

**JSC «KAZAKH ABLAI KHAN UNIVERSITY OF INTERNATIONAL  
RELATIONS AND WORLD LANGUAGES»**

«Approved by»  
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**PROGRAM**  
**entrance exams to doctoral studies**  
**in the field of training**  
**"8D017 -Training of teachers of languages and literature"**  
**in the educational program**  
**«8D01721 –Foreign language teachers training»**

**Almaty, 2026**

## 1. General provisions

1.1 The program was compiled in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan of October 31, 2018 No. 600 «On approval of the Model Regulations for admission to studies in educational organization, implementing educational programs of technical and vocational education» (hereinafter referred to as the Standard rules) and the Rules for admission to study at JSC «Kazakh Ablai Khan University of International Relations and World Languages» (hereinafter referred to as Ablai Khan KazUIR&WL).

1.2 The entrance exam shall consist of the following blocks:

- 1) an interview with an incoming person conducted by the examination committee of Ablai Khan KazUIR&WL;
- 2) essay writing;
- 3) answers to examination questions on the profile of the educational program group.

1.3 The final score is a collection of scores obtained by summing up the results of the essay assessment, answering examination questions on the profile of the educational program group and interviewing.

Type of test	Scores
An interview with an incoming person conducted by the examination committee of the OHPE	30
Essay writing	20
Answers to examination questions on the profile of the educational program group	50
Total	100

3 hours 20 minutes (210 minutes) are allotted for the doctoral entrance exam, of which:

- for an interview - 20 minutes;
- to write essays and answers to exam questions on the profile of the educational program group - 190 minutes (3 hours 10 minutes).

1.4 Entrance exams for groups of educational programs under doctoral programme are held within the following terms:

- 1) from August 4 to August 20 of a calendar year;
- 2) from November 19 to December 11 of a calendar year.

1.5 The interview for individuals entering doctoral studies is carried out by Ablai Khan KazUIR&WL independently before passing the entrance exams in the blocks «Writing essays» and «Answers to examination questions on the profile of the group of educational programs».

The interview is aimed at assessing the professional and personal qualities of the incoming, the potential for conducting research or experimental research work.

The interview is formalized by a protocol, which is signed by the chairman, members and secretary of the examination committee.

If the applicant fails to appear for the interview, 0 scores are set, a protocol is drawn up, which is signed by the chairman, members and secretary of the examination commission.

### **Topics for preparing for the exam according to the profile of the educational program group**

1. Socio-historical and scientific-theoretical conditionality of formation and development of methods of teaching foreign languages. The current state of methodology of foreign language education: problems and prospects.
2. Implementation of the Cognitive Linguocultural Approach in the Practice of Foreign Language Lesson Modeling and Speech Material Selection.
3. A new approach to the development and improvement of the theory and practice of foreign language education: cognitive linguocultural methodology and theory of foreign language education and its specific contribution to the theory and practice of foreign language education.
4. Objective legitimacy and the prospects of allocation "of foreign language education" into an independent scientific and practical areas of education.
5. Conceptual essence of language and foreign language education. Patterns of language and foreign language education.
6. Critical analysis of existing approaches in the treatment of cross-cultural communication as a field of knowledge of the modern theory of foreign language education.
7. The aims and objectives of learning a foreign language at the present stage, their integration with the position of the new methodology and the theory of foreign language education.
8. The content structure "of foreign language education purposes", the validity of allocation of its three components.
9. Articles category of "the content of teaching a foreign language": the component composition category and its interpretation from the standpoint of the new methodology and the theory of foreign language education.
10. The existing typology category "educational content".
11. Intercultural communicative competence as the main objective of foreign language education at the present stage, its component structure, different approaches to the definition of scientists component composition of this competence.
12. Laws and specificity of formation of multilingual identity in a multilingual context.
13. Competence approach in foreign language education. Comparative characteristics of the two educational models "knowledge-based" and "competence". The differentiation of the concepts of "competence", "competency (kompetentnost')".

14. Conceptual essence of the categories of "professional competency", "professional readiness", their composition.
15. The definition of "the subject of intercultural communication", based on the complexities of the laws governing the formation and the new secondary conceptualization of the world.
16. An analysis of the basic provisions of cognitive linguocultural methodology and implementing its theories of foreign language education in comparison with the existing concepts of training FL.
17. The system of methodological and methodical principles of complex itself as the educational foundations of cognitive linguocultural paradigm of foreign language education.
18. The content of "methodological", "basic", "specific" principles of selection and organization of the content of a modern model of education.
19. Characteristics of "modeling" (as a method of scientific knowledge or the conversion tool original object) modeling capabilities, "communication".
20. CLC as an integrated unit, reflecting the substantive content of the model of communication.
21. Innovative teaching technologies: project technology. Pedagogical goals and objectives, types of projects and methods of modeling in foreign language education, formed competence.
22. Didactic and methodological capabilities of digital educational resources.
23. Modern conceptual and methodological model based foreign language education. Subject side of content model that reflects the composition of cognitive- linguistic and cultural complex (CLC); Procedural content, as a basis of formation of intercultural and communication skills with the use of a control system (CS - communication systems).
24. Modular block construction of subject content in the structure of the educational program.
25. Digitalization of foreign language education as one of the leading areas of modern science and practice of foreign language education.
26. Methodology for the Use of Electronic-Digital and Print Technologies in Organizing Students' Independent Foreign Language Learning in a Language University.

### **Approximate essay topics**

- 1 The role of a foreign language in ensuring intercultural interaction.
- 2 Communication as a type of communicative activity.
- 3 Problems of intercultural interaction between representatives of different cultures.
- 4 Language as an integral part of the process of cognition and the formation of "mental constructs".
- 5 The place and role of the native language in the formation of a "secondary cognitive consciousness".

- 6 Professional foreign language competence as an actual need of modern society.
- 7 Ensuring international interaction in the areas of cultural and humanitarian communication.
- 8 Efficiency of using ICT in foreign language education.
- 9 International-adaptive level model as an organizational and technological basis for language education.
- 10 Modern interactive teaching methods in foreign language education.
- 11 Modeling of professional foreign language education.
- 12 Modern model of foreign language education.
- 13 Genesis and structure of goal setting in the system of foreign language education.
- 14 Implementation of cognitive and communicative approach in foreign language education.
- 15 Implementation of personality-centered approach in foreign language education.
- 16 Competency-based approach as target-based of a new educational paradigm.
- 17 Problems of assessing the formation of intercultural communicative competence of students.
- 18 Professional foreign language competence as the aim and result of the modern educational paradigm.
- 19 Professional concept as a unit of subject content of professional foreign language competency-based education
- 20 Modern approaches to individualization of student learning in multi-level foreign language education.

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