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Formation of meta-subject skills in students of specialized classes in English lessons

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Abstract

Relevance. The relevance of the study is due to the need to introduce a new educational approach to improve the quality of education.

Purpose. Based on this, the purpose of the study was to analyse the functioning of innovative educational strategies that will provide an opportunity to form the necessary professional skills and abilities in students.

Methodology. The following methods were used: the logical analysis, functional analysis, synthesis, deduction, induction and others. In the course of the study, it was characterized the meta-subject approach; its main features, signs and principles of functioning in the educational environment were identified.

Results. It has been found that students are given the opportunity to find new ways to solve problems due to the use of this method in the study of foreign languages. In turn, this allows students to develop communicative and professional skills, optimize the resources used and improve the efficiency of functioning of the educational sector. It has been considered various methods, approaches and techniques that allow students to form the necessary meta-subject skills. In the study, it was proposed a cognitive strategy for introducing the economic discourse “foreign economic activity”. It is worth noting that the study has provided the frame “negotiation strategy”, which has the prospect of being effectively implemented in the educational process. In addition, it has been proposed recommendations that would allow implementing the proposed strategies correctly and expediently in the training process and form meta-subject skills.

Conclusions. The practical value of the results obtained lies in providing a plan and strategies to ensure the formation of meta-subject skills in students in a foreign language, which makes it possible to increase the efficiency of educational system and form the future competitive specialists, considering the conditions modern of labor market.

Keywords: educational process; students; pedagogy; economic specialty; cognitive strategy.

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Introduction

The fundamental principles of language policy are becoming increasingly important for the education system, which is due to the transition of international society to a new paradigm of language education. The study of a foreign language provides an opportunity to form intercultural communication skills among future specialists and develop a professionally profiled knowledge of foreign language. According to N.Z. Legaki et al., the latter one provides an opportunity both to implement successful labor activity in the chosen direction in the future, and to possess the competencies of a universal and subject-specific plan [1]. It is worth agreeing with this and adding that this will have an impact on broadening the horizons of students and developing professional skills and abilities. This will help increase the competitiveness of future specialists on the international labor market.

According to M.A. Maican and E. Cocorada, the last decades are characterized by the transformation of foreign language from the academic discipline into a basic element of the modern educational system [2]. It should be noted that in this case this has a positive impact on the process of professional implementation of the future graduate. According to the position of P.A. Duff, the provision of high-quality educational training in the modern conditions is impossible without the use of innovative technologies and approaches, in particular, when teaching a foreign language [3]. Currently, the most significant innovations include the introduction of a meta-subject approach into the system of preparation of the profile plan and the formation of appropriate skills in organizations that carry out the educational process. According to the opinion of D. Araci, the meta-subject approach is aimed at forming a holistic worldview among future specialists, which is carried out through the development of their meta-competencies of a supra-professional plan due to the integration between academic disciplines and the orientation of education in a practice-oriented way [4].

It should be noted that the theoretical basis of this approach is only being formulated for now. Often, meta-subject competencies are identified with the concepts such as “professional meta-competencies”, “meta-professional qualities of a person” and “supra-professional competencies”. According to P.S. Rao, terminological pluralism allows concluding that there is no direct correlation between a particular competence and academic discipline [5]. In line with this, the issue of creating a special educational strategy and courses is of particular importance. They should be focused on the formation and development of students’ meta-subject competencies and skills that are necessary for them in order to implement effective professional activities in the future in accordance with international standards.

The knowledge of a foreign language is an important component in the qualification of future specialists [6; 7]. Based on this, foreign language competence is one of the fundamental educational standards, regardless of the chosen professional direction. In this case, it is advisable to mention that the knowledge of a foreign language implies a possession at the level that will allow him to carry out professional communication. This allows concluding that the modern educational process needs changes that

will increase the effectiveness of language education in educational institutions. Meta-subject competencies should be at the center of such innovations.

