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## FEATURES OF FORMATION COMMUNICATIVE COMPETENCE OF STUDENTS THROUGH PROFESSIONALLY - ORIENTED TEXTS

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**Abstract.** This article investigates the process of developing communicative competence in students, with a focus on the use of professionally oriented texts as the primary teaching material. The author emphasizes the great importance of this type of speech activity for the replenishment of professional knowledge, development of other communicative skills necessary for successful professional activity. The authors also discuss the role of professionally-oriented texts in preparing students for the modern requirements of the labor market and updating curricula in the context of changing professional standards. The article also discusses the influence of professionally-oriented texts on the development of students' critical thinking, ability to adapt to different communicative situations and successfully interact in the educational environment. The article also examines effective strategies and methods aimed at achieving these principles: the principle of clarity and accessibility, the principle of relevance, the principle of interactivity, and discusses their impact on students' preparation for successful professional activity. Special attention is paid to the use of professionally-oriented texts in teaching, which are a key tool for the development of language and communicative skills. The article analyzes the methods and approaches that contribute to the effective learning and application of professional vocabulary, specific structures and genres of communication necessary for successful professional activity in the field of intercultural communication. It has been shown that the systematic use of these texts helps to develop solid communication skills and enhances students' readiness for professional life in the context of today's labour market demands.

**Keywords:** student, professional-oriented text, principle, communicative competence, collaborative learning, communicative skill, method, approach

### Introduction

The Law of the Republic of Kazakhstan on Education states that "the main task of the education system is to create the necessary conditions for education aimed at forming an individual and professional training based on national and civic values and practical achievements, introducing new teaching technologies, informing education, and entering the international global communication

network” [1]. In this regard, in accordance with the intensive processes of reforming higher education, foreign language teaching and learning is advancing, and the development of intercultural communicative competence of students is taking a leading place.

In the 2022 President’s Address to the people of Kazakhstan entitled “New Kazakhstan: the path to renewal”, mastering the English language is considered as an important language as a means of successful entry into the international space and world economy [2].

The State Program of Education and Science Development of the Republic of Kazakhstan for 2021-2025 “increasing the competitiveness of education and science for sustainable economic development, human capital development, formation of a successful citizen intellectually, physically and spiritually, as well as socio-economic. It is known that the main goal” providing society with qualified specialists possessing spiritual and cultural knowledge” raises the issue of forming intercultural communicative competence of students [3].

“Concept of foreign education of the Republic of Kazakhstan” and the state program for the development of education and science of the Republic of Kazakhstan for 2020-2050 [4]. The tasks set indicate the importance of identifying the real state of foreign education in the Republic of Kazakhstan at the present time and providing the education system with highly qualified personnel.

That is, it is now necessary to prepare future specialists for professional activities in accordance with the changing requirements of the socio-cultural environment. Since the independence of Kazakhstan as a state, it has established contacts with other countries in various spheres and led to the development of social, cultural, economic, including academic contacts with foreign countries around the world. And on the basis of this problem, the dynamic processes taking place in the social life of Kazakhstan at the present time, the new goals and new trends of the society’s modernization predetermine the demand for citizens who have mastered one or more foreign languages.

Teaching foreign language communication in a specialized university is closely connected with the use of professionally oriented texts.

In the conditions of professionally oriented teaching of foreign languages, the text acts both as a means and an object of learning, which is based on the position that the real and only full-fledged unit of learning is the text.

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As it is known, nowadays the concept of teaching any foreign language provides for the formation of students’ communicative competence. There is no doubt that reading professionally-oriented texts in a foreign language significantly enriches the vocabulary, familiarizes with the culture and literature of the country of the target language, develops analytical thinking, and also contributes to the development of oral speech.

Formation of communicative competence in students using professionally-oriented texts is a complex process that includes not only the assimilation of specific knowledge and skills in a certain field, but also the development of skills in effective communication at the professional level.

Working with the text expands the cognitive horizons of students and contributes to the development of all kinds of language competencies [5, p. 238-249].

Foreign-language professionally-oriented text is an important part in the system of specialist's activity in production or science. Such reading is conditioned by the individual's needs in obtaining new professional information, needs in self-education and learning, cognitive needs [6].

