

THE ESSENCE OF ACADEMIC COMMUNICATIVE COMPETENCE

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Abstract. The modern educational system is aimed at not the acceptance of ready-made knowledge but self-searching. The amount of information required for the work of a modern specialist is growing day by day, so a graduate must always be in the process of development and improvement. Formation of young people who are able to communicate freely in any environment, who can express thoughts in a systematic and meaningful foreign language and who have fully mastered the skills to be found in each growing generation in the twenty-first century are the demands of competitiveness in the midst of increasing international relations. In order to achieve these demands, students have the task of forming academic communicative competence. The article studies the essence of academic communicative competence and deals with the possibility of free communication in a foreign language in an academic environment. The article covers the information about formation of academic communicative competence and authors adopted sub-competences of academic communicative competence agreeing with earlier scientists' researches. It also takes a look at the formation of the academic communicative competence and current usage and importance of it. The majority of the devoted courses and researches on this issue are dedicated to academic writing which shows necessity of improving academic communication in oral speech. This paper explores possibilities of formation academic communicative competence through forming set of sub-competences.

Keywords: academic communication, communicative competence, competitiveness, non-linguistic specialties, discourse.

Introduction

In today's globalized world, language is like a connecting bridge between cultures and civilizations. We all know that language is the main means of communication that allows us to communicate on an equality with other cultures, to improve the knowledge and skills of other countries in the language of that country and to strengthen international relations. In this regard, the recognition of English as the main language of communication in the age of information and technology with the world requires not only a deeper knowledge of the language, but also the ability to communicate at a high level in this language [1].

The Law of the Republic of Kazakhstan "On Education" states that the main task of the educational system is on creating the necessary conditions for quality education aimed at the formation, development and professional development of the individual on the basis of national and universal human values, science and practice. Also enrichment of the mind through the development of energy potential, the formation of a solid foundation of morality and a healthy lifestyle, the creation of conditions for the development of individuality [2].

The main principle of the educational system in the implementation of these tasks is the ability of future professionals of the country to effectively communicate in any society with their quality knowledge, high awareness and ability to withstand strong competition, which will allow them to make the most of their personal potential for education in society. We can say that there is a need to develop competencies. If we say that the country's significant place in the world is realized through a rich, energetic, educated, skilled young generation of national consciousness, the effective use of this ability in public relations and quality delivery of knowledge and skills depends on communicative competence, in particular academic communicative competence.

Key points of academic communication

The term academic communication has interpreted differently by different scholars. We must highlight the fact that there is a few research works on academic communication while there are plenty of studies on academic writing. As our field of research is exactly devoted to increase speaking skills of learners in an academic language we tried to study the term academic communication and found out various definitions which can be seen in the next table.

Table 1 – concept of academic communication

Researchers	Definition to academic communication
T.I. Mavrodieva, T.S. Simeonov	They defines academic communication as a discourse between scientific community and listeners or students in a scientific sphere [3].
E.V. Reshetnikova	Academic communication is an organized system of social communication aimed at the search, accumulation and dissemination of scientific knowledge, carried out through various channels, tools, forms and institutions of communication [4].
Sarah R. Davies, Maja Horst	Academic communication is the delivery of scientific knowledge, methodology and practice to a non-scientific audience on the basis of specific, organized and planned activities [5, 881-907 p.].
V.A. Salimovski	Academic communication is scientific texts, more precisely, scientific works [6, 28 p.].
A. Sternin	Academic communication is a formal professional dialogue and monologue communication in educational and research institutions, as well as informal professional communication in educational and scientific professional communities [7, 88-94 p.].

Based on the above definitions, we conclude that academic communication is a process of communication between a student and teacher in an educational institution, between researchers and scientists, used to share and communicate research results and the main purpose of which is clear to the general audience.

Academic communication has been widely used in Europe since the seventeenth century on the basis of scientific communication. This type of communication, originally used in personal communications, later led to the creation of the social structure of science. Personal communication has long been used in the scientific community and in the nineteenth century became the basis of a scientific society focused on academic writing.

