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## PRACTICAL ASPECTS OF THE DEVELOPMENT OF FOREIGN LANGUAGE COMPETENCE OF FUTURE SPECIALISTS

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**Abstract.** The article is devoted to the theoretical study of the essence of the formation of foreign language communicative competence. The article presents the main stages of the formation of the concept of «aspects of foreign language communicative competence» in the modern education system of Kazakhstan and examines the main approaches to the interpretation of this phenomenon in domestic linguodidactics. The article also defines the essence of the formation of a foreign language communicative competence and formulates the main result that this process is aimed at in the context of modern vocational education. At each historical stage, in accordance with the requirements that have arisen in society, a new character is given to the essence of Education passed on to future generations, and new positions are considered. Result-oriented education is the formation of competence of the individual.

Competence is knowledge that is transmitted from the depths. “Competence is not only professional knowledge, but also the ability to develop the creative potential of a person with a general culture,” said T. G. Brage. In order to form the competence of future specialists, future specialists themselves must achieve one competence. Today, the requirement for a teacher is also strong.

A foreign language is necessary for a teacher to exchange teaching experience and scientific achievements with other members of the global professional community, for publications in leading foreign scientific publishing houses and participation in international conferences, for use in their activities a wide range of historical sources published in foreign languages.

**Key words:** development, aspect, foreign language, competence, future specialist, university, language personality, professionalism

### Basic provisions

The skill of the profession of future specialists is determined. There are many differences in the areas of education that exist today compared to previous education. In today’s field of education, with extensive use of information and communication tools, technical means, audio-visual means, future specialists have a lot of opportunities not only to read from books, hear by ear, but also to see it in practice. Therefore, the teacher has the right to achieve the highest result due to his skills and curiosity [1].

In this regard, one of the main goals of vocational education is formulated as the training of a qualified employee, competent, fluent in his profession and oriented in related fields of activity, ready for continuous professional growth, social and professional mobility.

Different approaches to the interpretation of the concepts of “foreign language competence”, “foreign language competence”, “foreign language communicative competence” also indicate disagreements, both in the definition of

concepts and their structures (I. L. Bim, M. N. Vyatyutnev, N. I. Gez, P. Doyer, I. A. Zimnaya, M. Canal, E. I. Passov, D. Raven, S. Savignon, D. Haymes, etc.).

The problems of introducing new learning technologies in the process of forming a specialist model, the use of modular technologies in training, conceptual ideas of a personality-oriented approach in education based on the provisions on the development and formation of a personality as a “subject of cognition”, its self-knowledge and self-education were decisive for our research.

Despite the presence of various approaches to the problem of the formation of professionally significant competencies, the format of the foreign language competence of the future specialist requires a more complete consideration.

### **Introduction**

Modern education is designed to provide training for a competent specialist with the qualities, knowledge and skills that determine his competitiveness in the labor market and motivation for professional improvement throughout his life. Main part. The idea of a competency – based approach is the answer to the question “What kind of knowledge is needed by society, what kind of knowledge an individual needs, and what society needs he can compensate for.” The formation of the competence of future specialists is one of the most pressing problems in the field of education today. A competent approach, improving the quality of education can be considered as one of the ways out of the crisis caused by the confrontation between the traditional approach and the solution by increasing the content of Education. This approach gives a central place to the result of Education. Its quality is important not because of the abundance of knowledge gained, but because of the ability to apply that knowledge. The main role of future specialists is to identify priority areas of a comprehensively studied, differentiated educational model based on the personal development of the individual, and, as a result, to implement the strategic goals of the country’s educational policy based on world civilization. In this regard, the transition to a new system of result-oriented general secondary education requires a new approach to professional development of teachers in the education management system, and teachers to develop basic professional competencies. Today, one of the main directions of humanization of the educational sphere is the structuring of a planned short – term plan for the purpose of systematic training, the improvement of active forms and methods of training. Formation of a national model of education in the lesson process, displacing the old content. If we pay attention to the experience of countries with highly developed learning technologies in the world, the ultimate goal is to form a child as an individual, that is, put in the first place the development of the individual through education, and not the knowledge, skills and abilities of the child. To this end, in today’s pedagogical science, new teaching technologies: consolidation of didactic skills, humane and personal programs, developmental learning, problem, through reference signals, level-based learning, self-Search development, scientific proof of computer, modular learning technologies, work with the child. In order to achieve the quality of higher education in all schools, along with the pedagogical skills of teachers, the effective

