

THE SYSTEM OF EXERCISES FOR THE FORMATION OF PRAGMA-PROFESSIONAL COMMUNICATIVE COMPETENCE OF IT SPECIALISTS

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Abstract. The article analyzes a system of exercises designed to form IT speciality students' pragma-professional communicative competence. Article was focused on the system of exercises to form IT speciality students' pragma-professional communicative competence in foreign language education. The following system of exercises were mentioned such as communicative-conceptual type, analytical-predictive type, pragma-actualization type, situational-conditional type, situational modeling type exercises. The exercises were given to IT students for 4 weeks and a questionnaire was taken to be aware of their beliefs and attitudes towards given exercises. Majority of the students' responses were positive and it can be concluded that the system of exercises significantly helped IT students. Currently, professional training of IT specialists in foreign language education is also significant. Thus, we are offering a new competence which contains: professional, functional, language, communicative competences in it. This competence is called pragma-professional communicative competence. The author proposes the system of exercises on the basis of the methodology for the formation of pragma-professional communicative competence of IT speciality students. As a result, majority of the students mentioned that communicative conceptual type of exercises helped them to develop their metalanguage and terms in IT. Whereas the other half of the students claimed that they liked situational modeling tasks while developing various language functions in their sphere. Overall, IT speciality students had a positive attitude towards the implemented methodology and model.

Key words: IT speciality, pragma-professional communicative competence, system of exercises, professionally- oriented, career- based, professionally identified, reflective-development, professional training, foreign language education.

Basic provisions

Currently, foreign language education is becoming not only important and prestigious, but also in demand among young professionals in the labor market. In most cases, the labor market requires from young specialists not only to be able to solve professional tasks but also to be fluent in foreign languages. Accordingly, the main goal of the content of education in teaching students from different specialities is to make them to be able to develop an adequate communication and deal with pragma-professional tasks. Kunanbayeva[1a] claimed that the content of foreign language education should have certain components in order to succeed in training such as approaches, principles, technologies, competences, sub-competences and assessment. In this article, we focus on the formation of IT speciality students' pragma-professional communicative competence. In order to form IT specialists' pragma-professional competence the following principles should be selected and

implemented: a) approaches: student-centered, activity-technological, lingua-pragmatic; principles: the principle of differentiated communicative orientation, the principle of situational conditioning of communicative exercises, the principle of pragma-conceptual basis; sub-competences: projective-functional, pragma-creative, discursive-vocational.

Introduction

Nowadays, the requirement for the system of education has increased and training specialists for cultural, personal and professional interaction with those who have the different cultural background, social traditions, mentality and linguistic culture. The intensive development of science and production causes the constant replacement of some technologies by others making them necessary to regularly update the knowledge of technical specialists and to continuously improve the quality of training. Kazakhstan sets the task of ensuring the competitiveness of the education system in the global market of educational services which necessarily require the ability to speak the same professional language to communicate with interlocutors and foreign colleagues. Consequently, the competitiveness of a modern specialist is also determined by his willingness to solve professional problems in a foreign language communication. The necessity to improve the professional training of IT specialists is highlighted by the Ministry of Education of the Republic of Kazakhstan [2]. During the pandemic, it was noticeable that the entire sphere in Kazakhstan and in the whole world needed highly qualified IT specialists. Additionally, it caused the necessity of new competence of IT specialists. Currently, professional training of IT specialists in foreign language education is also significant. Thus, we are offering a new competence which contains: professional, functional, language, communicative competences in it. This competence is called pragma-professional communicative competence. The author proposes her own methodology for the formation of pragma-professional communicative competence of IT speciality students. This article focuses on the system of exercises for the formation of IT speciality students' pragma-professional communicative competence. In our case, pragma-professional communicative competence is the ability to use foreign language tools for certain functional purposes related to the activities of an IT specialist who performs communicative functions, generates speech acts in accordance with the professional tasks of interaction. the ability to enter into professional communication on a specific topic, using the conceptual apparatus of the professional information sphere.

Foreign language learning requires a fairly high degree of development in terms of professional, personal, and cultural aspects. Kunanbayeva S.S.[1b] defined foreign language education as "the development of a person by means of a foreign language in parallel and interrelated study of language and culture", which means language and culture are not separated. Additionally, she states that the term "personal(identity) development" can have two interpretations such as: the first of them concerns the study of a foreign language, or rather the methodology of teaching a foreign language, and the second point is related to the co-study of language and professional content. In order to form specialists' certain competence, there should

be a clear vision and understanding of the result of foreign language education that determines all its other components: content, approaches and principles, structural components and stages, tools, strategies, mechanisms for achieving the goal. Then the content of teaching a foreign language to non-linguistic students (in our case, IT specialists) should be aimed at their successful professional self-realization and integration into the global community.

