

ANNOTATION
on the dissertation for scientific degree of PhD in specialty 6D011900 –
“Foreign language: two foreign languages”
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“Scientific and methodological foundations of the formation of reflexive
competence of a future foreign language teacher”

Actuality of the research. In the conditions of integrating Kazakhstan's educational system into the world educational space, increasing socio-economic prospects of development and intercultural interaction, ensuring the progressiveness and sustainability of relations and cooperation of globalized communities, the role of not only general education, but also largely foreign language education is increasing. It is necessary to ensure the readiness of "new formation" specialists to intercultural communication not in standardized, conditioned by the requirements of professional communities.

There is a need to provide a qualitative breakthrough in the professional training of qualified personnel, corresponding to global standards, capable of implementing the tasks of accelerated modernization of higher education, increased social and educational importance of knowledge of foreign languages as a tool of international interaction, designed to ensure foreign language education the status of an obligatory competence component of professional qualification of a modern specialist in the new conditions of international intercourse. In this connection, such professional training of future teachers of a foreign language which is regulated by the governmental and departmental decisions, and also the concept of foreign language education of the Republic of Kazakhstan is necessary. Possession of a foreign language as the tool for the decision of tasks of education is a pledge of preparation, owning ability to a professional reflection both own activity, and environment activity. The relevance of the present study is determined by the need of training specialists of a new level with a high level of development of reflexive competence, independently making responsible decisions, capable of predicting the possible consequences of decisions in the rapidly changing conditions of professional interaction.

In methodology there is a great experience of theoretical understanding of various aspects of formation of reflexive competence of the future teachers of a foreign language. These include: the theory of competence education (I.A. Zimnyaya, S.S. Kunanbaeva, D.N. Kulibeve); research in the field of professional education (A.A. Verbitsky, T.M. Davydenko, S.S. Kunanbaeva, A.A. Zhaitapova, B.A. Sarsenbaeva, V.A. Slastenin, G.A. Umanov, A.A. Usmanov, N.D. Khmel etc.); research in the field of professional training of future foreign language teachers (D.K. Bartosh, N.D. Galskova, A.M. Ivanova, V.A. Kolomiets, S.S. Kunanbaeva, M.R. Kondubaeva, U.I. Kopzhasarova, T.D. Kuznetsova, K.S. Uspanov and others); personality-activity approach (L.S. Vygotsky, P.Y. Halperin, V.V. The personality-activity approach (Vygotsky, P.Y. Galperin, S.L. Rubinstein, N.F. Talysina, V.D. Shadrikov, etc.), studying reflexion as a psychological and pedagogical phenomenon (A. Buzeman, D. Dewey, V.A.

Lektorsky, B.A. Lefebvre, etc.) and professional reflexion (O.A. Kornilova, V.A. Metaeva, O.S. Pogrebnaya, G.S. Pyankova, E.E. Rukavishnikova, etc.); professional and pedagogical reflexion (E.Yu. Azbukina, V.K. Eliseev, M.V. Zakharchenko, N.V. Kuzmina, Yu. Stetsenko, G.G. Ernst, etc.).

At the same time, a theoretical analysis of the scientific literature on the issue under study, a generalization of practical experience have shown that the substantiation of the linguodidactic conditions for the formation of the reflexive competence of a future foreign language teacher has not been the subject of a special study to date, which determined the topic of our study and served as its basis: **“Scientific and methodological foundations for the formation of the reflexive competence of a future foreign language teacher”**.

The object of the research is the preparation of the future teacher of a foreign language in higher education institution.

The subject of research is the process of formation of reflexive competence of the future teacher of a foreign language.

The aim of the research is to theoretically substantiate the formation of the reflexive competence of the future teacher of a foreign language in foreign language education and to develop the experimentally tested methodology.

Research hypothesis: The formation of reflexive competence will be effective **if** the structural components of reflexive competence and the criteria for its formation are determined, a model for the formation of reflexive competence of a future foreign language teacher is developed, linguodidactic conditions are determined, an educational and methodological complex reflecting linguodidactic materials and technology for the formation of reflexive competence of a future foreign language teacher is introduced, **then** a future foreign language teacher will achieve such a degree of competence that will be able to coordinate activities and acquire professionally significant qualities (self-control, self-development), **because** the linguodidactic process is based on the position of competence-based, motivational, personal-activity and axiological methodological approaches.

Research objectives:

1. Define the essence of the concept of “Reflexive competence” and justify its importance in the professional activity of a foreign language teacher.
2. Reveal the structural components of formation of reflexive competence of the future teacher of a foreign language.
3. Develop a structural and content model and determine linguodidactic conditions of formation of reflexive competence of a future teacher of a foreign language.
4. Develop an educational-methodical complex of formation of reflexive competence of the future teacher of a foreign language.
5. Offer a technology of formation of the reflexive competence and to check its efficiency in the course of experimental work.