The next stage in the development of the academic communication system was the publication of special journals in the late nineteenth century. In the twentieth century, scientific publications were legally established as a source of scientific knowledge and scientific thought and the circulation of publications led to the further development of academic communication. In the last decade of the twentieth century and the beginning of the twenty first century all forms of academic communication began to develop rapidly. The advent of the Internet has reduced the information distance and created interactive networks of academic communication. From the historical perspective of academic communication, we see that this type of communication is developing in nature, structure and form of scientific communication. If we look at the three different historical periods of academic communication, we can determine principles on which scientific cooperation is based.

The first form of academic communication is called the "Republic of Scientists" and was created in a period of unification of modern European intellectuals on the principles of freedom, morality and rational criticism. Demand for the scientists of the "Republic" was also high: deep qualification, tolerance of others, spread culture of dialogue, the formation of an ethic of scientific controversy, scientific communication and contribution to the prosperity of the "Republic of Scientists".

The first communication networks appeared in France and in England and their main purpose was to discuss controversial issues in all areas of science, to try to reach a common solution and to communicate scientific news in a language understandable to society [8, 181-186 p.].

The next historical form of academic communication is called the "Invisible College". The idea of an "invisible college" was first proposed to the scientific community by J. Price in the 1960s and he said that academic communication was a form of informal communication between the elite and scientists. In this college scientists worked together on a new promising issue [9, 335-350 p.].

Academic communication is now found in all spheres of society. If we take into account the importance of communication in any field, quality communication is the only way to fruitful results and success in any area of life. It is known that with the development of science and art, a society has been formed that welcomes people according to their appearance and accompany them by knowledge. Therefore, communication, more precisely, the right communication – is a tool to open the door in any field and accurately conveying knowledge and skills. In this regard, academic communication is an example of this type of communication where participants make discussion in a formal atmosphere.

Despite the fact that academic communication has developed over the centuries and the definition given to it by scholars has changed, the essence of term is the same. An important aspect of academic communication is to convey the results of researchers' work to the general public in plain language, while maintaining a formal form of communication. Therefore, academic communication is a widely used process in the field of science and education and research, and it is a language of discussion, delivery of new ideas, new instincts and discoveries for the benefit of

everyone. The formation of academic competence in the cognition of the communicator is very important for the implementation of the process of academic communication as academic communication is formed on the basis of communicative competence.

Description of materials and methods

Current research used two main types of methods: theoretical and empirical.

Theoretical part of the research included:

- critical analysis of the literature;
- observation;
- modeling.

Empirical part of the research included:

- questionnaire;
- analysis of the obtained outcomes.

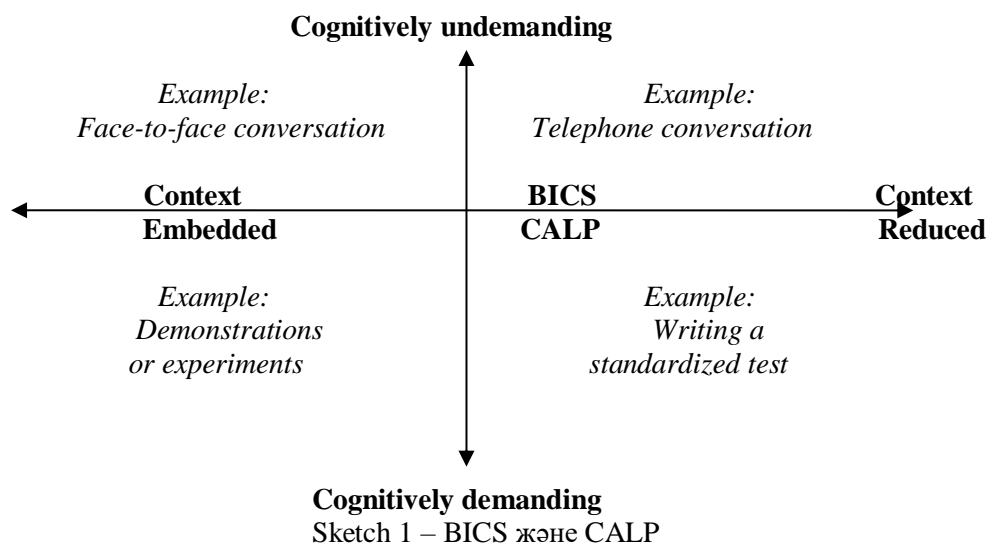
Research on communicative competence has focused more on the specifics of linguistic and communicative competence in order to understand the difference between knowledge of language form and knowledge focused on functional and interactive communication.