The analysis of the scientific literature devoted to the professionally-oriented text shows a variety of points of view on this concept. These are both professionally-oriented text (V. V. Alimov; O. V. Kulikova) and specialty text (T. A. Lyubomudrova), and "special text" (A. P. Minyar Belorucheva). In addition, S. V. Vlasenko and T. V. Drozdova emphasize in their research that professionally-oriented text is a component of special discourse and contains information that belongs to a certain field of knowledge.

However, up to now a number of issues remain unresolved. For example, the content of the concept of "professionally significant text" is not disclosed. There is no description of its linguostructural features, and the criteria for selecting such texts for the system of university training are not defined.

- authenticity,
- professional relevance,
- alignment of content with the university curriculum,
- use of current terminology,
- appropriateness of language and professional information for the intended audience,
- high informational value" [7, p. 39-49, 8].

The following principles can be applied in the development and use of professionally oriented texts:

- the principle of clarity and accessibility: Texts should be written in simple and understandable language so that readers can easily perceive the information without unnecessary difficulties;

- the principle of relevance: Texts should contain relevant and reliable information that reflects the latest trends and achievements in the relevant field.

- the principle of interactivity: The use of interactive elements such as hyperlinks, videos, animations, etc. can make texts more attractive and effective for the target audience.

- practical relevance: Texts should contain practically useful information and recommendations that can be applied in real professional activities.

The application of these principles will help to create effective and quality professionally oriented texts that promote development and learning in the formation of communicative competence of students of physical education.

Various approaches can be used in developing professionally oriented texts, including:

1. Contextual approach: In a contextual approach, the text is tailored to the professional environment in which it will be used. This means adapting the content, style and format of the text to the specific industry, profession or organization.

2. Practical approach: This approach involves orienting the text to the practical application of knowledge and skills in real professional activities. The text may include case studies, examples from practice, recommendations for solving specific problems and situations.

3. Collaborative approach: This approach involves students in collaborative work on the text, for example, through group projects, discussions or joint creation of materials. It promotes the development of communication skills and teamwork.

The use of different approaches allows for the creation of diverse and effective professionally-oriented texts that promote effective learning and development in the relevant field.

Having considered the views of all scholars on the use of professionally-oriented texts, it can be said that the formation of student's communicative competence is underpinned by the use of texts as a key teaching tool. These texts contain specialized vocabulary, speech patterns which can integrate the professional training. For this reason, professionally-oriented texts are regarded as the basis for modelling professional communication.

Thus, the aim is to analyze the features of the formation of students' communicative competence based on the use of professionally oriented texts in the learning process, as well as to determine their didactic potential and effectiveness for the development of foreign language communication skills.

Therefore, professionally oriented texts play an important role in students' education, helping them to become successful specialists in the field of foreign language teaching.

### **Material and methods**

The article is based on a methodological framework involving the application of theoretical methods, as well as the analysis, synthesis and generalisation of the academic literature on the research topic. The empirical part of the article comprised pedagogical observation and analysis of students' learning outcomes, as well as a pedagogical experiment in which the use of professionally oriented texts was tested, employing case study and collaborative learning methods.

The material for the study was a set of texts and author's exercises in the discipline "Basic English" for students of the 2<sup>nd</sup> year Zhetysu University named after I. Zhansugurov. Also in the formation of communicative competence of students were used case study method. Initially, we will analyze how case-study method is effective in the formation of communicative competence of students by means of professionally oriented texts.

The use of the case-study method with professionally oriented texts

effectively helps students to develop communicative competence, preparing them for successful professional activity and interaction in the working environment. The necessity of using the case study method is caused by the new requirements of the labor market to the graduates of higher educational institutions, as the method contributes to the development of such a set of competencies of a future specialist, which is needed by the society developing according to the laws of market relations.

The case method allows to take into account students' professional training, interests, developed style of thinking and behavior, which makes it possible to use it widely for teaching foreign language to the profession [9, p. 71].