organization of its management, the conduct of methodological work with the right direction, it is correctly established, because now the age of quantity is over and the era of quality is born. In the school team, which puts the quality category in the first place in the comprehensive education of the younger generation, the school “Advanced Practice”, the school “Zhas Maman”, the “creative team” and subject associations work together to discuss, study and determine solutions to these problems. The actual problem that everyone faces is “creating a competitive personality and achieving a productive quality of education using advanced pedagogical experience.” In the process of personality formation, the quality of education is given special importance by the school staff. The team, aiming at quality education, seeks to predict and model the capabilities of specialists in advance. After all, they perfectly understand that in order for future specialists to be capable in the educational market, they must comply with the requirements of the internal order. In this regard, in order to ensure widespread access to quality education, the “methodological center” conducts methodological work in several directions. In the “methodological center “there is a plan for the work of the” methodological Center”, the pedagogical Association “Ulagat”, “assistance to a young specialist”, “our innovative teachers”, training seminars, forums and scientific and practical conferences, methodological assistance is provided through scientific and methodological support books, materials of the scientific and methodological press. In addition, the school is equipped with audio and video tapes, discs, electronic textbooks necessary for classes on various topics, focusing on the results in achieving the educational goal of the lesson, with special emphasis on the ability of specialists and subject teachers to work with additional educational resources, platforms, electronic textbooks, interactive whiteboards. The teacher of any subject, armed with the necessary materials from the “methodological Center”, organizes methodological work to go beyond traditional disciplines and conduct educational work at a high level, focused on the needs of specialists, their specifics, personality.

At the same time, in the traditional training of specialists, the object of scientific study, the subject of discussion and methodological discussions has recently become the question of determining professionally necessary competencies, about the possibilities and ways of their formation [2].

In the field of higher professional education, as a result of modernization processes, “competence” and “competence” have become key concepts. This indicates that the social order for a specialist is radically changing, who must present not so much knowledge, skills and abilities, but rather be ready to apply them, be ready to make independent decisions, show initiative, etc.

Currently, due to the development of international relations, the expansion of spheres in public life, politics, economics, culture, and production, an increasing number of representatives of various professional communities are involved in the real process of communication. The analysis of research has shown that knowledge and proficiency in a foreign language is becoming one of the important requirements for specialists in the conditions of the modern labor market, and is one of the components of professional competence.

The relevance of the study is determined by the significance of further generalization of theoretical provisions and methodological experience in the formation of the competencies of future specialists, which can be the basis of high-quality educational innovations in vocational education. Important in the activities of specialists are not only the actual special knowledge, skills and abilities, but also the development of general cultural and general professional competencies, in the structure of which the formation of foreign language competence is especially significant in the conditions of increasing professional mobility.

### **Materials and methods**

Theoretical methods: analysis of psychological and pedagogical literature and documentation on the research problem, synthesis, modeling, specification, comparison, generalization, method of analogies.

Empirical methods: questionnaire, observation, pedagogical experiment. Methods of mathematical processing of statistical data of experimental training.

The first stage (2020) – the search stage – included the analysis of domestic and foreign scientific literature on the problem under study, the definition of the categorical apparatus, the formulation of goals, objectives, hypotheses, drawing up a plan of experimental work; theoretical justification of the model and pedagogical conditions for the formation of foreign language competence of students.

The second stage (2021) — experimental — included experimental (ascertaining, forming and control experiments) work. The ascertaining experiment was devoted to identifying the initial level of the formation of foreign-language competence of future specialists; within the framework of the formative experiment, the pedagogical model of the formation of foreign-language competence of future specialists was tested in the educational process of the university, pedagogical conditions were experimentally tested and clarified; control – assumed the final diagnosis of the formation of foreign language competence of future specialists.