The content of foreign language teaching in technical universities is divided into two types: a) basic (training of all students regardless of their specialty, while the content is aimed at improving the skills and abilities formed at school); b) professionally oriented (learning a language taking into account the specifics of professional education). This article focuses on the system of exercises which will help to form IT speciality students' pragma-professional communicative competence. According to, The system of exercises is a set of necessary types and types of exercises aimed at certain learning conditions in order to form and develop a certain level and volume of skills and abilities in various types of speech activity in a specific contingent of trainees.

Methods and materials

The methodological basis of the study was the principles

-principle of differentiated teaching (material); principle of differentiated communicative directivity;

Sokolova & Galskova [3] claimed that the principle of differentiated communicative directivity makes learning/teaching material/process different taking into account the skills and abilities of each student and chooses corresponding communicative exercises to their level. It also refers to the selection and organization of foreign language materials corresponding to student's levels and other factors such as the specification of sphere in our case IT sphere and communication situations, cases, and choice of various tasks. Initially, students can focus on imitation, reproductive exercises, and work on individual skills, abilities, while at the end of training exercises should be provided as complex types of speech activity. Teachers use various techniques and methods, various exercises depending on learning objectives, teaching material, types of speech activities, and student's levels.

- divides students into several groups based on their levels;
- adequately combines the various forms of education (working in groups, individually, classwork, homework, projects);
- organizes learning based on students' abilities and interests;
- requires students to evenly manifest both oral and writing speech in learning a foreign language;
- techniques and methods should be used in a way that provide modeling of situations of real communication;

Learning outcomes should be also expected differently from various level learners and students should be given sufficient time to assimilate the material they have acquired during the semester by considering that weaker students need more time while stronger need less. The content of education, topics, and situations should be selected and organized in a way that ensures the formation of foreign

language pragma-professional communicative competence according to students' levels.

– the principle of functional-situational conditioning of communicative exercises helps to select material for speaking within the framework of the topic under study [4].

The implementation of this principle in training IT specialists foreign language process, the students get acquainted and use language forms and speech acts. In the learning process, students begin to understand how to behave in IT simulated situations and form communicative situations that allow them to use and develop their language functions. By functionally-situative conditionality of communicative exercises, we consider them as a set of tasks, relations, circumstances to create a particular real-life situation in which students can use language functions to avoid misunderstanding with interlocutors. However, not all exercises, circumstances, and relationships accompanying the conversation will be reflected in the statements of the interlocutors. But only part of these exercises, tasks, circumstances, situations, and cases should be used as semantic support in the process of communication. The functional-situational communicative exercises influence the conversations in several ways, through selection of grammatical structures, language functions and intonations. Situations should formulate the learning tasks to stimulate the student's speech acts, language functions and direct this speech, language functions to control the provided situation. Different kinds of situations should be designed to meet students' needs and educational requirements of a program, in our case to form foreign language pragma-professional communicative competence. Educational situations have features such as presence of verbal stimulus, support, possibility of repeated reproduction, and spontaneous statements in role-plays, games, discussions, debates. Students are able to navigate in the context of communication and are able to choose the most effective ways of expression.

- principle of pragma-conceptual basing;