A case study plays an important role in the study of professionally oriented texts, as it is an in-depth analysis of a specific case in relation to a particular profession. As we know, case studies are often based on real-life events or typical scenarios from professional practice, which makes them particularly useful for preparing students for real-life challenges and tasks they will face in the future.

Thus, case studies are an effective teaching and research tool in professionally-oriented texts, contributing to a deeper and more practical understanding of the subject and developing key skills for successful professional practice. Below are the texts where students' communicative competence is formed using professionally-oriented texts.

Professionally-oriented texts for the formation of communicative competence of students of the specialty B018 "Training of foreign language teachers" were selected according to the following criteria:

1. Topicality of the topic: The texts should be related to contemporary events and phenomena in world politics, economics, culture or science. They should reflect current trends and challenges in international relations or other areas, allowing students to follow current events on the world stage.

2. Professional specificity: Texts should aim to develop language skills necessary for professional activities in international relations, translation, intercultural communication and other related fields. They should include terminology and structure appropriate to the specifics of professional communication.

3. Level of language difficulty: The texts should be appropriate to the level of students' language proficiency and adapted to their current level of language proficiency. It is important that the texts be sufficiently challenging to stimulate the development of language skills, but not so complex that students cannot fully understand the content.

Selecting professionally-oriented texts according to these criteria will help students of the specialty "Foreign Language: Two Foreign Languages" to effectively develop their language skills and prepare themselves for professional activities.

#### *Text 1. Profession of an English teacher*

The profession of English teacher plays an important role in the educational system, providing students with the key knowledge and skills to succeed in one of the world's most widely spoken languages. An English teacher not only imparts

grammatical rules and vocabulary, but also encourages students to develop listening, reading, writing and speaking skills. Duties of an English teacher include: Developing curricula, selecting appropriate techniques and materials for effective teaching. Enabling pupils to develop confidence in using English in a variety of communication situations. Assessing pupils' learning achievements and adapting curricula according to their needs and language level.

Motivating students to actively participate in lessons and strive for continuous improvement of language skills. Independent study of new teaching methods, participation in professional seminars and courses to improve their pedagogical skills. The English teacher plays a key role in preparing students for international educational standards, providing them with the necessary tools for a successful academic and professional career. It also promotes cultural exchange and understanding between different countries and cultures. The profession of an English teacher requires a highly qualified individual with a deep understanding of the language and the cultural background of the countries that speak it. This profession not only provides an opportunity to influence the lives of many people, but also continues to be one of the most sought-after and prestigious in the field of education.

Case #1: Identify the key professional skills needed by an English teacher. Include in the list the skills of lesson planning, communicating with students of different backgrounds, adapting curricula, and assessing learning.

Case #2: Examine different English teaching methodologies such as communicative approach, backward learning methodology, etc., and compare their advantages and disadvantages. Compare their advantages and disadvantages and suggest the best approach for teaching middle school age students.

Case No.3. Discuss the importance of developing communicative competence for an English teacher. What aspects of cultural differences should be taken into account in language teaching?

Case #4. Summarize your research and offer recommendations for a successful career as an English teacher. What key lessons have you learned from your study of the profession? What strategies will help you succeed in this field?

A case study on the English teaching profession helps students to gain a deeper understanding of the requirements and aspects of the profession. It promotes the development of critical thinking and prepares students for future professional challenges in the field of education.

We should mention that the results of the study showed that the use of the case study method showed its effectiveness while working with professionally oriented texts. It is an effective means of developing students' communicative competence. Professionally oriented texts from the content basis of the case studies, ensuring the authenticity of the learning situations and a rich supply of professional vocabulary and speech patterns. Their integration in the case tasks contributes to the development of skills in analyzing professional situations, reasoned speech and the active use of the combined with professionally oriented texts, allows for the simulation of the real-life professional communication conditions. It enhances students' readiness for the future professional activity.

## Results and discussion

Approbation of the developed methods was carried out on the basis of Zhetysu University named after I. Zhansugurov. The total number of participants of the pilot training amounted to 64 people. Reading professionally oriented texts using the case study method and group work requires certain criteria for effective analysis and discussion of the content. The control of the formation of students' communicative competence of the specialty «Foreign language: two foreign languages» using professionally oriented texts was carried out according to the following criteria:

1. Understanding of the main concepts and problem: Group participants should clearly understand the main concepts and key aspects of the problem or situation described in the case study. This includes identifying the main issues faced by the characters in the case study.

