

## THE DEVELOPMENT OF THE MODEL OF RESEARCH COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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**Abstract.** The aim of this study is to investigate the significance of research competence by exploring its concept. The paper explores the model of research competence of future foreign language teachers. The essence of creating the model of research competence of future FL teachers in higher educational institutions is to identify the goal, tasks, didactic principles, approaches, methods, technologies, criteria, levels and result of the way of development of research competence according to the 21<sup>st</sup> century requirements. It also enables future foreign language teachers to improve their research skills and personalize research-based learning. Teachers looking to enhance research competence and acquire research skills to incorporate them in education can take advantage of research-based learning system to advance their competencies. The model of the formation of research competence of future foreign language teachers illustrates the main items that every future foreign language teacher must acquire during the learning process. The importance of all three units were demonstrated on the model. This research competency model is designed to demonstrate crucial information of research activities and offers new theoretical-methodological foundations for the formation of research competence. The suggested model would help to improve the scholarly research in Kazakhstan and worldwide.

**Keywords:** Competence, research competence, research activity, the model of research competence, the development of research competence.

### Introduction

The modernization of the holistic systems of higher educational institutions improving the quality of educational programmes, teaching and learning processes, and enhancing the development of professional specialists' competencies. Nowadays a great deal of attention is given to creating competency models. Competency models of bachelor students must be correlated with the State Compulsory Educational Standard of Kazakhstan because they provide the framework of professional requirements. And every competency model is designed to demonstrate crucial information about proficiencies that future foreign language teachers must obtain.

### Basic provisions

The purpose of this section is to investigate the relevance of the development of students' research competence at HEIs. By examining the following papers and monographs we will construct a new model of future foreign language teachers. Furthermore, the analysis of different materials will help to create this model of research competence with clear arguments.

In order to illustrate the model of development of research competence, it is essential to explore some concepts. Kunanbayeva S.S. stated that the term “model” is a specialized organizational entity created for the purpose of storing or acquiring information in the form of a description or model which reflects the characteristics of the original object under research. Another definition for this concept that the term “model” is an entity for knowledge acquisition and an instrument for the theoretical transformation of the object being studied. In addition, Kunanbayeva S.S. disclosed that “Competency” is a key foundation of the activity-based learning structure. That’s why competency-based approach puts into practice student-centred teaching [1].

The word “principle” is derived from Latin “principium” which means “beginning” translated by Cicero [2]. Whereas the word “Didactic” is derived from Ancient Greek “διδακτικός (*didaktikós*)” and means “skilled in teaching”[3]. According to Abenbayev S.A., the word “Principle” is defined as “the original” or “the main”, for instance “the main rules” or “the main requirements”. As a result, didactic principles would be described as a system of certain requirements or rules for its methods, content, methods of organization in accordance with learning objectives and learning aims [4].

Krivshenko stated that the principle of scientific character of teaching presupposes the conformity of the education content to the level of development of modern technology and science [2009].

The set of different principles that help to identify the basic didactic principles of development of competencies are the followings:

1. The principle of scientific character;
2. The principle of problematicity;
3. The principle of activeness;
4. The principle of consciousness;
5. The principle of systematicness;
6. The principle of structuring.

Abenbayev S.A. explores the above-mentioned principles that correspond to the requirements of the research competence [4].

1. The principle of scientific character. The aim of the higher educational institutions is to equip students with scientific knowledge in the learning process because the education content is based on the scientific system. It explains the history, origin and development of each science deeply. By exploring the innovations of science, students acquire scientific knowledge and form scientific, dialectical and materialist view of the world.

The principle of scientific character plays a leading role among other principles. Its main requirements are:

- Education content must correspond to the current level of development of science;
- Acquaintance with the history of science;
- Introduction to the techniques and methods of science;
- The concept of exposition of teaching materials must be understandable for students, etc. [4].

