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CONTEXTUAL EDUCATION AS A MEANINGFUL FACTOR IN THE FORMATION OF LINGUOCOMMUNICATIVE COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

Abstract. It is revealed the fundamental characteristics of the theory of contextual teaching in the article. The main idea of contextual education is the assimilation of theoretical knowledge and its application in practice. The construction of the educational process on the basis of contextual teaching allows bringing the content and process of educational activities of students to their further profession on a maximum level. The requirements of employers for the quality of training of graduates, consumers and customers of educational services increase the relevance of solving the problem of forming professional competencies that are adequate to the requirements of employers and are included in the context of future professional activities. In modern conditions, this demand requires the implementation of a new approach to education, the use of innovative – contextual technologies for the formation of professional readiness of future specialists. In the article the main particularities of the competence-based contextual model of linguocommunicative competence formation of future FL teachers were analyzed. 138 students participated in the experimental work. As a result of experimental training, the correctness of the hypothesis was confirmed, consisting in the fact that the revealed contradiction between the increasing requirements for the level of professional training of university graduates and the predominantly reproductive nature of pedagogical technologies used in the educational process can be effectively solved through the implementation of contextual technologies.
Key words: context, contextual teaching, competence, professional activity.

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Контекстік білім болашақ мұғалімдердің лингвокоммуникативті құзыреттілігін қалыптастырудағы мағыналы фактор ретінде

Аңдатпа. Мақалада контекстік оқыту теориясының негізгі сипаттамалары ашылған. Контекстік білім берудің негізгі идеясы – теориялық білімді игеру және оны практикада қолдану. Оқу процесін контекстік оқыту технологиясы негізінде құру студенттердің оқу іс-әрекетінің мазмұны мен процесін әрі қарайғы мамандықтарына жақындатуға мүмкіндік береді. Жұмыс берушілердің түлектерді, білім беру қызметтерін тұтынушылар мен тұтынушыларды даярлау сапасына қоятын талаптары жұмыс берушілердің талаптарына сәйкес келетін және болашақ кәсіби қызмет контексіне енетін кәсіби құзіреттілікті қалыптастыру мәселесін шешудің өзектілігін арттырады. Қазіргі жағдайда бұл білім берудің жаңа тәсілін, болашақ мамандардың кәсіби дайындығын қалыптастыру үшін инновациялық-контекстік технологияларды қолдануды талап етеді. Мақалада болашақ шетел тілі мұғалімдерінің лингвокоммуникативті құзіреттілігін қалыптастырудағы құзіреттілік-контекстік модельдің негізгі ерекшеліктері талданады.

Эксперименттік жұмысқа 138 студент қатысты. Эксперименттік жұмыстың нәтижесінде ЖОО бітірушілердің кәсіби дайындығының деңгейіне қойылатын талаптардың өсуі мен педагогикалық технологиялардың репродуктивтік сипатының басымдылығы арасындағы қарама-қайшылықтардың анықталуы лингвистикалық мамандықтардың білім беру үдерісінде қолданылатын контекстік технологияларды ендірудің тиімділігімен шешілуі мүмкін деген болжамның дұрыстығы айқындалды.
Түйін сөздер: контекст, контекстік дайындық, құзіреттілік, кәсіби қызмет.

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Контекстное обучение как смыслообразующий фактор формирования лингвокоммуникативной компетенции будущих учителей иностранного языка