2- Analyzing facts and data: It is important to analyze the facts and data presented in the case. The group should evaluate their credibility, relevance, and significance to understanding the problem or situation.

3. Critical Thinking and Reasoning: The group should use critical thinking to evaluate and analyze proposed solutions and to formulate reasoned conclusions and recommendations.

4. Communication and collective decision-making: It is important that group members communicate and interact effectively in order to reach agreement on a solution to the case. Each group member should have the opportunity to express his/her opinion and contribute to the discussion.

5. Application of theoretical knowledge: Participants should be able to apply their theoretical knowledge and professional experience to analyze and solve the problems presented in the case study.

6. Ability to work in a team: Group work requires the participants' ability to cooperate, share information and make decisions together.

These criteria will help the group to systematize the case analysis process, provide a deep understanding of the problem and effectively develop solutions based on the collective intelligence and experience of each participant.

To form students' communicative competence using professionally-oriented texts, we have identified several levels of development:

Table 1. The level of formation of students' communicative competence using professionally oriented texts

№	The level of formation of students' communicative competence using professionally oriented texts	Descriptors
1	Level of awareness of information	At this level, students are able to understand and comprehend information presented in professionally oriented texts. They can extract key facts, identify the main ideas and purposes of a text.

2	Level of analysis and interpretation	Students at this level are able to analyze texts in greater depth, identify connections between ideas, and evaluate the credibility of information and its relevance to professional tasks.
3	Level of critical thinking and evaluation	At this level, students are able to critically evaluate information presented in texts. They can identify bias, logical errors, evaluate reasoning, and make informed decisions based on analysis.
4	Level of communication and knowledge transfer	At this level, students can effectively communicate their ideas and conclusions based on the analysis of professional texts, both orally and in writing. They can adapt their communication style to different audiences and contexts.

For successful formation of students' communicative competence, it is important to systematically develop each of these levels by providing students with tasks and tasks that promote practical application of their knowledge on the basis of professional texts.

When determining the level of information awareness when reading professionally-oriented texts using the case task, students showed the following indicators. 32 respondents – 50% showed that, they are able to identify and emphasize the main facts and data presented in the text. This includes understanding major events, numerical data, statistics, and other specific details that are important to understanding the essence of the text. 23 respondents-35,93% able to identify the main ideas that the author is trying to convey and the purpose of the text. This includes understanding the main themes and issues discussed in the text as well as the main messages the author wants to convey to the reader. 9 respondents – 14% able to distinguish factual information from the author's opinions and judgments. This is important for the formation of an objective perception of the text and the correct interpretation of the information presented. Thus, in order to develop the level of awareness of information, it is important to practice reading a variety of professionally oriented texts, to discuss their content with teachers or colleagues, and to participate in tasks aimed at testing comprehension and interpretation of textual information.

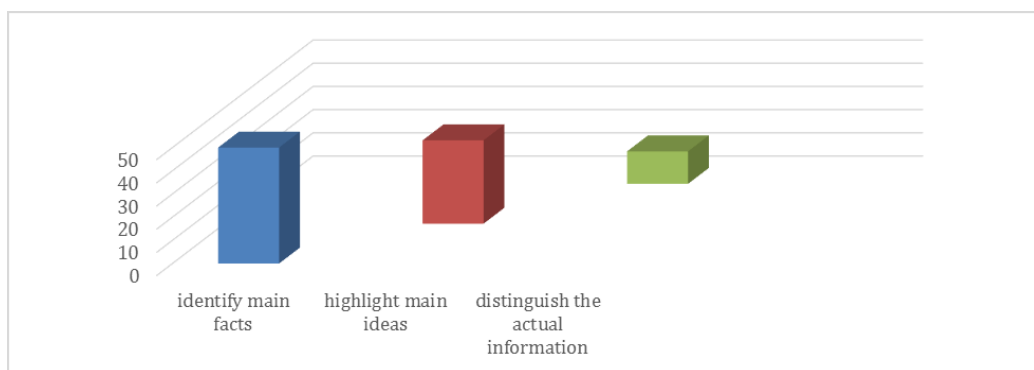


Figure1-The level of information comprehension in reading professionally-oriented texts

