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## **THE MODEL OF SHAPING FOREIGN VOCATIONAL-SECTORIAL COMMUNICATIVE COMPETENCE OF THE STUDENTS OF NON-LINGUISTIC SPECIALTIES**

The process of integration into the global educational system requires a primary formation of professional readiness to carry out professional activities through the language of cooperation with other societies. Without the competent knowledge of foreign vocational-sectorial language such cooperation is not possible. This article examines a foreign vocational-sectorial communicative competence as the main component of a foreign language training of students. The particular emphasis is placed on the description of a foreign vocational-sectorial communicative competence in the field of professional activity in relation to the training of students of non-language higher school. The article deals with the model of shaping foreign vocational-sectorial communicative competence that can be used in language teaching process. It is noted that the model is being worked out and may be integrated into curricula. The main method of the research is the analysis of theoretical sources and empirical data. Our experiment has been conducted within the framework of the discipline «Vocationally-oriented foreign language» (2 credits), where second-year students of the specialty «State and local government» have been trained in two groups: a control group (20 students) and an experimental group (46 students). To check and to confirm the results, we attracted the same 46 students who continued their education within the framework of the discipline «Specialized foreign language», that contains 4 credits on the 3rd year of study and 2 credits on the 4th year of study, allocated from a higher education component.

**Key words:** foreign vocational-sectorial education, a communicative competence, foreign language communication problems, foreign language vocational-sectorial communication.

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### **Тілдік емес мамандық студенттерінің шетелдік кәсіби-салалық коммуникативтік құзыреттілігін қалыптастыру үлгісі**

Әлемдік білім беру жүйесіндегі интеграция үдерісі кәсіби қызметті басқа қоғамдармен тілдік ынтымақтастықты жүзеге асыру барысында бастапқы кәсіби дайындығын қалыптастыруды талап етеді. Кәсіби-салалық тілдің тиянақты білімінсіз мұндай ынтымақтастық мүмкін емес. Берілген мақалада шетелдік кәсіптік-салалық-коммуникативтік құзыреттілік тілдік емес мамандықтардың шетел тілін оқытудың негізгі компоненті болып қарастырылады. Кәсіптік-салалық-коммуникативтік құзыреттіліктің тілдік емес жоғары оқу орнының студенттерінің кәсіптік қызметі аясындағы оқытуына ерекше мән беріледі. Мақалада шет тіліне оқыту процесінде қолданыла алатын шетелдік кәсіптік-салалық-коммуникативтік құзыреттіліктің қалыптасу үлгісі қарастырылған. Берілген үлгі әзірленуде және оқу жоспарларына кірістірілуі мүмкін екенін атап өткен жөн. Зерттеудің негізгі әдісі теориялық мәліметтерді талдау мен эмпирикалық деректер болып табылады. Тәжірибе «Кәсіпке бағытталған шет тілі» (2 кредит) пәні

бойынша «Мемлекет және жергілікті өзін-өзі басқару ұйымдары» мамандығының екінші курс студенттерінің: бақылау (20 студент) және тәжірибелік топ (46 студент) дайындықтан өткен екі топта жүргізілді. Нәтижелерді тексеру және бекіту үшін 3 курста 4 кредитпен және 4 курста 2 кредитпен оқытылатын «Мамандандырылған шет тілі» пәнінің аясында білімін жалғастырушы сол аталған 46 студент тартылды.

**Түйін сөздер:** шетелдік кәсіптік-салалық білім, коммуникативтік құзыреттілік, шет тілдерінде қарым-қатынас қиындықтары, шет тілінде кәсіби-салалық қарым-қатынас.