Аннотация. В статье раскрываются основополагающие характеристики теории контекстного обучения. Основная идея контекстного образования заключается в усвоении теоретических знаний и их применении на практике. Построение учебного процесса на базе технологии контекстного обучения позволяет максимально приблизить содержание и процесс учебной деятельности студентов к их дальнейшей профессии. Требования работодателей к качеству подготовки выпускников, потребителей и заказчиков образовательных услуг повышает актуальность решения проблемы формирования профессиональных компетенций, адекватных требованиям работодателей и включенных в контекст будущей профессиональной деятельности. В современных условиях это требует реализации нового подхода к образованию, использования инновационно-контекстных технологий для формирования профессиональной готовности будущих специалистов. В статье проанализированы основные особенности компетентностно-контекстной модели формирования лингвокоммуникативной компетенции будущих учителей иностранного языка. В экспериментальной работе участвовало 138 студентов. В результате экспериментальной работы была подтверждена правильность гипотезы, заключающаяся в том, что выявленное противоречие между растущими требованиями к уровню профессиональной подготовки выпускников вузов и преимущественно репродуктивным характером педагогических технологий, используемых в образовательном процессе лингвистических специальностей, может эффективно решаться путем внедрения контекстных технологий.

Ключевые слова: контекст, контекстное обучение, компетенция, профессиональная деятельность.

Introduction

Large-scale changes in Kazakhstani society over the past decades have not only laid the foundations for the integration of Kazakhstan into the global political, economic and cultural space, but also determined the need for a consistent update of the content of professional education. The "competence-based" education approach that is relevant to modern times, based on a humanistic and culture-oriented methodology, defines the "system of competences" as the aims and the final result of education. If the term "competence" refers to the category of the result of education, then this indicates that the academic standards for assessing the quality of education in "knowledge" qualification parameters are replaced by socio-professional competence characteristics and the transition is obvious, firstly, from purely qualification to qualification-competence education models, and secondly, the qualification model of a specialist gives way to a competence model (Kunanbayeva, 2014). The transition of the model of professional education from "knowledge" to "competence-based" requires a change in all structural links of the pedagogical system: in the aims, content, organizational forms and methods, means and conditions of teaching and control, as well as in the activities of the subjects of the educational process (teacher and student). Various personality-activity and personality-oriented didactic models, which include contextual education, are presented within the framework of the competency-based educational paradigm.

The aim of the article is to justify a methodological model for the formation of linguocommunicative competence of future foreign language teachers with the use of contextual technologies.

Methodology and Research Methods

In accordance with the aim, the following tasks are to be formulated: to study theoretical and research problems in the field of psychological, pedagogical and methodological literature, to clarify the essence of the concept of "linguocommunicative competence", to identify the didactic potential of the competence of FL future teachers based on contextual technologies. The following theoretical (critical analysis of psychological, pedagogical and methodological literature) and empirical research methods (observation, comparison, measurement, modeling method, experimental training method) were applied in the framework of this research.

Literature review

The list of mandatory characteristics and competences of a modern specialist emphasizes the specific feature of the model of a specialist that is in demand for innovation, in terms of level and qualitative multivariance of professional competencies, in the potential for self-improvement and self-development, and intellectual and professional quality growth. The most diverse are the relationships and interpretations of such a pair of terms as "competency-competence", which are often interpreted as interdependent concepts (Kunanbayeva, 2015).

Exploring the problems of modernization of modern education, Russian scientists V.D. Nechaev and A.A. Verbitsky (2010) characterize competences as the ability of an individual to effectively solve problems in a particular professional activity, while there are three clusters of competences: instrumental, normative and worldview, the first of which is closely related to the context of professional activity, the normative cluster occupies an intermediate position, while the third one is connected to the context of sciences. V.I. Baidenko (2005) calls competencies basic skills and interprets them as a single, consistent language for describing academic professional profiles and levels of higher education. In turn, A.V. Khutorskoy (2005) understands competence as a predetermined social requirement for educational preparation of a graduate, which is defined in the relevant regulatory documents. These definitions of competences make it possible to single out support for the future professional activities of students, to update the importance of the professional context in training, as the formation of competences occurs in the process of solving professional problems, as well as for the future professional activity.

Another approach to the description of competences is based on highlighting such a cognitive function as understanding as its main component, which was reflected in the definition of the concept of "competency" proposed in the TUNING project (The Bologna Process: the search for a common European higher education system, 2006). It is assumed that competence integrates 3 aspects: cognitive (knowledge), operational (methods of activity and willingness to carry out activities) and axiological (the presence of certain values).