The next level of formation of students' communicative competence in reading professionally oriented texts is the level of analysis and interpretation. The analysis of this level was used in case study and group work. While using this level, 18 respondents-28,1%-are able to analyze more complex aspects of the text, such as specific arguments, use of evidence, and logical sequence. They are able to identify connections between different parts of the text and evaluate how they interact to support main ideas. 30 respondents- 46,8% able to critically evaluate sources of information presented in a text and their relevance to the topic or issue being discussed. They are able to identify possible biases, clarify the contexts and conditions in which data is presented 16 respondents- 25% able to recognize implicit messages and hidden intentions that may be presented in a text through word choice, tone, or context. They are able to read between the lines and recognize what meanings may be hidden behind explicit statements.

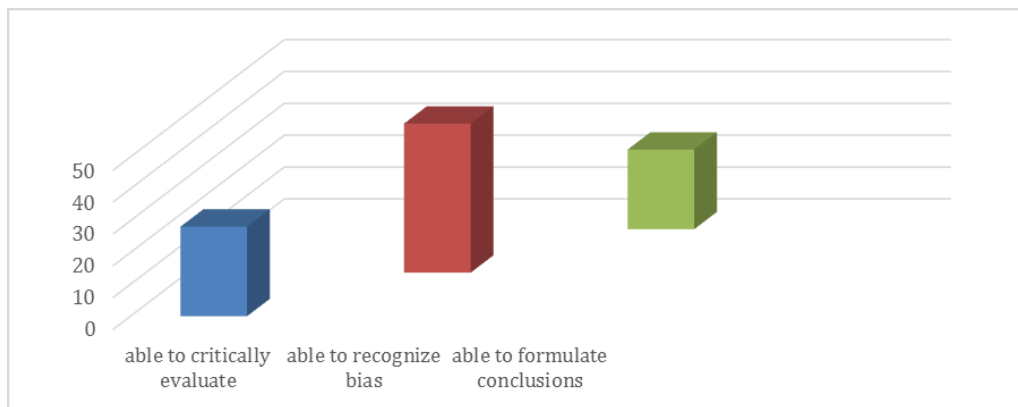


Figure 2 - The level of analysis and interpretation

Thus, in order to develop the level of analysis and interpretation, it is useful for students to participate in discussions and debates, to analyze different aspects of professional texts in depth, and to practice critical thinking and evaluation of information systematically.

The level of critical thinking and evaluation in reading professionally oriented texts involves students' ability to analyze and critically evaluate the information presented. When analyzing this level, the respondents showed the following levels. 27 respondents- 42,18% are able to critically evaluate the sources of information used by the author of the text and their authority in the professional field. They are able to consider the relevance and reliability of the data and check the factual support of the statements. 20 respondents- 31,25% are able to recognize bias or ideological attitudes that may influence the content of a text. They are able to read between the lines and identify the ulterior motives behind the statements expressed in the text. 17 respondents- 26,56% are able to formulate valid and informed conclusions and recommendations. They are able to argue their positions using both data from the text and their professional knowledge and experience.

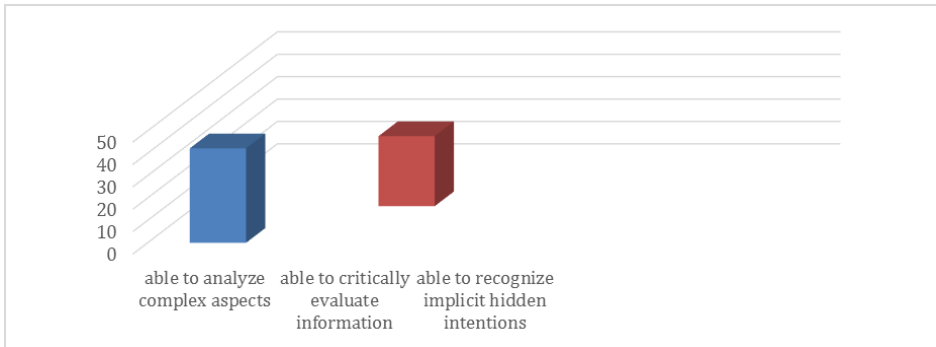


Figure 3 - Level of critical thinking and evaluation in reading professionally oriented texts