2. The principle of the conscious and active participation of students in the education process or the principle of activeness (activity). The relevance of this principle is to affect to the mental and cognitive processes of students, and guide their cognitive activities through teaching process. It encourages students to clearly understand the subject, deeply and firmly consolidate their thoughts. By mastering this principle, students increase interest in learning process. The basic requirements of this principle are:

- The teachers must care about all of their students;
- The teachers must teach them how to use their cognition and mental activities in practice;
- In order to motivate the students and develop their creative talents, the teacher must use different interactive and creative teaching methods;
- The students must have a deep conceptual understanding of teaching materials;
- Theory and practice work must be closely connected [4].

3. The principle of systematicness (The principle of systematization and continuity). The essence of this principle is to provide the consistent, systematic and core understanding of the basics of scientific knowledge by students. The teacher must ensure that the teaching content and lesson plan are organized in such a way that the systematic and in-depth understanding of the scientific knowledge by students will become the key point of the study. The basic requirements of this principle are:

- The presence of continuity in the teaching of disciplines in accordance with the logical system of each science.
- Consistency in the process of knowledge acquisition, skills development and formation of abilities.
- The consistency of the education content with teaching methods.
- Maintaining consistency and systematicness in understanding the content of knowledge (curiosity, first sight, observation, memorization, comprehension, concept formation, drawing conclusions, etc.).
- The existence of interrelationships between disciplines (Abenbayev, 2015).

4. The principle of connecting theory with practice. This principle ensures to provide theoretical knowledge by applying it in practice. In educational content the students must acquire the theoretical knowledge in the system of lessons with practical work. Therefore, by participating in practical lessons, students will master their scientific knowledge by practically testing the theoretical knowledge, principles, rules and laws. However, these practical activities should be combined with extracurricular life and work in order to gain a deep knowledge from this principle [4].

5. The principle of problematicity. This principle demonstrates a different level of problematicity. When solving a wide range of difficult problems in the learning process, the students encounter stress and anxiety. The principle of problematicity finds direct implementation of project and research works, writing papers and thesis, performing the system of exercises, etc. By formulating, analyzing, synthesizing, investigating, exploring and evaluating the given

problems, the students develop their growth mindset, thinking, cognitive skills, various competencies, etc [6].

From all the above-mentioned principles only the principle of scientific character, the principle of problematicity and the principle of structuring are essential in our cases.

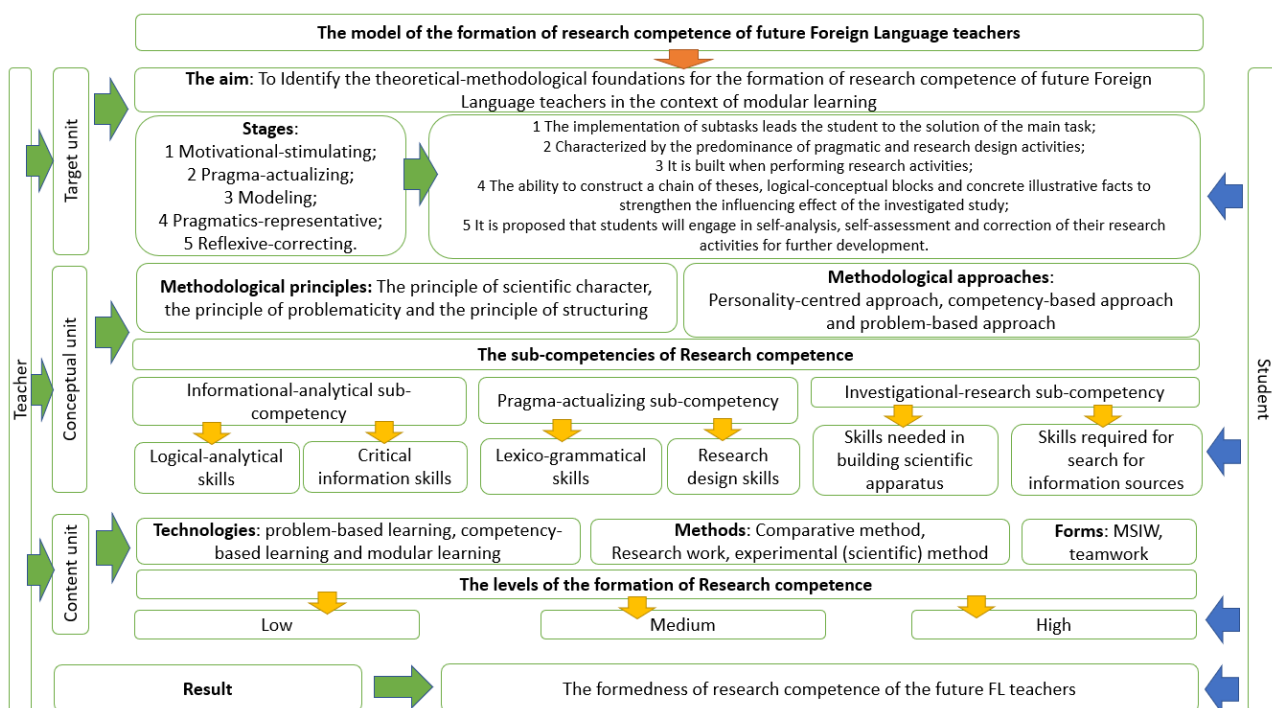
### **Description of materials and methods**

