

ABSTRACT

of the Thesis for the Degree of Philosophy Doctor (PhD),
in specialty "6D011900 – Foreign Language: two foreign languages"

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Scientific and Theoretical Fundamentals of Professional Communicative Competence Development of Future Foreign Language Teachers in the Age of Informatization of Foreign-language Education (linguistic universities; teaching specialties)

Research Relevance. Globalization dictates that education should take priority in the social sphere of human society. Being an educated person is integral to everyone's self-development and self-knowledge, and key to one's successful future, as well as to the welfare of a country and society as a whole. The Kazakhstani educational system has been dynamically adapting to the changing conditions of the educational process, and is now occupying its niche in the global community as it joined the Bologna Process in 2010. This has conditioned the development of new approaches to education and research, which are detailed in the proceedings of the prominent Kazakhstani and foreign researchers. Not knowledge but competencies should be seen as the education learning outcome. The core values of Education of the Future will include willingness and ability to solve problems, navigate the infinite torrents of information looking for correct answers and choosing life-proposed alternatives, develop inherent individual abilities of each person, show genuine interest in one's favourite occupation, in the latest best practices in research. All this presumes an educational paradigm shift.

The new educational paradigm needs a new type of education, one of which is foreign-language education, that meets all the modern methodology practice and theory requirements. Today's education "requires shifting the emphasis from teaching to improving self-organization by the student of his/her activities..." [Kunanbayeva S.S. Modern foreign-language education: methodology and theories. – Almaty, 2005. – P. 24], where students and teachers are viewed as acting in a subject-to-subject tandem. Modern students are creative in performing their tasks, they can find good ways and methods of fulfilling their assignments, independently earn knowledge and gain expertise, critically analyze the information and refract it through the prism of their beliefs and attitudes. It is important that today's students can adequately monitor their professional development, analyze their activities in their professions, the basis of which was laid by their university teachers.

Education is a permanent task-oriented and controlled process regulated within the system and timelines, and is absolutely necessary for fulfilling a human potential of self-improvement and transformation of nature and the world around man. Therefore, the **national education development program of the Republic of Kazakhstan for 2011–2020 emphasizes the need for "lifelong learning"**.

Today, a new generation of teachers is needed, who would be able and willing to adapt easily to this rapidly changing innovative educational environment. For

this, they should possess such professional qualities that a teacher of the future would require to promote informatization of the national education system. Failing to acquire such qualities leads respectively to a number of contradictions:

- between the social demand for “teachers of a new generation” capable of adequate intercultural professional communication for their future profession, using innovative technologies, and teachers' inadequate knowledge of advanced innovations in the field of higher teacher education;
- between the growing demands for the students who are ready to learn using innovative technologies and lack of appropriate discipline-specific teaching materials for the students to use such innovations;
- between the practical needs that cannot be satisfied due to lack of adequate research and theoretical underpinning of the innovations use for educational purposes.

These observed contradictions between the social demand for the new generation teachers with a perfect command of modern innovative technologies and lack of theoretical and practical research bring up the research **theme** – modelling of a professional and communicative pathway of a foreign language teacher, in the context of one’s future profession, using ICT tools. This determines the research topic as “**Scientific and Theoretical Fundamentals of Professional Communicative Competence Development of Future Foreign Language Teachers in the Age of Informatization of Foreign-language Education (linguistic universities; teaching specialties)**”.

The Research Object: the process of teaching foreign language to future teachers of pedagogical specialties using informatization tools.

The Research Subject: methods of forming professional communicative competence using ICT technologies.

The Research Hypothesis: formation of professional communicative competence will be more effective:

if:

- the professional communicative competence structure is presented as an integral system of theoretically substantiated criteria and indicators of an intermediary of professional communication;
- methodologically it is regulated by the cognitive-reflective-axiological approach that would map out the foreign language teaching pathway using IT tools based on a sound system of methodological principles and techniques;
- the ICT technologies – web 2.0 technologies and tools – are used as the psychological control mechanism;
- the subject content unit of an IT-based foreign language teaching process is a professional communication module integrating its components: basic courses, modules and technologies;
- the formation of professional communicative competence is conditioned by an integrated information and learning environment focused on foreign language teaching goals;

- the professional communicative competence development methodology is based on continuity of such training stages as professional-orientation, professional-based, professional-identification and reflexive-developmental;

then, the expected outcome will be a model of formation of professional communicative competence with professionals capable of and ready for professional communication with people from other linguocultural environments;

since an attempt will be made to develop a professional communicative competence formation model adapted to the common European standard, within an educational process based on such methodological approaches as cognitive, linguistic, cultural, reflexive, axiological, competence-based and personality-centred ones.

The Research Aim: to substantiate and collaborate a conceptual basis and methodology for the phased formation of professional communicative competence as a methodological category specific of an IT-based foreign language school.

Research Objectives:

1) To develop a model for the formation of professional communicative competence combined with linguoprofessional, pragmatic, discursive, strategic and communicative subcompetencies, reveal its criterion-featured aspects, develop a typology of exercises to be tested experimentally.

2) To develop a rationale of the cognitive-reflexive-axiological approach as a conceptual methodological basis for professional communication.

3) To develop the structure of the professional communication module as a content area unit: to select a content that would reflect the basic courses, modules and technologies.

4) To substantiate the didactic potential of web 2.0 technologies and tools as an integral mechanism for the formation of IT-based professional communicative competence.

5) To create an integrated information and learning environment on the "Nicenet" platform didactically governing the formation of professional communicative competence.