Researching the issue of future FL teachers' linguocommunicative competence formation requires, first of all, an analytical presentation of its essence. The specifics of the professional activity of a foreign language teacher are that it is communicative in nature and involves, first of all, fluency in the language and deep knowledge of a different culture. As we know, the realization of communicative potential occurs in communicative activity. The communicative potential of a student develops in a foreign-language educational environment that creates the conditions for the development of a student's personality. Thus, the disclosure of the concept of "linguocommunicative competence" is possible through the prism of understanding it in the aspect of the theory of communication as a "cultural system" (D. Hymes, N. Chomsky), sociolinguistics (R. Cooper, H.G. Widdowson), and the theory of verbal interpersonal interaction (S.J. Savignon), communication psychology (I.A. Zimnayaya), linguodidactics (I.L. Bim, N.I. Gez, V.V. Safonova, R.P. Milrood). Linguocommunicative competence as one of the important aspects of the basic culture of a person, namely, a language personality, develops the students' ability to listen and hear, understand and recognize the thought of another, to evaluate and compare the cultural values of a foreign culture with their own and to accept them.

An analysis of the scientific literature shows that the linguistic level of linguocommunicative competence is represented by language and verbal competences, and is realized in the ability to produce and interpret oral and written speech, constructed in accordance with linguistic norms. The communicative level involves the ability to communicate in the field of professional communication, taking into account the peculiarities of language forms, sociocultural norms, communicative intentions characteristic of a given professional community, using the whole range of verbal and non-verbal means. Given the features of the future professional activities of a FL teacher, we define linguocommunicative competence as an integrative characteristic of specialists, reflecting their willingness and ability to effectively carry out communicative activities in the context of solving interlingual, intercultural and interpersonal tasks. In the structure of linguocommunicative competence, we single out the cognitive component (possession of theoretical knowledge and their understanding in relation to the real sphere of professional activity); activity component (practical and operational application of knowledge, experience and their implementation in professional and quasi-professional situations); motivational component (the need and desire to master general cultural and professional knowledge and skills, which is the motivation for achieving success in further professional activity) and reflexive-evaluative (consciously controlling the

results of professional activity and development). The developed conception forms the theoretical basis for improving the quality of professional foreign language education of future FL teachers due to the synergistic effect of these principles integrated into the polyparadigm approach.

At the end of the twentieth century, a contextual approach to the training of specialists in various professional spheres is developing; pedagogical technologies are appearing aimed at the professional development of the specialist's personality, including its foreign-language component. One of the priority areas in foreign language education for training specialists in various professional sectors is recognized as professionally-oriented teaching FL, and confident knowledge of a foreign language is the key to successful career growth in the future professional field. Thus, we see that in the educational process, the context of the professional future is important, which fills the cognitive activity of students with personal meaning, which helps to increase the level of student motivation and activity (Verbitsky, 1991, p. 207).

The theory of contextual education is one of the directions in the development of the theory of social experience assimilation developed in the works of L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev, P.Ya. Galperin, V.V. Davydov and many others. In accordance with this theory, the education content is mastered not by transmitting to the students the information on the "foundations of science", but in the process of their own, internally motivated activity, aimed at objects and phenomena of the world and themselves (Verbitsky, 2016).

The concept of "context" is rooted in such sciences as linguistics, social anthropology, psychology and psycholinguistics, the history of philosophy and etc. Thus, in linguistics, the term "context" is defined as a relatively finished semantic part of the text, utterance. V.Ya. Myrkin (1978) in his work "Types of contexts. Communicative context" interprets the concept of "communicative context" as "organization of means, reliance on verbal and non-verbal contexts in order to convey the meaning of the message". That is, the "communicative context" includes the actual linguistic, paralinguistic, situational, cultural and psychological contexts. From the point of view of cognitive psychology, the concept of "context" is considered as a cognitive process of modeling the surrounding environment by the subject. Thus, in a psychological dictionary, "context" (lat. contextus - close connection, bond) is defined as various events and processes that characterize a specific situation

affecting the behavior of an individual (Bolshoj psihologicheskij slovar, 2004).