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### **Модель формирования иноязычной профессионально-отраслевой коммуникативной компетенции студентов неязыковых специальностей**

Процесс интеграции в глобальную систему образования требует первичного формирования профессиональной готовности осуществлять профессиональную деятельность на языке сотрудничества с другими обществами. Без компетентного знания профессионально-отраслевого языка подобное сотрудничество невозможно. В данной статье рассматривается иноязычная профессионально-отраслевая коммуникативная компетенция как основной компонент обучения студентов неязыковых специальностей иностранным языкам. Особое внимание уделяется описанию иноязычной профессионально-отраслевой коммуникативной компетенции в области профессиональной деятельности в обучении студентов неязыкового вуза. В статье рассматривается модель формирования иноязычной профессионально-отраслевой коммуникативной компетенции, которая может быть использована в процессе обучения иностранному языку. Необходимо отметить, что данная модель разрабатывается и может быть интегрирована в учебные планы. Основным методом исследования является анализ теоретических источников и эмпирических данных. Наш эксперимент проводился в рамках дисциплины «Профессионально ориентированный иностранный язык» (2 кредита), где студенты второго курса по специальности «Государство и органы местного самоуправления» прошли подготовку в двух группах: в контрольной (20 студентов) и экспериментальной (46 студентов). Чтобы проверить и подтвердить результаты, мы привлекли тех же 46 студентов, которые продолжили свое образование в рамках дисциплины «Специализированный иностранный язык», который содержит 4 кредита на 3-м курсе обучения и 2 кредита на 4-м курсе обучения.

**Ключевые слова:** иноязычное профессионально-отраслевое образование, коммуникативная компетенция, проблемы общения на иностранных языках, профессионально-отраслевое общение на иностранном языке.

## **Introduction**

The knowledge of a foreign language as a language of international communication is crucial factor of becoming a full-fledged personality of the international community. The modern requirements for the knowledge of vocational-sectorial language in higher schools involves shaping a foreign vocational-sectorial communicative competence of future specialists. The problem of training of specialists in various branches, forming their foreign vocational-sectorial communicative competence of specialists who are ready for professional and business communication with other cultures. To solve this problem, we need competent vocational-sectorial knowledge of a foreign language and the ability to continually improve our experience, to develop our personal skills with

the help of a foreign language. Shaping foreign vocational-sectorial communicative competence requires the rethinking of some teaching positions in terms of the latest achievements in the theory and practice of training a foreign language at non-linguistic higher institutions.

The effectiveness of shaping foreign vocational-sectorial communicative competence depends on the following conditions:

- \* the harmonization of meta language from vocational-sectorial cycle subjects;
- \* the use of innovative training technologies, aimed at forming an intercultural communicative competence;
- \* reflexive interaction (teacher-student) as a significant medium for shaping foreign vocational-sectorial communicative competence that ensures the exchange of knowledge, skills and abilities.

The content of foreign language vocational-sectorial training of students of non-linguistic specialties is based on the study of objects of practical foreign language vocational-sectorial reality through the creation of speaking situations (dialogues). In this regard the model of a language teaching process is structured in accordance with the stages of shaping foreign vocational-sectorial communicative competence. In spite of a steady interest of teachers in new models of language teaching, the model of forming foreign vocational-sectorial communicative competence of the students of non-linguistic specialties is still being worked out as there are several problems that need to be discussed. However, in this paper we propose the model, developed by us, that reflects the essence of a context-sectorial-based approach in a foreign language training.

### Literature review

The existing works on the problem of a foreign vocational-sectorial communicative competence emphasizes its structure, which includes a system of communication skills and abilities, orientation in the communication media and the aspects of human communication, reflected in the knowledge of cultural norms and constraints, customs and traditions. The works of scholars (N.D. Galskova; N.I. Gez, 1985; G.V. Kolshansky, 1985; R.P. Milrud, 2004; etc.) provide a set of competencies that compose the structure of foreign languages training as well as a foreign language communicative competence, but do not form a conceptual-cultural component, which is focused in the cognitive linguo-cultural methodology of S.S. Kunanbayeva, where the «world view» is shown as an important element of a foreign language education. The fundamental basis for shaping this competence is the cognitive linguo-cultural methodology (Kunanbayeva, 2010), that defines the ways of modernization of the foreign language education in the Republic of Kazakhstan. The triad «language-foreign culture-personality» (Kunanbayeva, 2010), introduced by the scholar, is determined by the need of reconceptualization of the world through familiarizing with a new linguistic culture. This can be realized through the following methodological principles: cognitive, conceptual, linguo-cultural, communicative, socio-cultural, personality-centered (developing-reflective). Taking into account these competencies, the complex construct of «language-culture-personality» forms future activities of the «subject

of intercultural communication» in the form of new cognitive linguo-cultural complexes (CLC).