Based on this, the study of formation and development of the meta-subject competencies and skills in teaching a foreign language is of particular importance in this research. The purpose of the study will be to provide recommendations and strategies for introducing this format into education. This will provide an opportunity to improve the quality and efficiency of the educational sector, as well as the level of training of future specialists in accordance with the conditions of the modern labor market.

Materials and Methods

In the study, it was used various methods of analysis, each of which provided an opportunity to study different elements of the object of study. The method of functional analysis made it possible to study the theoretical aspect, which consisted in revealing the concepts “meta-subject approach”, “meta-subject skills”, as well as highlighting the essence and roles in the system of modern education. This knowledge was very important, because after having studied the fundamental aspects of the functioning of mechanism, it was provided an opportunity to track the effectiveness of its practical implementation in more detail. The method of logical analysis helped in considering the main forms of its implementation at the lessons of foreign language, as well as highlighting the key features in teaching a foreign language of students of economic specialty. The method of system analysis provided an opportunity to identify that all principles allow implementing the meta-subject competence in the form of a complete system, as well as characterizing each of the presented principles. In turn, this allowed analysing in detail the theoretical aspect of this study. The axiomatic method made it possible to analyse the role and essence of implementation of the process of forming meta-subject skills in the educational process on the example of students of economic specialty in accordance with the conditions of international labor market. This provided an opportunity to characterize the importance and relevance of the study of this object. Using the analogy method, which is based on identifying the similarity between the object being improved or an urgent problem from other areas, it was made an analysis of existing problems in the educational process. The method of abstraction (which comes down to distraction in the process of cognition from some properties of an object with the aim of in-depth study of its one specific side) thus made it possible to focus on the problems when implementing the formation of meta-subject skills in the educational process. The method of deduction provided an opportunity (based on the general characteristics of the mechanism for implementing the formation of meta-subject skills) to provide an analysis of its individual properties and its inherent elements. In turn, the method of induction (based on the analysed principles, on which the implementation of this teaching method are based, and signs) provided a complete analysis of how the mechanism of formation of meta-subject skills in the educational process functions. The method of synthesis has made it possible (on the basis of identified results) to

provide recommendations that will increase the level of efficiency of educational process in accordance with the current conditions of the international labor market.

The study revealed all fundamental aspects for the implementation of a more detailed and in-depth analysis. Thus, the theoretical component was initially characterized, which helped explore the concepts “meta-subject approach” and “meta-subject skills”, as well as highlight the fundamental principles, features and characteristics of these innovative approaches. It was made an analysis, which made it possible to consider the key components of the meta-subject competence of students of economic specialties. In turn, due to this analysis of theoretical aspects, the strategies were proposed, namely the frame for entering the economic discourse and the frame “negotiation strategy”. In addition, it has been provided recommendations on improving the introduction of a meta-subject approach into the educational process, which will allow the formation of competent future specialists with a high level of knowledge and efficiency.

Results

The current state of educational system is characterized by the development of ability to operate with information, new skills of procedural plan, the solution of problems of science and practice of the market in a creative way. In Kazakhstan, the functioning of education system is carried out due to the principle of variability. It means providing an opportunity to develop and further implement new technologies and ideas, develop various options for the content of this segment, increase the effectiveness of training through the use of modern didactics [8].

The importance of studying a foreign language in a specialized school is due to a fairly wide range of scientific and theoretical fields of knowledge being introduced to study communication in a foreign language. The discourse provides an opportunity to provide an integrative-complex platform and a functional-communicative basis of the context for direct communication in a foreign language. It should be noted that the concept of discourse should be understood as a set of relations of the production plan, which correspond to a certain degree of development of the society forces, as well as acts as an important method of production in society [9; 10]. The definition of this term indicates the importance of education, which is reinforced by the fact that activities cover all institutions, states and social groups. Thus, in order to fulfil the goals of linguo-didactic nature, it is important for students to study a discourse that will provide an opportunity to inform the population about current situations, as well as establish economic relations between states, people, international companies and others. That is, the goal is to create the necessary conditions for communication of interested parties in order to improve the efficiency of the functioning of state systems.