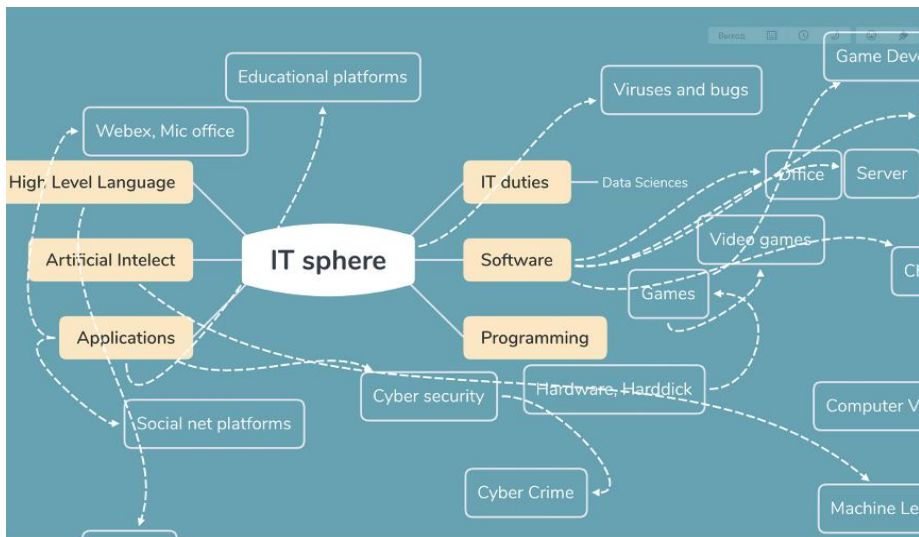
According to Akhmetova [5], this principle is based on practical usage of target language and creation of concepts. The usage of this principle in foreign language education process of IT specialists, they perform concepts and use it in practice. Students begin to understand IT terminology and emergence of IT processes and develop concepts on the basis of that knowledge. The pragma-concept helps to assimilate learned materials in the IT sphere. It also highlights the processes of understanding, perception, cognition which focus on the development of the processes of accepting, interpreting, analyzing, synthesizing and gaining knowledge. In the learning process, if the brain creates mental structures, the learning will be successful and effective. Tasks are also created to develop students' cognitive mechanisms which make language learning interesting.

Thus, the principles will lead to the staged model of the formation of pragma-professional communicative competence of IT specialists. The staged model of (exercises) by Kunanbayeva and Karabayeva cited in (Karabayeva, 2019) [6] was taken as the methodological and theoretical basis of this work. There are four stages of the formation of pragma-professional communicative competence:

- a) professionally- oriented
- b) career- based
- c) professionally-identified
- d) reflective-development

Professionally-oriented stage of the formation of IT speciality students' pragma-professional communicative competence includes a set of exercises of the pragma-actualizing type, communicative-conceptual type, and analytical-probabilistic type.

Communicative-conceptual type of exercises aimed at updating a new thematic and professional dictionary, terminology, and a glossary. The following tasks can be used in this stage: mindmapping, concept mapping, filling in the gaps,



matching and making the associations with words, and spidergrams. Here is the example: *1st task: Work in pairs or in small groups. Create a concept map of IT tasks, workplaces, and duties. Explain each concept if your friend doesn't know the term.*

doesn't know the term.

2nd task: A. In pairs, think about your favorite educational websites and discuss these following questions. 1. What websites do you like? 2. Do you like the way they are made? Give reasons for your answer. 3. What elements do you think a good website should have? Make a list.

Table 1. Read the text and label the feature on the screenshot with the terms in bold (1-8).

<p>The screenshot shows a browser window with a website. A red circle highlights the address bar containing 'https://www.cambridge.org/about-us'. A red box highlights the browser's navigation toolbar (back, forward, refresh, home, search). A red box highlights the 'Press Websites' section of the page. A red box highlights the 'Избранное' (Favorites) section. A red box highlights the 'Часто посещаемые' (Frequently visited) section. A red box highlights the 'Отчет о конфиденциальности' (Privacy report) section. A red box highlights the 'Список для чтения' (Reading list) section. A red box highlights the 'Living Wage' logo. A red box highlights the 'Share' button with social media icons.</p>	<p style="text-align: center;">Web design</p> <p>At the top of the page is the URL address. URL means Uniform Resource Locator - the address of a file on the Internet. A typical URL looks like this: http://www.bbc.co.uk/ radio/. In this URL, http:// means Hypertext Transfer Protocol and tells the program to look for a web means world wide web. bbc.co.uk is the domain name of the server that hosts the website - a company based in the UK; other top-level domains are .com (commercial site), .edu (education), .org (organization) or .net (network); radio is the directory path where the web page is located. The parts of the URL are separated by .(dot), / (slash) and (colon). Some sites begin ftp://, a file transfer protocol used to copy files from one computer page. www to another. The toolbar shows all the navigation icons, which let you go back one page or go forward one page...</p>
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Picture – 1 mind map of IT sphere

This set of exercises aimed at the development of IT specialists' communication skills with interlocutors, metalanguage and terminology. At this stage, functional-pragmatic, projective-structural, discursive-industrial sub-competencies of pragma-professional communicative competence can be formed.

Analytical-predictive types of exercises are aimed at developing students' analytical, predictive, probabilistic skills, developing students' forecasting and analytical skills, placement of oral and written speech, identification of cause-and-effect relationships, events and phenomena.

