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**ТИЛ САЯСАТЫН ӨРКҮНДӨТҮҮНҮН КУРАЛЫ КАТАРЫ ЧЕТ ЭЛДИККОМПЕТЕНТТҮҮЛҮКТҮ
КАЛЫПТАНДЫРУУ МОДЕЛИ**

**МОДЕЛЬ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ КАК ИНСТРУМЕНТ
СОВЕРШЕНСТВОВАНИЯ ЯЗЫКОВОЙ ПОЛИТИКИ**

**MODEL OF FOREIGN LANGUAGE COMPETENCE FORMATION AS THE
PHENOMENA OF LANGUAGE POLICY ENHANCEMENT**

Аннотация: Макалада тил саясатын өнүктүрүү механизминин негизи катары келечектеги адистердин чет тилдүү коммуникативдик компетенттүүлүгүн калыптандыруу модели каралат. Сунушталган макалада чет тилдерди окутууда коммуникативдик компетенттүүлүктү калыптандыруу процесси каралат. Коммуникативдик компетенттүүлүк тилдин структуралык өзгөчөлүктөрүн гана эмес, анын социалдык, прагматикалык жана контексттик өзгөчөлүктөрүн да камтыган кеңири термин катары каралат. Чет тилин өздөштүрүү процессин изилдөө максатында педагогикалык моделдөө методун колдонуу кеңири практикага ээ. А. н.Шукиндин пикири боюнча, моделдөө алардын мурда болгон же жаңыдан курулган мүнөздөмөлөрүн аныктоо жана тактоо максатында ар кандай мүнөздөгү объекттерди изилдөөгө мүмкүндүк берет [1]. Чет тилин окутуу процессин моделдөө жол- жобосу чет тилин окутуунун комплекстүү системасын иштеп чыгууну камтыйт, анда максаттар, структура, материалдын мазмуну, окутуу процесси, тарбиялоо таасиринин методдору жана механизмдери чагылдырылат. Биздин изилдөө чет тилин үйрөнүү моделин иштеп чыгууга аракет кылды [2]. Биз сунуш кылган модель чет тилин окутууда болгон бир нече ыкмаларды, атап айтканда компетенттүүлүк, коммуникативдик, Инсанга багытталган жана инсандык-ишмердүүлүктү интеграциялоого негизделген. Компетенттүүлүк ыкмасынын негизги постулаттарын кармануу билим берүү тутумун адистин компетенттүүлүк моделине багыттоо менен шартталган. Кесиптик маанилүү компетенцияларды түзүү проблемасын көп сандаган изилдөөлөр иштин ар кандай чөйрөлөрүндөгү милдеттерди ийгиликтүү чечүү үчүн зарыл болгон жалпы маданий жана кесиптик компетенциялардын жыйындысын өздөштүрүү зарылдыгын көрсөтөт (Б. А.Некладников, Е. К. Гитман, в. в. Сафонова, т. с. Серова, А. Н. Шамов жана башкалар). Ошол эле учурда чет тилдүү коммуникативдик компетенттүүлүк жалпы маданий компетенциялар блогунун интегративдик компоненти болуу менен глобалдык жана орус масштабында өзүнүн кесиптик потенциалын ишке ашырууга даяр адистин мүнөздөмөсү болуп саналат [3].

Аннотация: В статье рассматривается модель формирования иноязычной коммуникативной компетенции будущих специалистов как основа механизма развития