It is worth mentioning that the discourse is aimed at performing various functions, namely – educational, ideological, informative and advertising. Due to this, the presented constituent components are expanded into the concept of “business communication”. The pragmo-communicative integrity of this concept lies in the potential of its capabilities, integrative basis, the volume of register of a classification and typological nature, the reflection of

reality of the multicultural and multilingual plan, as well as the use of a number of related industries as professional and applied specifics in business interaction, linguo-culturological sources of knowledge, corporate and managerial data and more. This allows concluding that if the goal of “business discourse” and “business communication” is the same, “business discourse” will be a micro-level unit, while the “business communication” will be a macro-perspective. It should be noted that business communication acts as an object of integrative-complex nature at the lessons of foreign language in a specialized class, which provides an opportunity to study a language inter-culturally, communicatively and conceptually in the context of interaction of international plan. This is also a new approach for the lexical study of business communication.

Based on this, teaching a foreign language in specialized classes should be based on certain principles. Thus, it is important to mention meta-activity, which is connected with the realities of international communication and interaction; implementation of the features of the functional-pragmatic nature of the linguo-didactic component of business communication at the lessons of foreign language; consideration of the types of cultural component according to the criteria of belonging to the social system of communicator and differences in the intercultural plan; adaptation of the universal conceptual sphere as the basis for modeling strategies at the lessons of foreign language in the context of international business contacts; specification of basic tactics and strategies in the system of exercises based on the model of international business communication; modeling basic situations at the lessons of foreign language based on the stratification of universal concepts [11]. That is, due to the implementation of these principles, it is possible to use the key models of discourse and its units for the development of business communication.

An important task in teaching a foreign language is the compilation of basic situations for communication. This is realized through the use of methods of modeling, analysis, design and thought-active reflection. When teaching oral forms of communication, the meta-activity of students is intensified through the schemes that serve as a method of mental activity and folding of information [12; 13]. To implement these goals, it is used the principle of meta-activity, which is revealed in teaching general techniques, methods, schemes, patterns of mental work and reproduced when working with any type of subject material. This allows “generating” meta-knowledge; that is, knowledge of the system of an expert nature about the processes of drawing logical conclusions and the own functioning. It is worth noting that working with text provides an opportunity to determine how everything is arranged and structured, as well as to identify information that forms the basis of communication and exists in the knowledge diagrams and reflects all the elements and relationships between them. It is important to mention the knowledge map, which allows distributing elements between different objects of organization. Based on this, it can be concluded that meta-activity forms a wide range of skills. These include the theoretical thinking, which consists in defining terms, classifying, systematizing, generalizing, proving, and so on, as well as skills of information processing that

are revealed in analysis, evaluation, argumentation, interpretation, extrapolation, and more [14]. As a result, the student develops a distinctive feature, namely – critical thinking, which implies the ability to check the reliability of sources, distinguish opinion from fact, determine the correspondence of statements to facts, see the bias of position, ambiguity of statement, logical inconsistency, unspokenness, and so on.

In order for this skill to be developed among students, it is worth noting the importance of introducing exercises into the educational process, the focus of which is to identify the structure of an object, determine a new function of an object, see a problem in situations of a standard and non-standard nature, combine various methods of activity in games of a business or role-playing plan, as well as making an alternative decision. This allows simulating situations with the implementation of real communication at the lessons. That is, this kind of exercises is a special technique, which is limited by the focus on professional interests of students. Its advantage lies in influencing the achievement of various learning objectives. Due to the use of methods of interpretation, evaluation, providing arguments of the own position, folding of information, etc., the student has the opportunity to create an analogue of natural communication, master this process and connect it organically with future professional activities of economic nature [15; 16]. For example, it will be effective to present topics related to the functioning of economic system, management and calculations for economists at the lessons of foreign language; for engineers – the study of terminology in a foreign language and nomenclature; for students of the specialty “international relations” – to study the legal, economic, cultural and other components in the language of state under study.