The third stage (2022) — generalizing – included an assessment of the effectiveness of experimental work on the formation of foreign-language competence of future specialists; scientific and methodological recommendations were put into practice; the results of the study were analyzed, systematized and generalized.

Examining the structure of foreign language competence from the point of view of modern approaches, it is necessary to consider the question of the levels of its development. So, T.A. Kostyukova, A.L. Morozova offer more adequate, practice-oriented levels of development of foreign language competence:

1) the cognitive level involves mastering a set of professional (goals, objectives, principles of professional activity, knowledge of ways of professional self-education through a foreign language, etc.) and linguistic knowledge acquired during the study of a foreign language;

2) the operational level includes the ability of the future specialist to implement professional communication in a foreign language in the professional field (effectively organize, join, maintain, manage and complete foreign language

communication, taking into account the personal characteristics and capabilities of the communication partner) in the course of practical application of the acquired knowledge on the subject;

3) the personal and professional level is manifested in the presence of such professional and personal qualities as communication skills, tolerance, the ability to overcome the psychological barrier in foreign language communication [3].

## **Results**

So, the analysis of research shows that foreign language competence is considered by researchers as a complex, multicomponent education, while scientists focus on the professional orientation of foreign language competence of future specialists in the process of language training. Foreign language competence is defined by the authors in different ways: as “knowledge, skills and abilities”, as “abilities”, as “integrative personal and professional education”. The structural and content models of foreign language competence, despite the presence of common structural components, also have differences, there is a significant variability in the component composition of foreign language competence identified by the authors, which is due to the complexity and diversity of the process of foreign language communication.

The proposed model of foreign language competence is based on the position of the importance of its professional orientation, the allocation of individual subcompetencies as its components. We understand foreign language competence among students as an integrative personal and professional education, which determines the ability and readiness of a student to creatively solve practice-oriented and information-communicative tasks in the field of professional activity and professionally oriented communication with native speakers of a foreign language in a foreign language environment [4].

The theoretical significance of the research lies in the expansion of scientific and pedagogical ideas about the content, role, and features of the process of formation of communicative foreign-language competence among students of pedagogical universities, which is manifested in the following:

the concepts of “professional competence”, “communicative foreign-language competence of future specialists of a pedagogical university”, “formation”, “formation of communicative foreign-language competence in future specialists of pedagogical universities”, which contributes to expansion of the conceptual and terminological apparatus of modern higher school pedagogy;

the components of communicative foreign language competence are identified: linguistic, speech, socio-cultural, compensatory, which allows us to trace the process of personal transformation and determines the strategy of building a pedagogical model;

interrelated methodological approaches (systemic, communicative-activity, competence-based) have been implemented, which contributes to the enrichment of the methodological base of higher professional education, taking into account the specifics of the formation of the competence under study;

the pedagogical conditions for the effective functioning of the model of formation of communicative foreign language competence in future specialists of pedagogical universities are substantiated: the use of authentic educational material; dominance in the course of training active and interactive teaching methods; professionally motivated orientation of future specialists in the process of learning a foreign language [5].

The practical significance of the study lies in the fact that:

a model of formation has been developed and implemented communicative foreign language competence of future pedagogical specialists universities, as well as its organizational and methodological apparatus (a set of tasks);

the pedagogical conditions of effective functioning of the model of formation of communicative foreign language competence of future specialists of pedagogical universities have been verified;

the criteria (language, speech, socio-cultural, compensatory) and levels (low, medium, high) of the formation of communicative foreign language competence in future specialists of pedagogical universities are defined and characterized;

a criterion-diagnostic method has been developed and applied tools for assessing the level of formation of communicative foreign language competence of future specialists of pedagogical universities [6].