языковой политики. В представленной статье исследуется процесс формирования коммуникативной компетенции при обучении иностранным языкам. Коммуникативная компетентность рассматривается как широкий термин, который включает в себя не только структурные особенности языка, но и его социальные, прагматические и контекстуальные особенности. Использование метода педагогического моделирования с целью изучения процесса овладения иностранным языком имеет широкую практику. По мнению А.Н. Щукина, моделирование позволяет изучать объекты различной природы с целью определения и уточнения их уже существующих или вновь построенных характеристик [1]. Процедура моделирования процесса обучения иностранному языку включает в себя разработку комплексной системы обучения иностранному языку, в которой отражены цели, структура, содержание материала, процесс обучения, методы и механизмы воспитательного воздействия. В нашем исследовании была предпринята попытка разработать модель обучения на иностранном языке [2]. Предлагаемая нами модель основана на интеграции нескольких существующих подходов к обучению иностранному языку, а именно компетентностного, коммуникативного, личностно-ориентированного и личностно-деятельностного. Приверженность основным постулатам компетентностного подхода обусловлена ориентацией всей системы образования на компетентностную модель специалиста. Многочисленные исследования проблемы формирования профессионально значимых компетенций указывают на необходимость овладения набором общекультурных и профессиональных компетенций, необходимых для успешного решения задач в различных сферах деятельности (К.Е. Безукладников, Е.К. Гитман, В.В. Сафонова, Т.С. Серова, А.Н. Шамов и другие). В то же время иноязычная коммуникативная компетенция, являясь интегративным компонентом блока общекультурных компетенций, выступает характеристикой специалиста, готового реализовать свой профессиональный потенциал в глобальном и российском масштабе [3].

Abstract: The article discusses the model of formation of foreign language communicative competence of future specialists as the basis of the mechanism for the development of language policy. The present article examines the process of formation of communicative competence in teaching foreign languages. Communicative competence is considered as a broad term that includes not only the structural features of the language, but also its social, pragmatic and contextual features. The use of the method of pedagogical modeling in order to study the process of mastering a foreign language has a wide practice. According to A.N. Shchukin, modeling makes it possible to study objects of various nature in order to determine and refine their already existing or newly constructed characteristics [1]. The procedure for modeling the process of teaching a foreign language includes the development of a comprehensive system of teaching a foreign language, which reflects the goals, structure, content of the material, the learning process, methods and mechanisms of educational influence. In our study, an attempt was made to develop a model of learning in a foreign language [2]. The model we propose is based on the integration of several existing approaches to teaching a foreign language, namely competence-based, communicative, student-centered and student-activity. Adherence to the basic postulates of the competency-based approach is due to the orientation of the entire education system towards the competency-based model of a specialist. Numerous studies of the problem of the formation of professionally significant competencies indicate the need to master a set of general cultural and professional competencies necessary for the successful solution of problems in various fields of activity (K.E. Bezukladnikov, E.K. Gitman, V.V. Safonova, T.S. Serova, A.N. Shamov and others). At the same

time, foreign language communicative competence, being an integrative component of the block of general cultural competences, is a characteristic of a specialist who is ready to realize his professional potential on a global and Russian scale [3].

Негизги сөздөр: чет элдик компетенттүүлүк, модель, келечектеги адистер, заманбаптехнологиялар.

Ключевые слова: иноязычная компетенция, модель, будущие специалисты, современные технологии.

Key words: foreign language competence, model, future specialists, modern technologies.

Introduction. One of the bases for modeling the process of teaching a foreign language is the initial provisions of the communicative approach. Orientation to the principles of this approach is caused by the communicative orientation of the discipline "Foreign language". The communicative approach defines the basic components of the language learning system and recognizes the position that language as a means of human communication functions, is assimilated and develops in the process of speech contacts and speech interaction of people. Therefore, communication is the goal, means and basis of the organization of teaching foreign language speech[4].

The achievement of the integrative goal of teaching a foreign language at a university is also facilitated by a personality-oriented approach that "affects all components of the education system (educational and educational goals of teaching each academic subject, the content of teaching, methods, technologies and teaching techniques) and the entire educational process as a whole" [5]. This creates favorable conditions for the formation of foreign language communicative competence due to flexibility in determining the goals of teaching a foreign language, taking into account the individuality and personal interests of students. As a result, we are talking about more effective training (I.S. Yakimanskaya, E.V. Bondarevskaya, M.N. Berulava, V.V. Serikov and others).

Synthesizing the personal and activity components, the personal-activity approach from the position of a teacher means the organization and management of purposeful educational activities of students in "the general context of their life activity — the orientation of interests, life plans, value orientations, understanding of the meaning of learning for the development of the creative potential of the individual" [6]. In the process of organizing students' activities, there is a reorientation of the learning process to the formulation and solution by the students themselves of specific educational tasks (cognitive, research, projective, etc.). The personal-activity approach involves the organization of subject-subject educational cooperation between a teacher and students, as well as the implementation of collective communicative activity as a form of educational cooperation and conditions for the formation of necessary knowledge, skills and abilities in a foreign language.

