

ANNOTATION

for a PhD doctoral degree of Zhylytyrova Zhanar Tekesbaikyzy on a dissertation topic “Theoretical and applied basics for modeling the system of vocational foreign language training for agro-economic specialities” by speciality: “6D011900 - Foreign Language: Two Foreign Languages”

Relevance of the Research. In the conditions of integration into the international educational space, the most important factor in the stable and sustainable development of Kazakhstan is to ensure high quality of education. The necessity to provide conditions for professional interaction via foreign language of not only agricultural specialists, but also in various branches of industry and social spheres becomes a stimulating lever for the development of professional and foreign language education and the renewal of the curriculum.

The needs for a scientifically based approach and the definition of “competence-based education” as a qualitatively new and modern pedagogical theory providing a new qualitative level of education brought to life numerous studies with various interpretations of its conceptual and methodological foundations and essential-purpose definitions of the categorical apparatus (I.A. Zimnyaya, V.D. Shadrikov, Y.G. Tatur, E.F. Zeer, E.A. Gnatyshina, V.I. Baidenko and etc.). But with all the diversity of methodological platforms that were put forward as a justification of the benefits of the competence approach in education, in the historical and chronological development and formation of this pedagogical theory since the 1980s – 1990s, competence-based approach as a pedagogical theory and an education model is firmly defined as a universal educational perspective platform that provides professional and competence-based training of specialists. A specialized development of the innovative approach, competence pedagogical theory found in the formation and development of the modern competence paradigm for foreign language education in the formation of the intercultural and communicative competence model of foreign language education (G.V. Elizarova, M. Bayram, V.V. Safonova, E.A. Van, S. Savignon, R.P. Milrud, I.I. Khaleeva). The works of researchers proved the importance of this approach in ensuring modern demand for performance in the formation of intercultural and communicative foreign language competencies.

Based on the developed “cognitive-linguoculturological methodology of foreign language education” with the complex object of cognition “foreign culture-foreign language-personality” and the formation of the “intermediator of intercultural communication” that were put forward as a modern paradigm of foreign language education (S.S. Kunanbayeva), the researcher bases this approach in implementing the competence theory as a basic educational platform, defining a model of education, with a deterministic composition of competencies. In the framework of this methodological direction, studies were conducted in the development of foreign language professional training of students at non-English majoring universities with theoretical and practical substantiation and competence-based modeling of foreign language training of specialists with the introduction of:

- competence-professionally based version of the “context-centered approach by A.A. Verbitsky” with projection on the professional economic foreign language in non-English majoring universities;
- concepts of “commercial communication”, presented in the context of the formation of competencies of professional communication in a foreign language (A.T. Tynyshtybaeva);
- development of competence-based modeling of intercultural-communicative, professionally-based training system in the framework of financial and banking activities for students of specialized schools (D.N. Kulibayeva);
- the development of a “situational-thematic block” for the training of specialists in the business field (G.D. Zakirova) with the definition of the competencies composition and other works with an emphasis on the competence-based education.

Research with the projection on the development of foreign language and professional readiness for communication based on the material of specific professional fields are known, for example, the works of S.V. Kuznetsova, G.A. Petrova, E.P. Kobeleva, O. Yu. Iskandarova, R.F. Zhusupova, I.S. Galimzyanova, N.M. Izoria, N.B. Gvishiani, T.P. Dobrosklonskaya, T.B. Nazarova, V.V. Vasilyeva, R.F. Idzelis, S.T. Bogatyreva, A.V. Mchedlishvili, A.I. Komarova, I.M. Magidova, A.L. Nazarenko, P. Strevens, P.V. Sysoyeva and many others. A common feature of this group of works is their pragmatic and functional selection of specific-professional material based on the contextual organization of the learning process.

However, the current level of requirements for ensuring professionally competence-based quality of personnel training, capable for working in conditions of international economic interaction and situations of business and professional communication indicates the need for communicative activity-based professional and foreign language training of students. The need to develop modular-structured competency-based, professional content complexes taking into account targets with the development of technologies form a determined system of foreign professional-specific competences.

The choice of the research is dictated by need to ensure the professional readiness of specialists in the agro-economic industry for intercultural professional interaction, and the development of a foreign language and professional model of a specialist and a module-competent educational program, which is examined in this connection, which ensures the proper level of training requirements for this profile.

Accordingly, the following series of objective contradictions and unsolved problems can be singled out as a justification for the choice of issues that lead to search the ways to resolve them.

The contradiction between:

- social order for modern specialists of the agricultural sector, who speak a foreign language at a level that allows to participate in professional international communication and insufficiently developed effective training model;
- necessity to use certain approaches, modern technologies and insufficient development of a specific model for the formation of a professional and foreign language competence composition of an agro-economist specialist.

The resolution of these contradictions determined the choice of **the research problematics**, which consists in the development of theoretical and methodological foundations, mechanism and model of an integrative content-competence foreign language and training of agro-economic and professional complex, which forms an adequate specialist for modern requirements.

Analysis of problems and unresolved contradictions led to define the dissertation topic.

The aim of the research is the theoretical substantiation and practical development of the model for professional and foreign language training system of agro-economic specialists in the context of international professional-business interaction and communication.