Table- 2 Analytical-predictive types of exercises

<p><i>Work in pairs, A and B. You both have information about some websites. Find out if your partner can suggest a website to help you with your problems. He or she may not have an answer to all your problems.</i></p>	
<p>Suggest possible solutions to given problems</p>	
<ul style="list-style-type: none"> ● do you need; ● & comfortable; 	<ul style="list-style-type: none"> You want to brighten up your website. - decide what website is that; - what kind of updates You would like to buy a ticket from Almaty to Atlanta. You want to reserve or book a hotel. - you need to find a website to buy ticket/book a hotel; you need to find a place/flight which is cheap You want some help with a project on computer security. You're feeling a bit flabby and would like to take up marathon running.

The main purpose of the *career-oriented stage* is to master certain metalanguages, terms and glossaries of the specialty [6]. Vocabulary gradually increases and is characterized by contextual preparation. Exercises and tasks at this stage provide acquaintance with the metalanguage material and are aimed at managing the understanding of the meaning of definitions, their reproduction in given and different contexts (alternative selection tasks, classification, description, similarities, similarities and differences), derivation of arbitrary sentences based on the source, etc.), the correctness of grammatical structures.

Table - 3 pragma-actualization exercises

<p><i>Read the article and use this link to search about IT jobs.</i></p> <p>https://insights.dice.com/2020/04/22/dice-job-report-tech-industry-powers-through-pandemic/</p> <p><i>In pairs or groups, choose two IT jobs and explain the information that is provided in this site, discuss: speak on and compare - what competencies are needed, approximately how much salary do they earn, what are their duties, where & why is this popular...</i></p>	<ol style="list-style-type: none"> 1. Software developer 2. Network engineer 3. Systems engineer 4. Senior software developer 5. Java developer 6. Software QA engineer 7. IT project manager 8. Application developer 9. Computer support specialist 10. Business analyst
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It includes a composition of exercises of situational-conditional type, situational-modeling type and pragma-modeling type, the purpose of which is to form a professionally justified context in all conditions of professional activity of the subject of professional relations. At this stage, pragmatic, discursive sub-competencies of pragma-professional communicative competence are formed.

5th task: Pragma-professional training

<https://www.lucidpress.com/pages/tour/free-desktop-publishing-software> By using this link download this software to your computer and analyze it. Your task is to publish an article on the steps to how to use the above software. Evaluation: Writing and publishing

6th task: situational-conditional type (case study). As a group, find out how many people in your faculty / group have had problems with any of these devices in the last twelve months. Calculate the percentages and compare the results with the results of a previous study.

Table- 4 situational-conditional type (case study)

Devices	Your class	Other users
Hard disk		17
CD-ROM drive		15
Modem		15
Mouse		13
Monitor		12
Motherboard		11
Sound card		7

Situational-modeling tasks take into account the peculiarities of the professional dialect, when speaking freely with foreign colleagues, using situational professional diversity, it is aimed at creating new situations based on content, modeling the main professional situations [7].

7th task: situational modeling exercises

A. *Listening.* Listen to six people from different careers. What do they do? Complete the sentences. In different dialects and accents, classify and discuss in pairs and check what the accent is.

B. *Put yourself in the situations of people in this career and create a dialogue or role play.*

Table – 5 list of IT specialists

<i>Database administrator</i>	<i>Helpdesk supervisor</i>	<i>Project manager</i>
<i>Software developer</i>	<i>Support technician</i>	<i>Systems analyst</i>

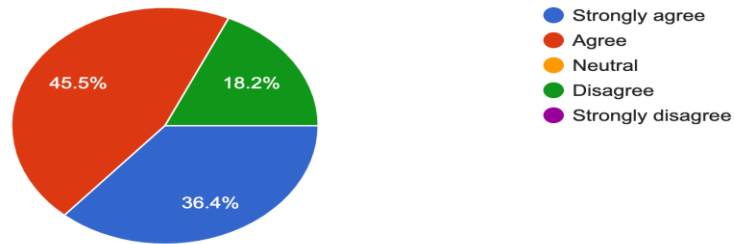
C. *Watch the TED talks using the link and give a brief overview of it and make your own way of resolving this situation with a 3-4 minute public or video presentation.* <https://www.youtube.com/watch?v=gahcsvMTBhs>

Exercises at this stage form the mastery of the subject content of professional and communicative communication and are aimed at developing skills of searching, analyzing, summarizing and synthesizing information on given professional topics (causal relationships, multiplication of speech clicks, speech patterns, listening to real speech, productive speech be able to draw conclusions with minimal errors in the types, to draw appropriate conclusions from what they see and hear, etc.)(8).