Effective implementation of the proposed model is possible provided that the following didactic principles of training are observed: consistency, activity, subjectivity, differentiation and individualization, the developing nature of training, professional orientation, reflection [7].

Based on the normative-target and content components, we have modeled the organizational-activity component, which defines a set of actions aimed at achieving a complex didactic goal, methods, forms and means used in the process of teaching a foreign language. At the same time, the main mechanism for the effective functioning of the proposed model for the formation of foreign language communicative competence of university students is a block -modular technology used in the course of organizing independent work. This technology of organizing the

process of teaching a foreign language allows creating conditions for students to assimilate the content of educational programs at an individual pace by enlarged educational units presented in the form of blocks-modules. As V.M. rightly notes. Gareev, the purpose of the development of blocks- modules is "to dissect the content of each topic of the course into component components in accordance with professional, pedagogical and didactic tasks, to determine appropriate types and forms of training for all components, to coordinate them in time and integrate them into a single complex" [8].

Consideration of the modular approach in the system of higher education as a priority is explained by the tendency to reduce the number of classroom hours allocated to the study of the discipline "Foreign Language" along with the increasing volume of educational material for independent study. In these conditions, there is a need to ensure the flexibility of the training content, adaptation to the individual needs of the individual and the level of her basic training.

The block-modular technology is based on the procedure for structuring the training content into thematic blocks-modules. In the structure of each module there is an invariant component, which includes classroom work and extracurricular independent work, as well as a variable part (extracurricular independent work), the volume and level of which depends on the language training of the student and his motivation to learn a foreign language.

A block-modular approach to the organization of independent work of students is possible if the following didactic conditions are met: pedagogical planning, methodological support, creation of a system of multi-level tasks, time for independent work, motivation level, teacher counseling. In an attempt to create optimal conditions for learning a foreign language for students of various levels of language training and motivational readiness, the main emphasis is on compliance with the principle of differentiation, which involves taking into account the varying degrees of formation of foreign language communicative competence and its subsequent step-by-step process of formation [9]. Differentiated tasks for independent work allow students to choose an individual educational trajectory of their linguistic training and move to a higher level of formation of this competence. With a differentiated approach to the organization of independent work on learning a foreign language, special emphasis is placed on the performance of tasks involving the development of search and research competencies, professional competencies, as well as contributing to the increase of creative activity of students.

In the performance-evaluation component, the criteria for evaluating the effectiveness of the functioning of the model are highlighted. Indicators of the formation of individual subcompetencies as part of a foreign language communicative competence, namely linguistic, socio-cultural, professional, compensatory competencies, are cognitive criteria (the sum of knowledge according to the State Standard in various types of speech activity: speaking, reading, writing), activity (the ability and ability to carry out professionally-directed speech activity), motivational (the growth of motivation to learning a foreign language and learning activities in general), reflexive (assuming self-assessment of personal qualities).

The main part.

The "model" is different in content and type, purpose and task. It often changes depending on the content of the original of the studied subject environment, its impact on the environment. The model can be as a concept of education that defines the subject environment with the help of a word, in the form of a set of sentences, conclusions, in the form of a physico-graphical, schematic, defining the main sides, elements, connections of the object, as well as in the form of mathematical formulas or numerical tables defining the main external and internal connections and relationships

[10, P. 236].

According to G. Klaus, the model is a dialectical contradiction of theory and practice. A model is a theory that represents the possibility of proving an unknown environment, the transition from abstraction to reality, scientific evidence [11]. If we formulate the stated idea, then the main type of models is the scientific model. This model should be based on obtaining new knowledge, ideas, projects about this subject environment through research.