### Materials and methods

The following methods are used to achieve the objectives of the teaching process modelling: a theoretical analysis of the problem of research based on the study of pedagogical and methodological literature; the analysis of educational standards, qualifying characteristics to study the nature and the content of the future specialists' work; the dialectical method of treating the problem as a whole; the systematic analysis of vocational-sectorial activities.

The leading idea of the research is as follows: successful vocational-sectorial communication of the modern Kazakhstan society depends on the quality of foreign language education, which is associated with the model of training future specialists.

One of the important components in the curriculum content of practical teaching of a foreign language is the training of vocational-sectorial communication, which is the ultimate goal in the process of shaping foreign vocational-sectorial communicative competence. This process includes the acquisition of knowledge, structural-component composition of the target language and the principles of shaping a new language system, as well as mastering social norms of behavior, objectives and abilities of implementation in future professional careers.

The development of theoretical knowledge on the basis of linguistic competence is little contributes to foreign vocational-sectorial communicative competence. To deal with this, it is

necessary to involve metalinguistic facts from the language of the specialty in order to solve problems of communication by language means in specific forms and in various professional communication situations. A foreign vocational-sectorial communicative competence involves:

- 1) a linguistic competence (the knowledge of system-functional features of the language);
- 2) a vocational meta language competence, that requires the knowledge of the specialty;
- 3) the presence of skills and abilities that help to correlate linguistic means with communication aims and professional conditions between communicants of different cultures.

In addition, foreign vocational-sectorial communicative competence assumes the knowledge of norms, values and models of language behavior that are taken in a particular foreign society that a person

easily implements in various situations of vocational-sectorial communicative interaction.

In numerous studies, the problem of shaping vocational-sectorial foreign language communicative competence indicates the necessity for mastering a set of common cultural and vocational-sectorial competencies needed to solve successfully problems in various fields of vocational activity (T.S. Serova, 1988; A.N. Shamov, 2009; and others). In this regard, foreign vocational-sectorial communicative competence acts as a characteristic of highly-qualified personnel, who are ready to realize their potential in intercultural communication.

Improving the quality of future specialists' foreign language vocational-sectorial training is implemented in the process of foreign language training via the introduction of innovative educational technologies aimed at the vocational-sectorial sphere and providing clear criteria for assessing language skills.

A foreign vocational-sectorial communicative competence in the contemporary sense of the word involves the capacity for intercultural interaction. It should be noted that vocational-sectorial problem-oriented educational speaking situations allow students to achieve success in the process of mastering a foreign language in vocational-sectorial communication, which, in turn, is fundamental for the subsequent foreign language vocational-sectorial communication. The material, studied in the process of discussing speaking situations, can be transferred in real communication environment with representatives of other countries and cultures, can be used in the process of reading vocational-sectorial literature and other sources of information.

## Results and discussion

Using the method of modeling for the purpose of organizing the process of foreign language teaching is widely practiced. The process of modeling includes the development of an integrated foreign language teaching system, which reflects the objectives, the structure, the content of the material, the process and methods of teaching. The model is based on the integration of several existing approaches to foreign language teaching, namely, competence, cognitive-linguo-cultural, vocationally-oriented, and context-based-sectorial approaches.

The model of shaping foreign language competence in the field of vocational-sectorial communication, integrated into the higher education system is a single complex of constructive, organizational and communicative components, aimed at the de-

velopment of foreign vocational-sectorial communicative competence.

This goal can be realized through a series of objectives, such as:

- \* the development and the improvement of linguistic and vocational-sectorial competences,
- \* establishing the motivation level of mastering a foreign vocational-sectorial language,
- \* the development of personality of future vocational-sectorial s in the sphere of intercultural communication,
- \* achieving the level when a student is considered as «the subject of intercultural communication».