Results and Discussions

The questionnaire and experiment were conducted with 2nd year IT students. The abovementioned exercises were given to form students' pragma-professional communicative competence in foreign language education. The questionnaire results described below:

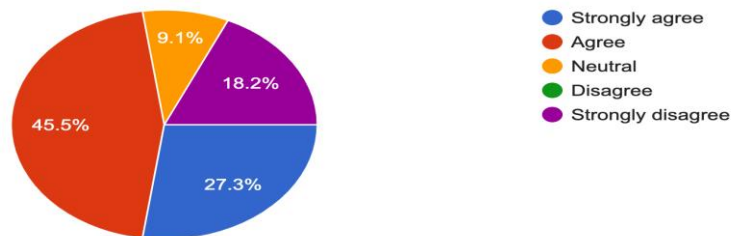
I think communicative conceptual types of exercises such as mind mapping, concept maps, matching and making associations with words he... pragma-professional communicative competence.
11 responses



Pie chart -1 students' attitude towards communicative conceptual exercises

As you can see in this pie chart, the majority of the students 45.5% agreed with the statement that situational and interactive forms of exercises helped and they liked the following activities such as mind mapping, concept maps, making associations and so on.

Situational-modeling tasks develop the peculiarities of the professional dialects, IT terms.
11 responses

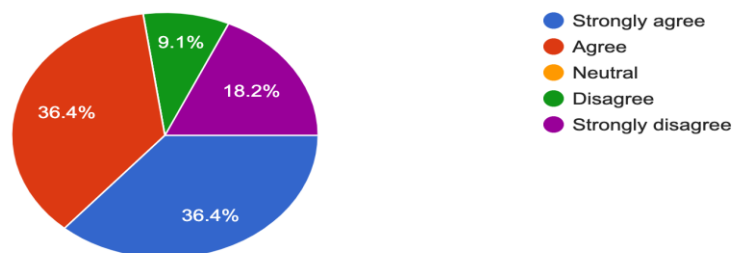


Pie chart – 2 students' attitude towards situational modelling tasks

45.5 % of students believe that situational-modeling tasks develop the peculiarities of the professional dialects and IT terms. While other 18.2% of the students do not believe that the situational-modeling tasks will develop the professional dialects of students.

Situational modeling exercises develop skills of searching, analyzing, synthesizing information/ provide solutions to the given professional topics/situations.

11 responses



Pie chart – 3 s students' attitude towards situational modelling exercises

36.4% of students strongly agree with the statement that situational modeling exercises develop students searching, synthesizing, and providing solutions to the professional problems. At the same time 36.4 % of participants also agree that the mentioned tasks helped them to solve given problems.

Conclusion

In conclusion, this article focused on the system of exercises for forming the pragma-professional communicative competence of computer science students in foreign language education. The following motor systems are mentioned: communication conceptual, analytical prediction, pragma realization, situational condition, and situational modeling exercises. The exercises were given to IT students for four weeks and they filled out a questionnaire to examine their beliefs and attitudes towards the exercises given. Most of the student reactions are positive and it can be concluded that the practice system has greatly helped IT students.

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IT МАМАНДАРЫНЫҢ ПРАГМА-КӘСІБИ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУҒА АРНАЛҒАН ЖАТТЫҒУЛАР ЖҮЙЕСІ

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Аңдатпа. Мақалада ақпараттық технологиялар мамандығы студенттерінің прагма-кәсіби коммуникативті компетенциясын қалыптастыруға арналған жаттығулар жүйесі талданды. Сонымен қатар, мақала IT мамандығы студенттерінің шет тілін оқытуда прагма-кәсіби коммуникативті компетенциясын қалыптастыруға арналған жаттығулар жүйесін сипаттауға бағытталды және эксперимент арқылы нақтыланды. Коммуникативтік-концептуалды тип, аналитикалық-болжау типі, прагма-актуализация типі, жағдаяттық-шарттық тип, жағдаяттық модельдеу типті жаттығулар сияқты аталған жаттығулар жүйесі алға тартылды. Жаттығулар ақпараттық технологиялар мамандығындағы студенттеріне төрт апта бойы беріліп және берілген жаттығуларға деген сенімдері мен көзқарастарын білу үшін сауалнама алынды. Сауалнама жаттығулар сынып барысына енгізілгенге дейін және кейін студенттерден алынды. Студенттердің жауаптарының көпшілігі берілген