The concept of formation of communicative competence in foreign language education dates back to the early 1970s. Although the term was new, the concept of communicative competence was deeply rooted. If the main goal of language learning was usage then language competence should be assessed by the learner's ability to communicate. Naturally, communication takes place in any social environment designed to communicate in one or more languages, both in writing and orally.

Jan van Ek defined communicative competence as the ability to communicate with people, the ability to communicate in the native language as the state language and in international relations in a foreign language [10, 65 p.]

When we talk about communication, we need to highlight the fact that it plays an important role in intercultural communication. Kunanbayeva Salima Sagievna is one of the Kazakhstani scientists who conducted an in-depth study of the essence of the theory of intercultural communication in foreign language education. Salima Sagievna noted that intercultural communication became popular in the middle of the twentieth century as a result of the strengthening of international relations between the states as a requirement of socio-historical conditions. She also noted that the communicative act as a general definition of intercultural relations is a mutual understanding between the participants of different nationalities [11, 51 p.].

When we talk about researches about communicative competence we should mention that James Cummins identified the difference between cognitive academic language proficiency (CALP) and basic interpersonal communication skills (BICS) [12]. According to his research CALP is a measure of a learner's ability to communicate in a specific interpersonal context while BICS is a language skill that used for everyday interpersonal communication. In other words, CALP is interpreted as a language used in the classroom, while BICS is interpreted as a language used in everyday communication with relatives and friends.



Agreeing with James Cummins that communication varies depending on the scope, it should be noted that this also affects the level of special training between the participants in the communication. An example of a communication that requires cognitive training is the cognitive academic language proficiency proposed by James Cummins. If we say that the communication in the academic environment is based on CALP then it requires deep thinking and preparation as shown in the sketch above.

Due to the pre-presentation of the context in a context-embedded and context-reduced communication environment participants still need academic language and create a special formal environment for communication and our example shows that there is an academic communication between learner and teacher.

Other scientists who have made a deep research about communicative competence are M.Canale and M.Swain who have identified four main sub-competences which can be seen in the table below [13, 29 p.].

Table 2 – Communicative sub-competences

Sub-competence	Research aspect
Grammar	<ul style="list-style-type: none"> - Lexical units - Morphology - Syntax - Semantics - Phonology
Discourse	We can call discourse as a continuing part of grammar. This is explained as an ability to connect sentences on the way of building meaningful units. Discourse sub-competence is used starting to oral communication to written texts. If grammatical sub-competence covers sentence level, discourse studies cohesion between sentences.
Socio-linguistic	Socio-linguistic sub-competence is explained as knowledge of socio-cultural rules of language and discourse which explains concept of: <ul style="list-style-type: none"> - Role of the participants; - The information that participants share; - The function of the communication.
Strategic	This sub-competence helps participants of communication to simplify their speech using verbal and non-verbal strategies in communication.

Given sub-competences are important ways towards communicative competence. Nevertheless, these sub-competences cannot allow us to improve academic communicative competence in students totally. As the main goal of academic communicative competence students need to improve skills of systematizing their thoughts and conducting organized answer in communication.

Results

Agreeing with the research of above scientists, we have adopted our own sub-competences *for academic communicative competence* that will help us to reach our research goal.

The analysis of obtained outcomes from questionnaire and observation on learners brought us to conclusion that we need to improve four main sub-competences in order to achieve our final result – *developing academic communication* of students. Questionnaire pointed out the fact that Linguistic sub-competence is crucial to develop as language form, grammatical accuracy and meaning of words play huge role in any communication. Strategic sub-competence is vital in communication due to the reason that research is devoted to improve exactly Oral communication where strategy is vital in speech.

Observation highlighted the students` needs of efficiency of discourse. Language level gives students opportunity and knowledge to make up correct sentences while discourse guides students to connect sentences and paragraphs. Smooth connection in speech can be reached via coherence and cohesion which are roots of the discourse.

Additionally, observation on students` performance and responding to learners` needs guided us to the final but weighty sub-competence which is called functional-structural sub-competence. This sub-competence answers to systematization of speech norms and organizational procedure which means creating a plan of speech in mind and tastefully deliver it to communicator or audience.