It should be noted that the development of educational and methodological complexes and teaching methods using technical means make it possible to determine the success of teaching a foreign language for a student. Thus, the final result of meta-linguistic activity will depend on his abilities, personal and psychological qualities, the degree of training and retraining. To solve these issues, it is important to study cases. For example, mixed responses were received when asking students of economic specialty or international relations a question “Which of the cultures (Western or Eastern) are inherent in the straightforwardness of presentation of messages in speech or writing?” Thus, 38% of the respondents believe that direct messaging is impolite, while the remaining 62% prefer a direct approach. In this case, it is advisable to note that the study of the topics such as “Marketing”, “Foreign trade”, “Sectors of economy”, “Investments”, “Types of

enterprises”, “International payment system” is of particular importance. In order to study the provided topics at the most effective level, it is necessary to introduce exercises with a various forms of work. These include discussions, expression of the own position, its argumentation, work on the project. Their significance lies in providing a variety of social forms, namely – from an individual form up to the work on a group project. The presentation of meta-linguistic vocabulary is also significant in this vein, which is specific in this industry and is of particular interest to students. This allows students to form and develop skills in the study of professionally significant texts and reflect the current state of economic system of the state of the language being studied.

The next task is to compose the texts of ads and advertising brochures. In order for them not to be included in the training solely in the form of demonstration material, it is worth providing tasks for working with them, which are selected considering the basic situations in professional activity. For example, visiting exhibitions, establishing business contacts, advertising of products, business activity in the most important sectors of the economy, and others. Tasks can be performed in individual, pair and group form or in the game format. The cyclic organization of material of the grammatical plan will be traced, which is provided in the form of diagrams and tables. It is worth noting that an inductive approach for presentation of grammatical material will also be implemented, the systematic exercises that are aimed at building effective communication. It is important to mention that the style of communication between the teacher and students is of a business nature and tasks are formulated in a traditional format. The optimization of professional skills is the purpose of implementation of tasks for the formation of meta-subject competencies. It will be carried out through the productive work with tests, the development of communication skills based on meta-linguistic vocabulary, which is the highest level of complexity, as well as the development of cliches and expressions that are specific to the field under study.

To form a meta-skill at the lessons of foreign language, it would be advisable to implement a strategy that carries three components – localization, opposition and justification. The first of theme – the strategy of introduction or auxiliary one; it is also embodied in the definitions of vocabulary articles. This allows concluding that introduction of this strategy aims to create a student’s understanding of the professional field that will be discussed. It should be noted that “localization” component includes a semantic construct that allows displaying the essence of industry terminology and create an idea about the object of discourse (Table 1).

Table 1. “Localization” component

English-speaking audience	The World Bank about The United Kingdom: The United Kingdom became a member of the International Bank for Reconstruction and Development (IBRD) – the World Bank – in December 1945 and played a crucial role in helping found the Bretton Woods institutions (World Bank and International Monetary Fund). Today, the United Kingdom remains a major shareholder and an important and influential partner in global efforts to reduce poverty.
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Kazakh-speaking audience	The World Bank about Kazakhstan: Since the 2000s, Kazakhstan has seen impressive economic growth driven by the first generation of market-oriented reforms, abundant mineral resources extraction, and strong FDI. Sustained economic growth has transformed the country into an upper middle-income economy, commensurately raising living standards and reducing poverty.
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Source: compiled by the authors.