The object of the research is the process of professional foreign language training of agro-economic specialists.

The subject of research is the method of forming an integrative model of a specialist of foreign language and industry communication with the composition of foreign language professionally integrated competences.

The hypothesis of the present study:

competence-based and professionally-integrated foreign language training of specialists in the agro-economic sector as modernly-demanded model of a specialist will be effective, **if: an integrative model of a foreign and professionally foreign language communication will be developed on the basis of the formation of a foreign professionally integrated language competence; then** it is possible to qualitatively unify the system for training a goal-oriented integrative model of a specialist in a foreign and professional language communication, **as** competence-aimed, professionally-integrated foreign language-communicative specialist will be formed.

Purpose and hypothesis determine the need to solve the following **tasks**:

1. Justify approaches, integrative occupational content and program-specifics of foreign-agro-economic education;
2. Design an integrative model of a specialist in a foreign language and industry communication based on a foreign language professionally integrated competence and develop a methodology for its gradual formation;
3. Develop a professional competence complex (PCC) as a substantive unit of a foreign language professional education sector;
4. Design a model of an integrative module-competence educational system and test the effectiveness of the proposed methodology in an agricultural higher education institution.

The following theoretical theories served as the theoretical and methodological basis for the research:

- cognitive - linguoculturological methodology of modern foreign language education (S. Kunanbayeva);
- theory of contextual learning (A.A. Verbitsky);
- scientific and theoretical foundations of the competence approach (I.A. Zimnyaya, V.I. Baydenko, Yu.G.Tatur);

- theory of modular learning (P.A. Yutsyavichene, S.Ya. Batyshev, K.Ya. Vasina, V.M. Gareev, N.N. Surtaeva, T.N. Shamov, T.I. Pak);
- theory of system approach (V.P. Besspalko, A.Ya. Lerner, G.A. Umanov);
- research in the field of professionally-oriented teaching of foreign languages (O.S. Akhmanova, P. Strevens, T. Hutchinson and A. Waters, T.B. Nazarova, O.E. Lomakina, Dudley-Ivans and John, A.B. Tynyshtykbaeva, N.K. Stamgaliyeva, O.Yu. Iskandarova, V.V. Vasilyev, P.V. Sysoev, A.L. Nazarenko, T.B. Lesokhina, A.I. Komarova, etc. P. Dobrosklonskaya, V.F. Aitov, R.F. Zhusupova, D.D. Moskovchenko, S.A. Meyramova, N.B. Gvishiani, G.A. Petrova, E.P. Kobeleva, T.N. Astafurova and etc.).

In order to solve the tasks and to prove the hypothesis that were put forward, the following **research methods** were used: collection and analysis of scientific and pedagogical literature; monitoring the learning process at non-English majoring university, a comparative analysis of programs, textbooks and teaching aids; written, oral questioning of students; ascertaining and forming stages of experimental learning to test the developed complex; analysis of the results of the work.

The scientific novelty and theoretical significance of the research is that:

- professional and integrative content was justified and an “integrative professional concept” for agro-economic specialties was developed;
- integrative model of a specialist for foreign language and industry communication was designed on the basis of the foreign language professionally integrated competence identified with the capability to function in the context of international interaction;
- system has been created for the competence development in the format of the professionally competence complex (PCC) as a meaningful basis for professional education;
- technique of step-by-step modeling the process of forming an integrative model of a specialist in a foreign language and industry communication has been developed.;
- a model of an integrative modular competence-based educational system was designed.

The practical significance lies in the selection of subject content in the form of a professional competence complex, consisting of 4 modular competence blocks, integrating the main current topics of the modern foreign language professional education. The proposed integrative modular competence educational program for professional and foreign language training of agro-economic specialists and the system of situational and reflexive-applied tasks can be used in the educational process for training the specialists in professionally-oriented foreign language education.

Approbation.

The main theoretical positions and results of the study were discussed at international and republican scientific conferences: “Foreign Language Education: experience, tasks, novelty” II International Scientific and Practical Conference, 2014, November, 21 Abylai Khan KazUIRandWL (Almaty); International conference “Linguistic discourse”, 2015 (Slovakia); International conference “AEON International Multidisciplinary Conference on Social Sciences and Arts”, 2016, (Italy); The collection of the international conference “IJAEDU-International E-Journal of Advances in Education”, Vol. 3, Issue 7, April 2017 (Turkey) and collection of the international scientific-practical conference “Global Science and innovations 2019: Central Asia” (Astana). The results of the research were reflected in the publications of

scientific and pedagogical publications recommended by the Committee for Control and Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan “Bulletin of the Academy of Pedagogical Sciences of Kazakhstan” №2 (March-April), 2017, “Bulletin of the Academy of Pedagogical Sciences of Kazakhstan” №6 (November-December), 2016, Bulletin of KazNPU named after Abay, series “Pedagogical Sciences”, № 2 (50), 2016 and in Scopus database: International journal of Environmental & Science Education 2016, VOL. 11, NO.14, 7262-7270; International Journal of Environmental & Science Education 2016, VOL. 11, NO.18, 12289- 12297.

The content of the research work

The dissertation consists of the introduction, three parts, conclusion, list of literature and annex.