental group		Control group	
	Summative assessment	Control assessment	Summative assessment	Control assessment
Elementary speaker (low) 51-70 %	35.7%	14%	30.4%	26.1%
Independent speaker (average) 71-85 %	46.1%	45%	49.6%	47.8%
Advanced speaker (high) 86-100 %	18.2%	41%	20%	26.1%

The data of the conducted experiment demonstrate a considerable increase in the number of students with a high development level of cognitive, professionally motivational and communicative-activity foreign language mastery. If the differences in the development levels in the experimental and control groups are substantial, then, according to the “chi-square” criterion, it cannot be explained by random reasons, but is a consequence of specially organised activities. This means that the theoretically justified development model of professional foreign-language communicative competency of future teachers is effective.

To prove the effectiveness of the developed model, the results of comparing the changes in the parameters of EG and CG using the chi-square (X^2) criterion are shown. A comparison of the development levels of cognitive, professionally motivational, and communicative-activity foreign language mastery using the chi-square (X^2) criterion in EG and CG at the control stage of the experiment indicated the presence of statistically significant differences at the significance level of $p < 0.01$ in favour of EG. The statistical significance of the experimental results for the values that describe the coefficients and development levels of foreign-language professional communicative competency of future teachers was determined using the X^2 (chi-square) criterion at a significance level of $p < 0.1$. As a null hypothesis, the authors of this study assumed that the difference between the development levels of professional foreign-language communicative competency of future teachers of EG and KG is insignificant. As an alternative hypothesis, it was assumed that the development levels of professional foreign-language communicative competency of future teachers in EG and KG differ significantly. The null hypothesis is rejected, and an alternative hypothesis is accepted if the chi-square observed is less than the chi-square critical. When performing the inequality, when the chi-squared observed is greater than the chi-squared critical, the assumption is proved regarding the equal development level of professional foreign-language communicative competency of students in EG and CG. The chi-square criterion (X^2) is calculated according to the formula (1):

$$\chi^2 = \frac{1}{n_1 n_2} \sum_{i=1}^c \frac{(n_1 f_{2i} - n_2 f_{1i})^2}{f_{1i} + f_{2i}} \quad (1)$$

where: n_1 is the number of students of the control group (CG), n_2 is the number of students of the experimental group (EG), f_{1i} is the number of students of the CG who have reached the i -th level; f_{2i} is the number of students of the EG who have reached the i -th level, c – the number of selected levels.

The chi-square value (X^2) observed is compared with the chi-square value (X^2) critical, which is determined according to the table X^2 with $v=c-1$ degree of freedom,

factoring in the selected value (183). The critical values of the chi-square criterion for the degree of freedom 2 were as follows: 5.99 at $p < 0.05$ and 9.21 at $p < 0.01$. According to the indicator of professionally motivational foreign language mastery, the chi-square value (X^2) was 10.9. According to the indicator of cognitive foreign language mastery, the chi-square value (X^2) was 14.72. According to the indicator of communicative-activity foreign language mastery, the chi-square value (X^2) was 8.1. Since the obtained value of chi-square (X^2) is greater than the critical value of this criterion for two degrees of freedom, $v=3-1=2$ for a statistical significance level $P=0.05$ (for professional and motivational $10.9 > 5.99$; cognitive $14.72 > 5.99$ and communicative-activity of another language is $8.1 > 5.99$ components), then there is a basis to reject the null hypothesis about the equality of the EG and the CG at the control stage of the experiment according to this indicator. Thus, the statistically significant difference between the students of CG and EG in cognitive, professional-motivational and communicative-activity foreign languages according to the chi-square criterion with a probability of 95% (with a 5% error), allows arguing that the introduction of a development model for the professional foreign-language communicative competency of future teachers positively affected the effectiveness of the process.

Conclusions

The study focuses on the development model for future teacher's professional foreign-language communicative competency, which is crucial for their future professional activities.

The model is based on systematic, integrated, personality-oriented, and communicative-activity approaches. It includes principles of interactivity, continuity, professionalism, communicative orientation, and integrated teaching of speech activity and language levels.

As a result of the study, the terms cognitive foreign language mastery, professionally motivational foreign language mastery, and communicative-activity foreign language mastery were introduced into scientific circulation.

The effectiveness of the implementation of the development model for the professional foreign-language communicative competence of future teachers was proved experimentally.

This study contains the author's vision of the development of the professional foreign-language communicative competency of a future teacher, which constitutes one of the options for working in this subject area.

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Conflict of Interest

None.

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Розвиток професійної іншомовної комунікативної компетентності майбутніх учителів

Симбат Ускенбаєва

Університет "Есіль"

020000, вул. Жубанова, 7, м. Астана, Республіка Казахстан

Діана Кабенова

Євразійський національний університет ім. Л.М. Гумільова

010000, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

Айгуль Біжкенова

Євразійський національний університет ім. Л.М. Гумільова

010000, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

Елеонора Урунбасарова

Університет "Есіль"

020000, вул. Жубанова, 7, м. Астана, Республіка Казахстан

Анотація

Актуальність. Актуальність дослідження пояснюється вимогами соціального замовлення щодо рівня готовності майбутніх фахівців до іншомовної комунікативної взаємодії. Це зумовлено інтеграцією Казахстану у світовий економічний, політичний, культурний простір і мотивовано посиленням ролі глобалізації та виникненням якісно нових (багатокультурних, наднаціональних) суспільних відносин.

Мета. Метою цього дослідження було теоретично обґрунтувати, розробити та експериментально перевірити модель розвитку професійної іншомовної комунікативної компетентності майбутніх учителів.

Методологія. Дослідження включало теоретичний аналіз педагогічної літератури, розробку моделі професійної іншомовної комунікативної компетенції та експериментальну перевірку.

Результати. У дослідженні розроблено модель, яка базується на системному, комплексному, особистісно-орієнтованому та комунікативно-діяльнісному підходах. Модель включала такі структурні компоненти, як цільовий, концептуальний, змістовий, технологічний та оцінно-результативний блоки. Експериментальна перевірка продемонструвала статистично значущі покращення рівня володіння студентами іноземною мовою за когнітивним, професійно-мотиваційним та комунікативно-діялісним компонентами.

Висновки. Запропонована модель розробки ефективно підвищує професійну іншомовну комунікативну компетентність майбутніх учителів. Вона об'єднує різні дисципліни та позакласні заходи для забезпечення всебічного розвитку компетенції, тим самим задовольняючи підвищені вимоги до володіння іноземною мовою в професійному контексті.

Ключові слова: вища освіта; іноземні мови; мовленнєве спілкування; прогностична модель фахівця; компетентнісний підхід.