Thus, if the geopolitical location is the topic of study in a foreign language, it can be proposed to study the characteristic toponyms for Great Britain and Kazakhstan. If the student is studying economic speciality, then this will be the topic of economic discourse; international relations – the study of economy, the legal industry, culture and other things in the language of the state under study; the historical specialty – the study of historical facts, materials and other things in a foreign language. In accordance with this, meta-subject skills are quite “flexible”, as they are unique for any of the profiles. Further, during the training, the “object modeling” component will be implemented. It will be carried out through the presentation and

construction of a certain fragment. This is a kind of preparatory stage for implementation of the cognitive strategy for introducing the topic of discourse. Thus, after reading the definitions, students will perform an action of the oral speech plan, which includes the social context and processes of production and perception of the message. The component “justification” will provide students with opportunity to name the potential communication participants and provide their characteristics, which, in turn, helps them enter the process of production and perception of communication. Based on this, the frame “negotiation strategy” can be presented in the following format (Table 2).

Table 2. Frame “negotiation strategy”

Components	Definition
Relationship	Cooperative business
Negotiation strategy	Getting a result, “agreed”
Target motivation	Mutual benefit
Model of interactive process	“Success” of negotiations
Terms of operational interaction	Electronic format of negotiations
Technical expertise of equipment	Joint technical and expert opinion
Equipment warranty periods	International technical certification

Source: compiled by the authors.

Summing up the above-mentioned, business discourse in linguistic literature is a functional dialogue, a means of communication that is necessary for the practice of people from business sphere. It is also worth noting that in the course of the study, it has been revealed that business discourse will have opportunity to be most effectively assimilated thanks to the strategy provided. Subsequent research will be aimed at introduction of digital methods for the formation of meta-subject skills in the study of foreign language.

Discussion

In modern conditions, the formation of meta-subject skills is one of the main tasks of the educational process. This is due to the fact that the possession and development of qualities and skills of a professional and personal nature is an important factor that affects the student’s success in the implementation of future professional activity at the modern stage of society development.

The meta-subject approach is one of the innovative methodological approaches to the organization of the learning process and its assessment. According to A. Kabbassova et al., its peculiarity lies in the fact that it meets the needs of the global information society and can be implemented in various academic disciplines [17]. In this case, it is worth mentioning that meta-subject approach in the system of foreign language education is endowed with a huge didactic potential, which provides an opportunity to form various kinds of competencies. They are universal and necessary for any training profile.

According to L. Formenti and A. Rigamonti, there is no unified terminology for now that will accurately and holistically describe the concept “meta-subject approach” [18]. However, according to K.J. Ions and N. Sutcliffe, meta-competence includes supra-professional personality traits and “soft skills” [19]. It is worth agreeing with this and noting that meta-subject approach is expressed in the competencies of a general-cultural and general-professional plan. In general, the group of meta-competences includes practical skills and abilities. In particular, this is the ability to resolve conflicts, establish communication, make situational decisions, work in a team, operate with various information, manage time, adequately assess the own achievements, plan the own activities, apply reflective skills and so on.

According to F. Caena and C. Redecker, the meta-subject approach has been implemented into education since 2007, namely in the educational institution in Poznan, Poland [20]. Thus, when teaching a foreign language and corresponding phonetics, the students (along with pronunciation skills) have formed a number of meta-cognitive competencies, including the receptive, theoretical, productive and metalinguistic ones. It is also worth noting that methods for the formation of meta-competence are used in the education system in the areas of engineering, natural sciences and technical specialties.

According to E. Vimercati and F. Cirianni, the CLIL technologies are actively used in foreign higher education institutions to achieve the set goals, which cover the interdisciplinary education of a subject-integrated nature [21]. In this case, it is also worth noting that the formation and

development of language skills in a professional direction is carried out in parallel with the development of computer literacy skills, network interaction and the formation of a culture of communication in a virtual environment.