We include the following components of the model: 1) the scope of using the language; 2) the topic where it is implemented; 3) vocationally-oriented situations; 4) solving communicative tasks in a foreign language. For example, the program proposes an «Educational and vocational sphere of communication», that considers the topic: «Public administration» – sub-topics include: jobs in public administration, professional competence; professional qualities of a specialist; the advantages and disadvantages of various jobs in public administration; the demand for public administrators; work in a team; the risk of depression and stress. These sub-topics define the vocationally-oriented situations: e.g.:

Task 1. Look at the list of qualities that could be important to work in Public administration. Mark them VI (very important), QI (quite important), or NI (not important).

1. having a lot of experience in management
2. being able to get on well with your clients
3. being good at working in a team
4. being good at socializing
5. being good at listening to and remembering information
6. being able to think quickly  
being good at taking risks

The implementation of the model with this kind of structure varies the content of topics, providing procedural conditions for shaping a foreign vocational-sectorial communicative competence.

The proposed model is connected with the acting «mechanism of the translation of meanings» according to D.A. Leontiev (Leontiev, 2002). The students of managerial specialty, who will work in the state and local authorities have taken part in our experiment. Our experiment has been conducted within the framework of the discipline «Vocationally-oriented foreign language» (2 credits), where second-year students of the specialty «State and local gov-

ernment» have been trained in two groups: a control group (20 students) and an experimental group (46 students). To check and to confirm the results, we attracted the same 46 students who continued their education within the framework of the discipline «Specialized foreign language», that contains 4 credits on the 3rd year of study and 2 credits on the 4th year of study, allocated from a higher education component. 92 third year students from the experimental group and 40 third year students of the control group participated in the output (Kulgildinova, 2016). Such a number of hours allows to fully provide the student with vocational-sectorial and foreign language communicative competences in various professionally-oriented situations. Our model is implemented through the three-part structure of the linguo-concept-centric model of the speech development, which includes:

1) the development of creative motivation of a lesson (defining the function of the investigated concept in the life of a manager);

2) the solution of complex (linguistic and verbal) linguo-cultural problems, the purpose of which is the modeling of a general linguistic concept («What is in the language about this concept?») and a vocational concept («How does this concept appear in the vocational picture of the world?»);

3) the creation of verbal production on the basis of this concept as a result of modeling the personal concept on the basis of vocational-sectorial language concept («What do I know about this concept?»).

The model, described above, reveals the essence, the internal structure and the logic of a complex teaching process, the unity of all its elements, that are interrelated and interdependent. The implementation of this model provides successful training of future specialists in the sphere of business and foreign language vocational-sectorial communication. It represents an open developing system that allows flexible change of its structure and parameters while accumulating new information and changing the requirements to highly-qualified vocational-sectorial s. The model of shaping foreign vocational-sectorial communicative competence is organized stage-by-stage and the content is selected taking into account future vocational-sectorial activity of the students.

## Conclusion

Working with the vocational-sectorial concept involves two ways of forming foreign vocational-sectorial communicative competence among students: «the way of deepening through differentiation» (a deeper comprehension that includes blocks for certain concepts, thereby broadening the stereotypes, and, if available, vocational understanding of the basic attitude to accepting alternatives allows to find different approaches to the problem). We obtained results that reflect conceptual characteristics of our model and regulate the entire educational process, being the benchmarks in its development.

1. The principle of dialogueness of communication has been confirmed, that verifies both the goal of mastering foreign language and the way to achieving this goal, ensuring the dialogical and activity character of mastering foreign language by future managers.

2. The principle of foreign-language didactic professionalism, which extends to all aspects of the whole process of mastering foreign language, is promoted to the rank of primary, contributing to the linguistic-vocational upgrading the vision of the world by future managers in their communicative preparation for intercultural communication.

3. That follows the principle of conceptual-contextual-sectorial orientation, which has an outlet both in educational and in foreign language verbal activity and determines the external and internal activity of students and the vocational-sectorial character of their verbal and cogitative activity.

The process of foreign language teaching in the sphere of vocational-sectorial communication is long enough and has its own dynamics. The necessity of modeling the process of foreign language teaching is discussed in many research works and it is considered according to the modern requirements for the specialists in a particular sphere of vocational-sectorial activity. Thus, the model of the language teaching process, that is structured in accordance with the stages of shaping foreign vocational-sectorial communicative competence, contributes to students' proficiency in the sphere of vocational-sectorial activity.

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