жаттығуларға деген көз қарастары оң болды және жаттығулар жүйесі ақпараттық технологиялар студенттеріне айтарлықтай көмектесті деп қорытынды жасауға болады. Қазіргі уақытта, шет тілін оқытуда ІТ мамандарды кәсіби даярлау да маңызды екенін алға тартып, осы зерттеу арқылы оны нақтылап отыр. Осылайша, авторлар жаңа компетенцияны ұсынып отыр, оның құрамында: кәсіби, функционалдық, тілдік, коммуникативтік компетенциялар. Авторлардың ұсынуы бойынша, ақпараттық технологиялар мамандығы студенттеріне бұл компетенцияның маңызы зор және бұл компетенция прагма-кәсіби коммуникативтік компетенциясы деп аталады. Автор ІТ мамандығы студенттерінің прагма-кәсіби коммуникативтік компетенциясын қалыптастыру әдістемесі негізінде жаттығулар жүйесін ұсынады. Нәтижесінде студенттердің көпшілігі коммуникативтік концептуалды жаттығулар типі ІТ-дағы метатілді және терминдерді дамытуға көмектесетінін айтты. Студенттердің екінші жартысы өз саласында түрлі тілдік функцияларды дамытуға жағдаяттық модельдеу тапсырмаларының ықпалы болғандығын алға тартты. Жалпы алғанда, ІТ мамандығының студенттері енгізілген әдістеме мен модельге оң көзқараста екендігі айтылды және берілген жаттығулар өмірлік кәсіби мәселелерді шешуге ықпалы бар екендігі де анықталды.

Тірек сөздер: ІТ мамандығы, прагма-кәсіби коммуникативті құзыреттілік, жаттығулар жүйесі, кәсіби-бағдарлы, мансаптық, кәсіби сәйкестендіру, рефлексиялық-дамыту, кәсіби дайындық, шет тілін оқыту.

СИСТЕМА УПРАЖНЕНИЙ ДЛЯ ФОРМИРОВАНИЯ ПРАГМА-ПРОФЕССИОНАЛЬНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ИТ-СПЕЦИАЛИСТОВ

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Аннотация. В статье проанализирована система упражнений для формирования прагма-профессиональной коммуникативной компетенций студентов информационных технологий, кроме того, в статье была поставлена задача описать систему упражнений для формирования прагма-профессиональной коммуникативной компетенций в языковом обучении студентов информационных технологий и была протестирована посредством эксперимента. В статье было предложена система упражнений коммуникативно-понятийного типа, аналитико-прогностического типа, прагма-актуализирующего типа, ситуативно-условного типа, ситуационно-моделирующего типа упражнений. Упражнения давались студентам информационных технологий в течение четырех недель, и был проведен опрос, чтобы выяснить их убеждения и отношение к упражнениям. Анкетирование проводилось до и после внедрения вышеуказанных упражнений. Можно сделать вывод, что большинство студентов положительно отзывались о проведенном обучении и что система обучения значительно помогла студентам, изучающим информационных технологий. В настоящее время профессиональная подготовка ИТ-специалистов важна и в обучении иностранному языку, и это подтверждается посредством данного исследования. Таким образом, авторы предлагают новую компетенцию, в которую входят: профессиональная, функциональная, лингвистическая, коммуникативная компетенции. Эта компетенция называется прагма-профессиональной коммуникативной компетенцией. Автор предлагает систему упражнений, основанную на методике формирования прагма-профессиональной коммуникативной компетенций студентов информационных технологий. В результате большинство студентов отметили, что тип коммуникативных понятийных упражнений способствует развитию метаязыка и терминов

в информационных технологий. Вторая половина студентов утверждала, что задачи ситуационного моделирования оказали влияние на развитие различных функций языка в их области деятельности. В целом было сказано, что студенты информационных технологий положительно относятся к внедренной методике и модели, а также определено, что данные упражнения оказывают влияние на решение жизненных профессиональных задач.

Ключевые слова: ИТ-специальность, прагма-профессиональная коммуникативная компетенция, система упражнений, профессионально-ориентированная, карьерно-ориентированная, профессионально-идентифицированная, рефлексивно-развивающая, профессиональная подготовка, иноязычное образование.

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