## **Discussion**

Thus, we came to the conclusion that it is necessary to create a more effective model for the formation of communicative foreign language competence among future specialists of pedagogical universities and to determine the conditions for the implementation of this model in the process of organizing the educational process.

Determining the level of students' proficiency in a foreign language before the start of experimental work, we relied on the fact that during their studies in secondary school and in the first year in the higher educational institution develops and forms a communicative foreign language competence corresponding to the conversational level of foreign language proficiency. In this regard, at the beginning of this stage of experimental work, it was necessary to determine the level of formation of communicative foreign language competence.

For this purpose, input testing was conducted (Appendix B), consisting of the following tasks: a task to activate preliminary knowledge, a task for listening, a task for text perception, a task for vocabulary knowledge, a task for knowledge of lexical and grammatical structures. The percentage of correct answers of students was used as an indicator of measurements:

low level (0-50% of correct answers);

average level (51-74% of correct answers);

high level (75-100% correct answers).

The results of the entrance testing showed that 33.33% of EG students and 35.71% of KG students successfully completed less than 50% of the tasks, which amounted to 5 and 5 people, respectively. Average level they showed 53.33% (8

people) in EG and 50% (7 people) in KG. A high level, that is, more than 75% of correct answers, was shown by 13.34% (2 people) in EG and 14.29% (2 people) in KG. Level measurement results 69 the formation of communicative foreign language competence in EG and KG before the experiment is presented in the table.

Let's compare the results obtained by the input testing of KG and EG, by calculating the sample average. Let's characterize the test results of each group by one number – a sample average value, where the sample is given by its variational series:

the measured value  $x_i$ :  $x_1, x_2 \dots x_k$ ; the frequency  $m_i$ :  $m_1, m_2 \dots m_k$ . Then a sample average value will be called such a value that it can be determined by the following formula (1) (according to Sidorenko E. V.):

$$x = \frac{x_1 m_1 + x_2 m_2 + \dots + x_k m_k}{m_1 + m_2 + \dots + m_k}, \quad (1)$$
 where  $n$  is the sample size, i.e.  $n = m_1 + m_2 + \dots + m_k = \sum m_i$ ;  $m$  is the frequency.

Using the proposed formula, we find sample averages for Control and experimental groups:

for EG:

$$x = \frac{1 \times 5 + 2 \times 8 + 3 \times 2}{5 + 8 + 2} = \frac{27}{15} = 1.8$$

$$5 + 8 + 2 = 15$$

$$15 = 15$$

$$\text{for KG: } x = \frac{1 \times 5 + 2 \times 7 + 3 \times 25 + 7 + 2}{25 + 7 + 2} = \frac{51}{34} \approx 1.49$$

It is known that the greater the variance value, the greater the difference between the values of the measured quantity from each other. Since in our case the variance is approaching zero, it can be concluded that the results of the EG differ little from the results of the KG, therefore, at the beginning of the experimental work, the level of formation of communicative foreign language competence among the students of the EG and KG was almost the same [7].

Comparative characteristics of the results of the final testing shows the following: in EG, the number of students with a low level the formation of communicative foreign language competence has decreased 86 by 40%, the number of students with an average level increased by 26.7%, and the high level of formation of the studied competence by the end of experimental work was demonstrated by 13.3% of students [8].

The learning process in the KG was carried out according to the traditional program outside of the complex of pedagogical conditions identified by us, so the level of the communicative foreign language competence has not changed significantly.

## Conclusion

The study of the current state and trends in the development of the higher education system of future specialists of pedagogical universities, the analysis of normative documents and scientific literature, as well as the results of the ascertaining stage of experimental work proved the need for the formation of future specialists of pedagogical universities of communicative foreign language

competence – a significant personal neoplasm that ensures the effectiveness of their future professional activity [9].

Increasing requirements to the level and quality of professional training of future specialists of pedagogical universities, as well as insufficient elaboration of the problem of formation of communicative foreign -language competence of future specialists of pedagogical universities also influenced the significance of our research. To solve this problem, we have developed and tested a model of formation this competence, as well as a set of pedagogical conditions for its effective functioning was determined.