According to A.S. Usher, thanks to the disciplines of studying foreign languages, it is possible to develop “linguistic intelligence”, or in other words – the meta-cognitive consciousness [22]. It is worth agreeing with this and mentioning that the modeling of activity of a speech-thinking plan and mentally multilateral one is the main strategy for the formation of these skills, which is implemented in the process of learning a foreign language. Based on this, it is worth noting that language intelligence means the development of intercultural skills, a high level of corporate, organizational and project culture, freedom from national and racial prejudices, as well as global thinking.

According to F. Caena and R. Vuorikari, the development of meta-subject strategies occurs as a result of semantic enrichment of a targeted plan for interactive didactics and educational material [23]. It should be noted that the study of foreign languages provides students with various opportunities for integrating a meta-subject type, and the connection between the ontological nature of culture and language helps harmonize the educational process through the use of systemic learning models. The meta-subject approach in this context contributes to the formation of holistic scientific picture based on the implementation of inter-disciplinary connections, in particular, for the development and formation of creative skills in the process of performing the various tasks. These include the inter-disciplinary modeling, the formation of semantic reading skills, generalization and transformation of the information received, and so on [24; 25].

To form meta-competence among students, it is worth using the “micro-teaching” method, which originated in the USA. According to the description of F. J. Garcia-Garcia et al., it consists in providing an opportunity to integrate the knowledge of several disciplines of the curriculum, conduct experiments in the educational process and discuss the results obtained [26]. At the same time, the students will play the role of students, and one of the students will be the teacher. In general, the issue of high-quality planning of meta-subject classes in a foreign language deserves a special importance. The sequence is characterized by the stages and includes some stages. For example, the introduction of students into the situation that requires a certain action; building an image of the result according to the action; planning to achieve results; performing an action; reflection of results; correction of action.

In addition, the introduction of meta-subject forms of teaching has an impact on the formation and stimulation of the motivation of educational and professional plan. According to S. Oliverio, the subject content of teaching a foreign language should motivate for both studying the subject and developing foreign language competencies [27]. It is worth agreeing with this and adding that it also influences the formation of competitiveness of future specialists, since it serves as a means and way of obtaining information that is of professional importance.

According to R. Makhachashvili and I. Semenist, the possibilities of integration of meta-subject and inter-

subject nature in the process of learning a foreign language are quite large [28]. In this context, it is important to develop training program that reflects the integrativity of language education. The components of meta-subject skills are contained in the general cultural competencies, namely in the skills and abilities of inter-personal, personal and cognitive plan [29; 30]. The didactic techniques, technologies and methods used in the process of formation are diverse. Among them, it is worth noting the method of debate, design, cognitive-discursive technologies, portfolios, mental maps, role-playing games, developing oral and written skills, developing critical thinking, using situational glossaries, developing courses, teaching foreign language discourse, and so on.

It is worth mentioning the system of conditions of the organizational and pedagogical plan, which will allow implementing the meta-subject in a holistic and qualitative manner and forming the skills in the study of foreign language. In this case, it is advisable to note the presence of multilingual environment of information-educational plan in the educational institution; extracurricular activities that will allow creating conditions for the development of various skills and personal qualities, such as empathy, tolerance, and others; the use of innovative-communication technologies that will provide an opportunity to create the necessary conditions for inter-disciplinary integration; create methodological training to provide a foreign language training based on the principle of meta-subjectivity; continuity in the formation and development of competencies of the meta-subject plan in educational institutions.

The methodology of meta-subject learning of a foreign language allows forming a set of necessary skills and abilities for the implementation of future professional activities. The use of semantic reading methods is one of the most effective ways. This is due to the fact that this allow forming and developing the universal and over-subject competencies. In particular, these are the skills of inter-cultural and sociocultural interaction, the skills of working with information, critical thinking, as well as regulatory skills that are revealed in the development of meta-thinking, self-actualization, self-organization, self-control, work individually and in pairs or groups, etc. Thus, teaching a foreign language for students of profile classes is endowed with great potential for the formation and development of meta-subject competence and skills due to the objective factors. These include the communicative orientation of discipline, the relationship with culture, the processes of cognitive and speech-thinking plan, as well as the symbolic nature of the language. Based on this, the meta-subject approach creates the basis for various branches of knowledge, broadens horizons, stimulates the growth of motivation and the development of creativity, and importantly, satisfies the needs of students and forms the competitive future specialists, considering the modern labor market conditions.