The approaches of theoretical and methodological basis of development of research competence are personality-centred approach, competency-based approach and problem-based approach.

Moreover, the imperative sub-competencies of research competence are informational-analytical sub-competency, pragma-actualizing sub-competency and investigational-research sub-competency. In this case, the following skills will be essential in order to develop research competence. They are logical-analytical skills and critical information skills for informational-analytical sub-competency; lexico-grammatical skills and research design skills for pragma-actualizing sub-competency. And last but not least, skills needed in building scientific apparatus and skills required for search for information sources are crucial for developing investigational-research sub-competency of future FL teachers. As a result, the main skills that the modern future FL teachers must obtain when developing the research competence are the above-mentioned ones.

Nevertheless, technologies play a significant role in developing a research competence of future foreign language teachers. The crucial ones are problem-based learning, competency-based learning and modular learning.

Methods of teaching of research competence are comparative method, research work, project work, experimental (scientific) method and mixed method, etc. The most relevant methods were chosen and written in the following model of research competence.



Picture 1. The model of the formation of research competence of future FL teachers

## Discussion

Kunanbayeva S.S. stated that methodology of modern foreign language education based on the systematization of research and the scientific knowledge base into a specific scientific field [1].

The above-illustrated model of the formation of research competence is informative and demonstrates the significant information that will be essential when developing the research competence of future foreign language teachers.

The model of the formation of research competence of future foreign language teachers illustrates the main items that every future FL teacher must acquire during the learning process. The essence of all three blocks were demonstrated on the model because the goal, the objective, the conceptual approaches, principles, teaching methods, structural components of research competence, innovative technologies of education, sub-competencies, skills, forms, criteria, level and result are the main elements of conceptual, technological and criterial-evaluative units, and all of them are closely related with each other.

The model is based on a clear and precise separation of research sub-competencies. The model is well thought out and it is optimally suited for dissemination to other subjects; an additional advantage in this case is the presence in education of a powerful model of research competence [6].

## Conclusion

Analyzing different resources and materials, it is concluded that research competence is a combination of some personality traits, comprising the possession of research competence, its' knowledge and skills. The structure of suggested research competence includes three components such as informational-analytical sub-competency, pragma-actualizing sub-competency and investigational-research

sub-competency. Research competency includes six generalized sub-competencies such as logical-analytical skills, critical information skills, lexico-grammatical skills, research design skills, skills needed in building scientific apparatus and skills required for search for information sources.