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## БОЛАШАҚ МАМАНДАРДЫҢ ШЕТ ТІЛДІК ҚҰЗЫРЕТТІЛІГІН ДАМУДЫҢ ПРАКТИКАЛЫҚ АСПЕКТІЛЕРІ

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**Аңдатпа.** Мақала шет тіліндегі коммуникативті құзыреттілікті қалыптастыру мәнінің практикалық аспектілеріне арналған. Мақалада Қазақстанның қазіргі білім беру жүйесіндегі “шет тілдік коммуникативтік құзыреттілік аспектілері” ұғымын қалыптастырудың негізгі кезеңдері ұсынылған және отандық лингводидактикадағы осы құбылысты түсіндірудің негізгі тәсілдері қарастырылған. Мақалада сонымен қатар шет тіліндегі коммуникативті құзыреттілікті қалыптастырудың мәні анықталады және осы процестің қазіргі кәсіби білім беру контекстінде бағытталған негізгі нәтижесі тұжырымдалады. Әрбір тарихи кезеңде қоғамда туындаған талаптарға сәйкес болашақ ұрпаққа берілетін білім берудің мәніне жаңа сипат беріледі, жаңа ұстанымдар қарастырылады. Нәтижеге бағытталған білім-бұл жеке тұлғаның құзыреттілігін қалыптастыру.

Құзыреттілік-бұл тереңнен берілетін білім. “Құзыреттілік – бұл тек кәсіби білім ғана емес, сонымен бірге жалпы мәдениеті бар адамның шығармашылығын дамыту мүмкіндігі”, - деді Т.Г. Брахе. Болашақ мамандардың құзыреттілігін қалыптастыру үшін болашақ мамандардың өздері бір құзыреттілікті игеруі керек. Бүгінгі таңда мұғалімге қойылатын талаптар да жоғары.

Шет тілі мұғалімге әлемдік кәсіби қоғамдастықтың басқа мүшелерімен педагогикалық тәжірибе мен ғылыми жетістіктермен алмасу, жетекші шетелдік ғылыми баспаларда жариялау және халықаралық конференцияларға қатысу, өз қызметінде шет тілдерінде жарияланған Тарихи дереккөздердің кең спектрін пайдалану үшін қажет.

**Тірек сөздер:** даму, аспект, шет тілі, құзыреттілік, болашақ маман, ЖОО, тілдік тұлға, кәсібилік

## ПРАКТИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ БУДУЩИХ СПЕЦИАЛИСТОВ

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**Аннотация.** Статья посвящена практическим аспектам сущности формирования иноязычной коммуникативной компетенции. В статье представлены основные этапы формирования понятия «аспекты иноязычной коммуникативной компетенции» в современной системе образования Казахстана и рассматриваются основные подходы к интерпретации данного феномена в отечественной лингводидактике. В статье также определяется сущность формирования иноязычной коммуникативной компетенции и формулируется основной результат, на который направлен этот процесс в контексте современного профессионального образования. На каждом историческом этапе, в соответствии с требованиями, возникшими в обществе, сущности образования, передаваемого будущим поколениям, придается новый характер, рассматриваются новые позиции. Образование, ориентированное на результат, - это формирование компетентности личности.

Компетентность – это знание, которое передается из глубин. «Компетентность – это не только профессиональные знания, но и способность развивать творческий потенциал человека с общей культурой», - сказал Т. Г. Браге. Для того чтобы сформировать компетентность будущих специалистов, сами будущие специалисты

должны овладеть одной компетенцией. Сегодня требования к преподавателю также высоки.

Иностранный язык необходим преподавателю для обмена педагогическим опытом и научными достижениями с другими членами мирового профессионального сообщества, для публикаций в ведущих зарубежных научных издательствах и участия в международных конференциях, для использования в своей деятельности широкого спектра исторических источников, опубликованных на иностранных языках.

**Ключевые слова:** развитие, аспект, иностранный язык, компетенция, будущий специалист, вуз, языковая личность, профессионализм

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