Research methods: in realization of the tasks set in the research work the method of analysis, expert review, generalization, comparison of theoretical works; empirical survey, interview, observation, practical experiment; mathematical and statistical method of processing the results of the research were used.

The results obtained and their scientific novelty:

1. Theoretically grounded formation of reflexive competence of the future foreign language teacher in foreign language education, the concept of "reflexive competence" of the future foreign language teacher is specified;

2. The set of linguodidactic conditions of formation of reflexive competence of a future foreign language teacher in the process of foreign language education has been revealed and substantiated.

3. The model of formation of reflexive competence of a future foreign language teacher on the basis of a complex of approaches (competence, motivational, personal-activity, axiological) in the process of foreign language education is developed;

4. The educational-methodical complex of formation of reflexive competence of the future foreign language teacher in the process of foreign language education, the effectiveness of which has been tested in the course of experimental work, scientifically substantiated recommendations have been developed.

Practical significance of the study:

1. In order to form the reflexive competence of the future teacher of a foreign language the educational-methodical complex on the basis of a course "Reflexive practice" is prepared.

2. The results of the conducted research can be used in practical work of teachers of higher education institution, in the system of training and professional development of pedagogical staff.

The importance of the results of the study: This study significantly enriches both the scientific and educational-methodological fund of Kazakhstani education. The conclusions presented by the author are of undoubted theoretical and practical value both for further research and in the training of future teachers of a foreign language.

Theoretical and methodological bases of the research: competence approach in education, philosophical, pedagogical, psychological knowledge of reflexive competence in the process of scientific cognition and learning, theories and ideas about the formation of reflexive competence of a future foreign language teacher, linguodidactic and methodological approaches.

Stages of the research: In the first stage (2017-2018) the topic, directions, goals and objectives of the research work were defined, scientific works related to the topic of the research were studied.

At the second stage (2018-2019 years) the work on the first and second chapters of the thesis work was performed. The structural and content model of formation of reflexive competence of the future foreign language teacher in the process of foreign language education was developed; the effectiveness of the developed methods of formation of reflexive competence of the future foreign language teacher in foreign language education was checked; the criteria, indicators and levels of formation of reflexive competence of the future foreign language teacher in foreign language education were determined. Materials of the ascertaining experiment on the problem of research were selected and conducted in certain bases.

At the third stage in the 2019-2020 academic year the formative experiment was conducted, the results were summarized, scientifically based recommendations for the research work were formulated and systematized and formalized in the form of a dissertation.

Experimental base of research: as an experimental base of research were taken students of 4 year specialty 6B01705 "Foreign language: two foreign languages" of Zhetysu University named after I. Zhansugurov, Taldykorgan. A total of 74 students took part in the experiment.

Provisions made for the defense:

1. Reflexive competence is manifested as the readiness for professional activity and self-development, which represents the unity of foreign language reflexive-communicative, foreign language reflexive-developing and foreign language gnostic subcompetence with a specific structure of descriptors.

2. linguodidactic conditions (on the basis of practicing the algorithm of reflection the use of interactive methods by future teachers of a foreign language, involvement in reflexive-professional tasks of a future teacher of a foreign language of professionally oriented activity, creation of the reflexive environment in formation of reflexive competence of a future teacher of a foreign language) provide efficiency of formation of the reflexive competence of a future teacher of a foreign language.

3. The model of formation of reflexive competence of the future teacher of a foreign language is a structure consisting of a set of basic principles of methodological, theoretical and methodological character, revealing principles, components, means and forms, providing professional activity of the future specialist.

4. The process of formation of reflexive competence of a future teacher of a foreign language is carried out by means of the educational and methodical complex, promoting achievement of the final result - formation of readiness and ability of the subject of foreign language professional communication to reflection, realized through reflexive-communicative, reflexive-developing and reflexive-gnostic subcompetences.

The personal contribution of the doctoral student consists in obtaining the scientific results presented in the thesis and published in the printed works, theoretical development of the main conceptual ideas and provisions of the study.

Publication and approval of the research work. On the main content and directions of the thesis 16 articles were published. From them 1 article in the international edition, included in the database Scopus, 5 articles in the editions recommended by the Committee on control in the sphere of education and science of MES RK, 2 articles in foreign publications, 8 articles in collections of international and foreign conferences. Also, an educational-methodical manual for teachers of higher education institutions was developed.

1. Model of enhancing reflexive competence of the pre-service FL teachers in universities (The article analyzes and reveals the content of the main structural components of reflexive competence of a future teacher of a foreign language).

2. Pedagogical technology of forming the reflexive competence of the

future foreign language teacher (The article raises the problem of understanding the role of reflexive competence in the professional activity of the future teacher of a foreign language. Specially designed tasks aimed at the development of personal and communicative reflection are described.)

3. Methodological basis for the formation of reflexive competence of a future foreign language teacher (The relationship between the methods and the formation of reflexive competence of future foreign language teachers are shown.)

The volume and structure of the thesis. The thesis consists of an introduction, three sections, a conclusion, a list of references and appendices.