Thus, to develop the level of critical thinking and evaluation, it is useful for students to practice reading a variety of professional texts, participate in discussions and debates, and systematically train their ability to analyze and evaluate information. This helps them to develop critical thinking as a key competency for professional practice.

The level of communication and knowledge transfer in reading professionally oriented texts refers to the students' ability to effectively communicate their ideas and knowledge gained from the text, both orally and in writing. When analyzing this level, the respondents showed the following levels. 23 respondents- 35,93% can clearly and concretely communicate the main ideas and concepts extracted from professionally oriented texts. This includes the ability to concisely and accurately articulate the essence and content of the text. 21 respondents- 32,81% are able to support their statements with specific facts, data, or examples from professional texts. They can use this evidence to support their arguments and present their ideas persuasively. 20 respondents – 31,25% able to actively participate in discussions and debates based on the read material. They are able to express their opinions, listen to the viewpoints of others and build a productive dialog. And also students know how to work in a team and cooperate with others to achieve common goals. They are able to share knowledge and experience, support collective decision-making, and solve problems together.

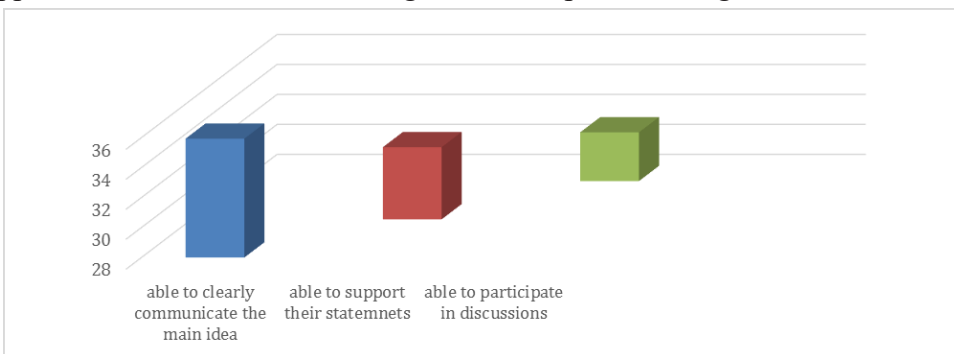


Figure 4 - Level of communication and knowledge transfer in reading professionally oriented texts

Thus, the formation of communicative competence of students of the specialty “Foreign Language: Two Foreign Languages” requires practice, feedback and learning opportunities aimed at developing written and oral communication skills based on professionally oriented texts. This helps students to effectively exchange information in a professional environment and successfully perform tasks requiring communication skills.

### **Conclusion**

The formation of students’ communicative competence using professionally oriented texts is a key aspect of their professional training. Reading such texts contributes to the development of not only understanding and analyzing information, but also the ability to critically evaluate, effectively communicate and transfer knowledge. It is important that students acquire the skills to adapt their communicative style to different audiences, use supporting evidence and examples to back up their arguments, and know how to participate in discussions and collaborate in teams.

This process not only promotes students’ personal development, but also prepares them for a successful professional career, where the ability to communicate effectively and transfer knowledge is crucial for success.

The formation of students’ communicative competence using professionally oriented texts is a necessary stage of their educational path. Reading and analyzing such texts contributes not only to an in-depth understanding of professional aspects, but also to the development of skills in critical evaluation of information, effective communication and teamwork. This approach allows students not only to strengthen their knowledge in the field, but also to successfully apply it in real professional situations.