Taking into account the needs of the learners and results, we have identified four main sub-competences which can be seen in a diagram below.

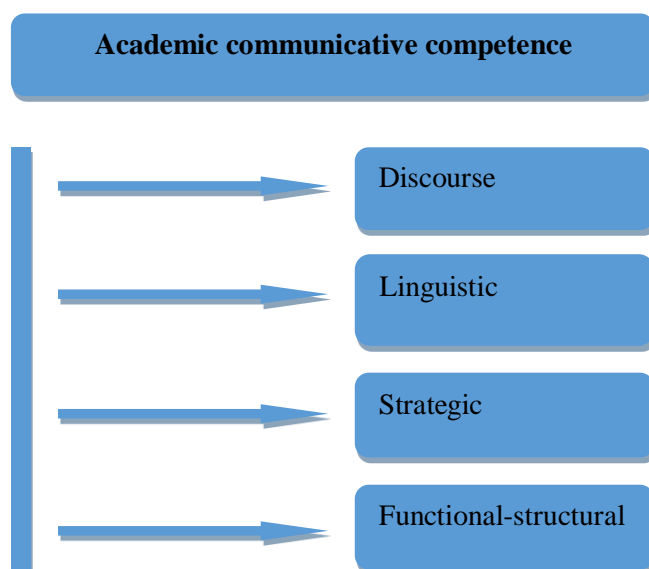


Diagram 1 – Academic communicative sub-competences

According to our sub-competences we have agreed with scientists that discourse is a connection between sentences, as cohesion and coherence are the most important factors in communication. Linguistic sub-competence covers system of language while Strategic contains verbal and non-verbal communication. The fourth sub-competence that we have included is functional structural sub-competence where participants of communication will be able to express their language understandably, systematically and in organized way. Including this sub-competence is crucial in oral communication due to the fact that main aim of communication is to understand each other, in this regard communicators should organize and systematize their language in speech.

Learners` performance was assessed by fixed set of predetermined criteria and it can be seen in the table below.

Table 3 – Descriptors for assessment criteria

	Descriptors
Linguistic literacy	Improving grammar literacy
	Improving language skills
	Increase vocabulary
Discursive communication	Make connections between thoughts
	Answer on the topic
	Development of communication skills
Strategic concordance	Use of verbal and non-verbal communication
	Ability to distinguish style
	Communication with the communicator
Functional and structural	Creating a plan of thought
	Maintain a structured system

Above given criteria was differentiated into learners` achievements and grouped into low, middle and high level. Those levels showed real performance that students achieved and areas which were needed to deepen their knowledge.

Academic communicative competence is now defined as the ability to function effectively in an academic environment. It is a tool for conducting research activities on the basis of science-oriented texts, critical thinking, increasing their research competence for scientific purposes. It is also considered as the ability of students to conduct educational and research activities, to report on the results of their activities in accordance with the traditions and standards of specific disciplines.

The formation of academic communicative competence in students of non-linguistic specialties is a key tool for young people to communicate in any environment, to present their research to the scientific community and to share their experience.

Discussion

Sub-competences of academic communication cover all the aspects of improving students` speaking skills. Improving the sub-competencies, we develop the academic communicative competence of students of non-linguistic specialties

and eliminate the difficulties and obstacles that arise in the delivery of their ideas. The four sub-competencies we have identified include the linguistic literacy of non-linguistic students, the establishment of discourse communication, the quality use of body language and the organization of connected thinking. Consequently, these sub-competencies are a source of quality academic communication.

Conclusion

To sum up, we came to conclusion that four main sub-competences are important and helpful in developing students` academic communicative competence. Despite the fact that participants in this research are students of International Relations specialty, research can be adopted and be used to other non-linguistic specialties as well.