Describing the model, A.M. Novikov considers it as an additional object that provides new information about the main object selected or processed for a cognitive purpose [12]. A. B. Gorstko connects the model with learning to control the target in order to know the basic rules of a real object, its development and interaction with the environment, or to determine effective approaches to goals and criteria under given conditions[13]. We believe that these opinions complement each other, not refute.

The concept given by V. A. Shtoff of the model, the attitude to modeling are of great importance in pedagogical research. According to the author, a model is a system in which the object of research is depicted, reproduced and replaces this object, gives new information, is embodied in the mind or materialized [14]. Summarizing the author's opinions, the model is constructed as a structurally meaningful integral system of an abstract type, implemented in accordance with the purpose, objectives, based on the theoretical justification of the research topic, based on the receipt of projects.

In the works of B. S. Dynamov and D. V. Chernilevsky, modeling is considered as the purpose of training and as a manifestation of professional qualities of a person [15]. And in the research of scientists S. I. Arkhangelsky, T. A. Ilyina, etc. the specialist model is considered as an active organic system, personality as a unique approach.

"First of all, I believe that models are a highly specialized part of our technical equipment, their own functions are to create the future. As a model, I see not only a certain value, but also a method of action that determines this value. In this sense, models are the realization of goals and, in addition, tools that implement these goals... The model simultaneously takes into account the goal and guarantees its implementation" [12].

Nurgalieva G. K. analyzed the organization of professional competence of future specialists, the problems of educational work at school from the standpoint of cognitive, motivational-need, activity-behavioral components [183]. Agreeing with this opinion of the scientist, we were guided when developing a model on the problem of our work.

Podlasyi I. P. scientific model is a system covering the object of research, mentally visualizing or materializing it. While the pedagogical model defines the goals, content, form, method, ways of managing the educational process, the scientifically based model believes that it determines the ways of organizing and functioning of the integral pedagogical process or its part [184]. Confirming the author's idea, we draw attention to the fact that the role of the changing activity of models in pedagogical research prevails.

In our conditions, modeling the purpose of teaching and educating a future teacher is expressed through the requirement for the professional quality of a specialist, the level of his training. A future teacher in the process of professional and pedagogical activity can learn not only simple, but also complex professional abilities, skills, in addition, in the educational process, students should be able to form the necessary psychological, moral and professionally significant personality qualities in the context of globalization.

The identification of ideas about the teacher's model and the characteristics of his foreign

language competence is the psychological and pedagogical nature of his professional activity.

The concept of "specialist model" and the closely related concept of "competence approach of a specialist with higher education" reveal the content of education and the foundations and structures of his choice. The specialist's model includes not only his personal aspects and character, but also the knowledge and abilities of specialists reflecting their achievements as a result of the educational process and the need for a practical process in the activities of the university [8].

Conclusion. In other words, modeling becomes for the teacher a part between pedagogical theory and real practical activity. In the process of modeling, the researcher's attention is focused on those aspects of the experience that should come to change, as well as on some parts (norms, means, products, subjects of activity, etc.).

Modeling is not just a tool that reflects the phenomena of real life, but a criterion that verifies the truth of knowledge obtained through the implementation of theories that come out in the form of a model. In our case, the model of formation of professional competence of future teachers is a system of objects and features that repeat the semantic properties of the ideal image of a professional or a standard of personal and professional development [9].

Based on the above, we noticed that modeling in pedagogy is used in the following cases:

- a) modeling pedagogical tasks and pedagogical situations;
- b) modeling of the learning process, education and development of students; c) modeling of the state of the management system of educational institutions.

It sets out the goals, objectives, content, methodology and principles of the formation of foreign-language competence of future specialists, the form of implementation of which is the educational process, system, system. In this regard, the concepts, concepts, principles of foreign language competence of future specialists, factors contributing to its formation, etc. were given in the model.

Based on the analysis and consideration of the conclusions, definitions, comments of domestic and foreign scientists given above, we call the competence of a foreign language readiness to perform certain tasks in accordance with the theoretical knowledge and practical experience of a specialist. Taking into account the above, in our opinion, it will be possible for future specialists to form foreign language competence in the context of globalization. In the figure below, we will present a structural and meaningful model of the foreign language competence of future specialists in the context of globalization.

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