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### **БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІНІҢ ЗЕРТТЕУШІЛІК ҚҰЗІРЕТТІЛІГІНІҢ МОДЕЛІН ҚҰРУ**

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**Аңдатпа.** Бұл зерттеудің мақсаты «зерттеушілік құзіреттілік» тұжырымдамасының маңыздылығын анықтау болып табылады. Мақалада болашақ шет тілі мұғалімдерінің зерттеушілік құзіреттілігінің үлгісі қарастырылады. Жоғары оқу орындарындағы болашақ шет тілі мұғалімдерінің зерттеушілік құзіреттілігінің үлгісін құрудың мәні ХХІ ғасырдың талаптарына сәйкес зерттеушілік құзіреттілігін дамыту жолының мақсатын, міндеттерін, ұстанымдарын, тәсілдер мен әдістерін, технологияларын, өлшемдерін, деңгейлері мен нәтижелерін анықтау болып табылады. Сондай-ақ, болашақ шет тілі мұғалімдеріне

зерттеушілік дағдыларын жетілдіруге және зерттеуге негізделген оқытуды жекелендіруге мүмкіндік береді. Зерттеушілік құзыреттілігін арттыруға және оларды білім беру саласына енгізу мақсатында зерттеушілік дағдыларын игергісі келетін мұғалімдер өз құзыреттіліктерін арттыру үшін зерттеуге негізделген оқыту жүйесін қолдана алады. Болашақ шет тілі мұғалімдерінің зерттеушілік құзыреттілігін қалыптастыру үлгісі әрбір болашақ шет тілі мұғалімі оқу процесінде үйренуі қажетті негізгі ережелерді ұсынады. Блоктың үш бөлігінің маңыздылығы үлгіде көрсетіледі. Зерттеушілік құзыреттілігінің бұл үлгісі зерттеушілік қызмет туралы маңызды ақпаратты көрсетуге арналған және зерттеушілік құзыреттілігін қалыптастыру үшін жаңа теориялық және әдіснамалық негіздерді ұсынады. Ұсынылып отырған үлгі Қазақстан елінде және бүкіл әлемде ғылыми зерттеулер жұмыстарын жақсартуға ықпалын тигізеді.

**Тірек сөздер:** Құзыреттілік, зерттеушілік құзыреттілік, зерттеушілік қызмет, зерттеушілік құзыреттілігінің үлгісі, зерттеушілік құзыреттілігін дамыту.

## **РАЗРАБОТКА МОДЕЛИ ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА**

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**Аннотация.** Целью данного исследования является изучение значимости исследовательской компетенции путем изучения ее концепции. В статье исследуется модель исследовательской компетенции будущих учителей иностранного языка. Суть создания модели исследовательской компетенции будущих учителей иностранного языка в высших учебных заведениях заключается в определении цели, задач, принципов, подходов, методов, технологий, критериев, уровней и результатов путей развития исследовательской компетенции в соответствии с требованиями XXI века. Это также позволяет будущим преподавателям иностранных языков совершенствовать свои исследовательские навыки и персонализировать обучение, основанное на исследованиях. Учителя, стремящиеся повысить исследовательскую компетенцию и приобрести исследовательские навыки, чтобы включить их в образование, могут воспользоваться системой обучения, основанной на исследованиях, для повышения своей компетенции. Модель формирования исследовательской компетенции будущих учителей иностранного языка иллюстрирует основные положения, которые должен усвоить каждый будущий учитель иностранного языка в процессе обучения. Важность всех трех блоков была продемонстрирована на модели. Эта модель исследовательской компетенции предназначена для демонстрации важной информации о исследовательской деятельности и предлагает новые теоретико-методологические основы для формирования исследовательской компетенции. Предлагаемая модель поможет улучшить научные исследования в Казахстане и во всем мире.

**Ключевые слова:** Компетенция, исследовательская компетенция, исследовательская деятельность, модель исследовательской компетенции, развитие исследовательской компетенции.

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