Academic communication is a form of communication used by future international relations specialists in the world to communicate freely in foreign languages, interact with domestic and foreign colleagues and discuss world news. One of the key factors in the task of accelerating the development of competitiveness is the theory of human capital, which determines the form of study of human intellectual resources. The main condition for a qualitatively new socio-economic breakthrough in the innovative and strategic development of the country is the issue of ensuring the international competitiveness of Kazakhstan. The only way to solve this issue is to increase the number of educated generation, to keep abreast of the latest innovations. Today, one of the most pressing issues in the field of education is the training of qualified and educated professionals. This requires the future specialist to be able to set goals, self-determine ways to achieve them, look for alternative solutions to problems and make the best decisions and take responsibility for their work. If we say that the country's significant place in the world is realized through a rich, energetic, educated, skilled young generation of national consciousness, the effective use of this ability in public relations and the quality of knowledge and skills depends on communicative competence, in particular academic communicative competence.

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АКАДЕМИЯЛЫҚ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІҢ МӘНІ

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Аңдатпа. Қазіргі білім беру жүйесі дайын білімді қабылдауға емес, өздігінен ізденуге бағытталған. Заманауи маманның жұмысына қажетті ақпарат көлемі күннен-күнге артып келеді, сондықтан мектеп бітіруші әрқашан даму мен жетілдіру үдерісінде болуы керек. Халықаралық қатынастардың жиілеген тұсында кез-келген ортада еркін сөйлесе алатын, ойын жүйелі де мазмұнды шет тілінде жеткізе алатын және жиырма бірінші ғасырда әрбір өскелең ұрпақтың бойынан табылуы тиіс дағдыларды толық меңгерген жастарды қалыптастыру – бәсекеге қабілеттіліктің талабы. Осы талаптарға жету үшін студенттердің алдында академиялық коммуникативтік құзыреттілікті қалыптастыру міндеті тұр. Мақалада академиялық коммуникативтік құзіреттіліктің мәні зерттеледі және академиялық ортада шет тілінде еркін сөйлесу мүмкіндігі қарастырылады. Мақалада бұрынғы ғалымдардың зерттеулерімен келісе отырып, академиялық коммуникативтік құзіреттілікті қалыптастыру және авторлардың академиялық коммуникативті құзіреттіліктің суб-құзыреттіліктері жайлы ақпарат берілген. Сондай-ақ мақалада академиялық коммуникативтік құзыреттілікті қалыптастыру және оның қазіргі кездегі қолданылуы мен маңыздылығы қарастырылады. Осы мәселеге арналған курстар мен зерттеулердің көпшілігі академиялық жазуға арналған, бұл ауызша сөйлеудегі академиялық коммуникацияны жетілдіру қажеттілігін көрсетеді. Бұл жұмыс суб-құзыреттіліктерді жетілдіру арқылы академиялық коммуникативтік құзыреттілікті қалыптастыру мүмкіндіктерін көрсетеді.

Тірек сөздер: академиялық коммуникация, коммуникативті құзыреттілік, бәсекеге қабілеттілік, тілдік емес мамандықтар, дискурс.

СУЩНОСТЬ АКАДЕМИЧЕСКОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИЙ

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Аннотация. Современная образовательная система нацелена не на принятие готовых знаний, а на самостоятельный поиск. Объем информации, необходимой для работы современного специалиста, растет день ото дня, поэтому выпускник всегда должен находиться в процессе развития и совершенствования. Формирование молодых людей, способных свободно общаться в любой среде, которые могут выражать мысли на систематизированном и содержательном иностранном языке и которые полностью

овладеют навыками, присущими каждому подрастающему поколению в двадцать первом веке – и есть требования конкурентоспособности в период развивающихся международных отношений. Для достижения этих требований перед студентами стоит задача формирования академической коммуникативной компетенции. В статье исследуется сущность академической коммуникативной компетенции и рассматривается возможность свободного общения на иностранном языке в академической среде. В статье представлены сведения о формировании академической коммуникативной компетенции и принятые авторами субкомпетенции академической коммуникативной компетенции, согласующиеся с более ранними исследованиями ученых. Также рассматривается формирование академической коммуникативной компетенции, а также ее текущее использование и важность. Большинство курсов и исследований по этой проблеме посвящены академическому письму, что показывает необходимость улучшения академической коммуникации в устной речи. В статье исследуются возможности формирования академической коммуникативной компетенции за счет совершенствования суб-компетенций.

Ключевые слова: академическое общение, коммуникативная компетентность, конкурентоспособность, неязыковые специальности, дискурс.

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