The Research Methods: study and critical analysis of the relevant research works; modeling; targeted observation and analysis of the educational process; testing; teaching during testing and experimental process.

Scientific Novelty and Theoretical Significance of the Research:

– the research has defined the actual notion of “professional communicative competence” as a methodological category of foreign-language education, and has identified its components, as well as criteria and parameter aspects;

– a cognitive-reflexive-axiological approach has been developed as a conceptual framework for professional communication, which is aimed at producing learning outcome "intermediator of professional communication" possessing tactics and strategies of intercultural communication in an informatization environment;

– a professional communication module has been developed that consists of an educational unit, including: basic courses, modules and technologies;

- a new set of components of foreign language education based on informatization has been determined;
- a web 2.0 relevance has been confirmed to show that these technologies and tools are instrumental for a mutually conditioned process of formation and development of a learning outcome "intermediator of professional communication" acting in the conditions of informatization.

The practical significance of the research consists in developing a methodology for gradual formation of professional communicative competence in such stages as professional-orientation, professional-based, professional-identification and reflexive-developmental. Formation of professional communicative competence using web 2.0 technologies and tools, being a leading technology, is a didactically valuable educational process that reflects the criteria and parameter aspects established, combined with the developed typology of exercises, aimed at obtaining the final educational outcome – "intermediator of professional communication". The training toolkit developed as an applied product, can be used for educational matters within university teaching environment.

Main provisions to be defended:

1) Professional communicative competence manifests itself as readiness for professional communication and self-development in a professional environment using a foreign language. This environment is characterized by a set of subcompetencies, such as linguo-professional, pragmatic, discursive, strategic and communicative, with a specific structure of descriptors.

2) The cognitive-reflexive-axiological approach to foreign language education is a conceptual and methodological basis for the theoretical and methodological activity aimed at forming professional communicative competence, being a methodological category, during IT-based foreign language teaching.

3) The professional communication module makes it possible to efficiently select and structure the foreign language teaching content using both basic courses in functional disciplines and practical/specialist skills development technology, which ensures efficient professional communication, forms a professional linguistic background using a language as a tool of professional communication based on web 2.0 information and communication technologies.

4) Integrated information and learning environment is a prerequisite for the efficient development of professional communicative competence and is an ordered set of web 2.0 information and communication technologies focused on developing the learning outcome – "intermediator of professional communication" in an intercultural dialogue supported by digital educational technologies used for didactically organized teaching processes.

5) The web 2.0 technologies and tools are the professional communication drivers in an information-and-educational environment promoting development of professional communicative competence. The learning outcome of this process is to develop "intermediator of professional communication", so that they are capable

of an IT-based professional communication for foreign language teaching purposes.

Approbation. Main provisions to be defended are reflected in the following international conferences' proceedings, scientific articles and oral participation reports: «Balancing ICT with the face-to-face interaction in the EFL classroom: teachers' perspective» (Vienna, Austria, 2014); «Hazards of Teaching with Technology in SLA Classroom» (Florence, Italy, 2014); scientific article «The role of teaching concepts in an “English for specific purposes” discipline» in edition listed with the Thomson Reuters database (Istanbul, Turkey, 2015); «Thinking globally: ICT teaching perspectives» (Athens, Greece, 2015); «Prospective Language Teachers' Perspectives on the Use of Technology in the Foreign Language Classroom: Survey of Attitudes Towards the Practical Implications and Outcomes of Lessons Incorporating Technology» (Prague, Czech Republic, 2015); «Modern education tendencies within informatization of society» (Almaty, Kazakhstan, 2016); «Didactic Potential of Cloud Technology In Creating A Unified Educational “Space” In a SLA Classroom» (Liepaya, Latvia, 2016); scientific article «Focus on profession: teaching insights using a technology in a SLA classroom» in the international scientific journal listed with the Scopus database «International Education Studies» Vol. 8, No. 2, ISSN 1913-5020, Canada; scientific article «Creation of a unified educational space within a SLA University classroom using cloud storage and online applications» in the international scientific journal listed with the Scopus database «International Journal of Environmental and science education» Vol. 11, No. 15, ISSN 1306-3065, Turkey; scientific article «The teacher of new formation: ICT teaching insights, values, priorities» «KazNU Bulletin» journal, «Pedagogical sciences» series, № 2 (45) 2015; scientific article «Modelling of professional communication within FL learning environment in a digital age» (linguistic universities; teaching specialties), in «Science and life of Kazakhstan» journal, Pedagogy series, № 5 (32), 2015; scientific article «Mastering professional skills of foreign-language teachers by means of modern technologies» in «KazNPU Bulletin» journal, «Pedagogical sciences» series, № 1 (49) 2016; scientific article «Professional and Personal Self-Determination of foreign language teachers in the conditions of informatization of higher education» in «KazNU Bulletin» journal, «Pedagogical sciences» series, № 1 (47) 2016; scientific article «Didactics of FL informatization: priorities and perspectives» in «Science and life of Kazakhstan» journal, Pedagogy series, № 6 (50), 2017.

A total of fourteen scientific works were published, based on the materials of the thesis, out of which five works were published in the editions recommended by the Committee for Control in Education and Science, Ministry of Education and Science of the Republic of Kazakhstan, two papers were published in a non-zero impact factor journal listed with the Scopus database, one paper was published in an edition listed with the Thomson Reuters database, and six works were published in the collected proceedings of international and foreign scientific conferences.

The Structure of the Thesis. The thesis consists of an introduction, three chapters, conclusion, a list of references and appendices.