Conclusions

This research study was conducted in order to study the formation of meta-subject skills in students of specialized classes. In the course of the study, it was considered the concepts of “meta-subject approach” and “meta-subject skills”. Based on this, it has been concluded that this is an

innovative method in the educational process, which allows forming the necessary professional competencies among future specialists in accordance with modern conditions of the international labor market. It has been noted that this method is universal and flexible, which allows introducing it into the educational process, regardless of the chosen profile.

In order for the approach under study to be implemented effectively in the educational sector, the basic principles have been considered. In particular, these are meta-activities, consideration of the types of cultural component according to criteria, adaptation of the universal conceptual sphere, specification of basic tactics and strategies in the system of exercises, modeling of basic situations. It has been highlighted that (due to the implementation of these principles) the key components of discourse and the formation of meta-subject competence among students of various specialties will be used. This is an important aspect in the results obtained: the proposal of cognitive strategies for the formation of meta-subject skills in future specialists. Thus, the study proposed the frame “negotiation strategy”. The main components of this strategy were analysed, namely – localization, opposition

and justification. It is worth mentioning the proposal of recommendations to improve the effectiveness of foreign language lessons for students of various specialties.

Thus, the proposed recommendations are of practical value in the form of providing an innovative method for the formation of meta-subject skills and competencies in future specialists, which, in turn, will have a positive impact on the development of various kinds of skills for successful implementation in the future professional activities in accordance with modern conditions of the labor market. Subsequent research will be aimed at studying the implementation of innovative-communication technologies for the formation of meta-subject skills in students.

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Conflict of Interest

None.

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Формування метапредметних умінь в учнів профільних класів на уроках англійської мови

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Анотація

Актуальність. Актуальність дослідження зумовлена необхідністю впровадження нового освітнього підходу для підвищення якості освіти.

Мета. Виходячи з цього, метою дослідження було проаналізувати функціонування інноваційних освітніх стратегій, які забезпечать можливість формування в студентів необхідних професійних умінь і навичок.

Методологія. Використовувалися такі методи: логічного аналізу, функціонального аналізу, синтезу, дедукції, індукції та ін. У ході дослідження охарактеризовано метапредметний підхід; визначено його основні особливості, ознаки та принципи функціонування в освітньому середовищі.

Результати. Встановлено, що завдяки використанню цього методу у вивченні іноземних мов студенти отримують можливість знаходити нові шляхи розв'язання задач. У свою чергу, це дозволяє студентам розвивати комунікативні та професійні навички, оптимізувати ресурси, що використовуються, і підвищити ефективність функціонування освітньої галузі. Розглянуто різні методи, підходи та прийоми, які дозволяють сформувати в учнів необхідні метапредметні вміння. У дослідженні запропоновано когнітивну стратегію введення економічного дискурсу «зовнішньоекономічна діяльність». Варто зазначити, що в дослідженні створено фрейм «стратегія ведення переговорів», який має перспективу ефективного впровадження в освітній процес. Крім того, запропоновано рекомендації, які дозволять правильно та доцільно реалізувати запропоновані стратегії в навчальному процесі та сформувати метапредметні вміння.

Висновки. Практична цінність отриманих результатів полягає у розробці плану та стратегії забезпечення формування в студентів метапредметних навичок з іноземної мови, що дає змогу підвищити ефективність освітньої системи та сформувати майбутніх конкурентоспроможних спеціалістів, враховуючи сучасні умови ринку праці.

Ключові слова: навчальний процес; студенти; педагогіка; економічна спеціальність; когнітивна стратегія.