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**КӘСІБИ БАҒДАРЛАНҒАН МӘТІН АРҚЫЛЫ СТУДЕНТТЕРДІҢ  
КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ  
ЕРЕКШЕЛІКТЕРІ**

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**Аңдатпа.** Бұл мақала студенттердің коммуникативтік құзыреттілігін дамыту үрдісінде басты оқыту материалы ретінде кәсіби бағытталған мәтіндерді пайдалануға назар аударады. Автор кәсіби білімді толықтыру және табысты кәсіби іс-әрекетке қажетті басқа коммуникативті дағдыларды дамыту үшін сөйлеу әрекетінің бұл түрінің үлкен маңыздылығын атап көрсетеді. Сондай-ақ, авторлар кәсіби бағдарланған мәтіндердің студенттерді заманауи еңбек нарығы талаптарына дайындаудағы және кәсіби стандарттарды өзгерту жағдайында оқу бағдарламаларын жаңартудағы рөлін талқылайды. Мақалада сонымен қатар кәсіби бағдарланған мәтіндердің студенттердің сыни тұрғыдан ойлауын дамытуға, түрлі коммуникативті жағдайларға бейімделуге және білім беру ортасында табысты өзара әрекеттесуге ықпалы қарастырылған. Мақалада сондай-ақ осы принциптерге қол жеткізуге бағытталған тиімді стратегиялар мен әдістер қарастырылады: айқындық пен қолжетімділік принципі, өзектілік принципі, интерактивтілік принципі және олардың студенттерді табысты кәсіби іс-әрекетке даярлауға әсері талқыланады. Тілдік және коммуникативті дағдыларды дамытудың негізгі құралы болып табылатын кәсіби бағдарланған мәтіндерді оқытуда пайдалануға ерекше көңіл бөлінеді. Мақалада мәдениетаралық коммуникация саласындағы табысты кәсіби іс-әрекетке қажетті кәсіби лексиканы, коммуникацияның нақты құрылымдары мен жанрларын тиімді меңгеруге және пайдалануға ықпал ететін әдістер мен тәсілдер талданады. Осы мәтіндерді жүйелі түрде қолдану коммуникациялық дағдыларды дамытуға және бүгінгі еңбек нарығының талаптарына сәйкес студенттердің кәсіби өмірге дайындығын арттыруға көмектесетіні дәлелденді.

**Тірек сөздер:** студент, кәсіби-бағдарланған мәтін, принцип, коммуникативті құзыреттілік, ынтымақтастықта оқыту, коммуникативті дағды, әдіс, тәсіл

## ОСОБЕННОСТИ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ С ПОМОЩЬЮ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫХ ТЕКСТОВ

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**Аннотация.** Данная статья исследует процесс формирования коммуникативной компетенции у студентов с акцентом на использование профессионально-ориентированных текстов как основного дидактического материала. Автор подчеркивает большое значение данного вида речевой деятельности для пополнения профессиональных знаний, развития иных коммуникативных навыков, необходимых для успешной профессиональной деятельности. Авторы также обсуждают роль профессионально-ориентированных текстов в подготовке студентов к современным требованиям рынка труда и актуализации учебных программ в контексте изменяющихся профессиональных стандартов. В статье также обсуждается влияние профессионально-ориентированных текстов на развитие у студентов критического мышления, способности адаптироваться к различным коммуникативным ситуациям и успешно взаимодействовать в образовательной среде. Статья также рассматривает эффективные стратегии и методы, направленные на достижение указанных принципов: принцип ясности и доступности, принцип актуальности, принцип интерактивности, и обсуждает их влияние на подготовку студентов к успешной профессиональной деятельности. Особое внимание уделено использованию профессионально-ориентированных текстов в обучении, которые являются ключевым инструментом для развития языковых и коммуникативных навыков. В статье анализируются методы и подходы, способствующие эффективному усвоению и применению профессиональной лексики, специфических структур и жанров коммуникации, необходимых для успешной профессиональной деятельности в области межкультурной коммуникации. Показано, что систематическое применение данных текстов способствует формированию устойчивых коммуникативных навыков и повышает готовность студентов к профессиональной деятельности в условиях современных требований рынка труда.

**Ключевые слова:** студент, профессионально-ориентированный текст, принцип, коммуникативная компетенция, коллабративная обучения, коммуникативный навык, метод, подход

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