A.V. Rossikhin and V.L. By Izmagurov (2004) interpret context "as real or modeled by the subject in conscious understanding the situation, opinions, assessments, ways of understanding the people, events, experiences, intellectual tasks that are significant for the subject" (p. 247) . P. Lindsay, D. Norman (1972) assign a large role to the context in the processes of information processing by a person: the context gives the rules by which the perceptual world is built; thanks to the context, the person knows what to expect and can interpret meaningfully the products of perception. Before taking action, a person tries to collect as much contextual information as possible. The more he/she knows what will happen in the future, the easier it is to perceive what is happening in the present (p. 61).

In pedagogy, context is presented in a broad sense: it denotes physical actions, cues, and motives. The context can be social, behavioral, active, emotional, historical and cultural (Gustyakhina, 2009).

A.A. Verbitsky and V.G. Kalashnikov (2015) in their article "The concept of context in the categorical system of psychological science" consider the context as a category of psychology. The authors propose a psychological definition of context as "a system of internal and external factors and conditions of human behavior and activity that affect the conditions of perception, understanding and transformation of a specific situation, determining the meaning and significance of this situation as a whole and its constituent components" (Verbitsky & Kalashnikov, 2011).

As a result of theoretical analysis and experimental research, A.A. Verbitsky (2010) concluded that "by orienting students to memorize signs or their systems, without understanding the meaning of the context that lies in them, it is impossible to form professionally-oriented thinking and turn educational information into knowledge and skills. In order for information to become knowledge, a student needs to make a double transition in his/her mind: from a sign (information) to thought, and further to an action and deed" (p.55). In addition, A.A. Verbitsky (2010) associates its meaning with the concept of "situation", which is defined in psychology as "a system of conditions that prompt the subject and mediate his/her activity.

Thus, according to the concept of contextual teaching by A.A. Verbitsky (2017), "context" is a system of internal and external conditions of humans life, behavior and activity, reflected in the his/her

mind and psyche, by the subject of a specific situation, giving meaning and significance to this situation as a whole and its components. The internal context is the individual psychological characteristics, knowledge and experience of a person. The external context is reflected in the consciousness and psyche of the subject, sociocultural, spatio-temporal and other characteristics of the situation in which it operates.

A special role in the concept of contextual education belongs to the concept of "professional context", which, according to A. A. Verbitsky, is a combination of subject tasks, organizational, technological forms and methods of activity, situations characteristic of a certain sphere of professional work. The concept of "context", in turn, acts as a meaningfull category that provides the level of the student's personal inclusion in the stages of cognition, mastery of professional activity. In this sense, professional training is one aspect of the context of a multifaceted social life, and therefore it should be based on a variety of educational technologies (Lavrentiev, Lavrentieva, & Neudakhina, 2009).

Methodological model

Changes in the educational paradigm, the transition to competence-based education require the development of new aims, content, forms, methods and aids of teaching. The developed competence-based contextual model for the formation of linguocommunicative competence of future FL teachers consists of the following structural components: target (aim, objectives), methodological (principles and approaches), content-procedural (main areas of activity, stages, tasks, methods, tools) and evaluative-effective (criteria, levels and result).

In the target component of methodological model, an aim is formulated taking into account the research component: the formation of linguocommunicative competence of students.

The methodological component includes conceptual bases for construction model - the definitions of approaches and principles of training for the formation of linguocommunicative competence of students (a model based on competence-based, cognitive-communicative, personality-centered, contextual-problematic, linguocultural and social-developmental approaches). As the leading principles for the formation of linguocommunicative competence of students, we have identified the following: phased modeling in a foreign-language educational process of creatively developing activities; organization of

the educational process as a model of professionally constructive activity; the problematic content of training during its assimilation by students in the context of future professional activity; compliance of the forms of organization of educational activities of students with the goals and content of contextual education; integrativity of simulated professional and real foreign language activities; interdisciplinary integration of the contents of foreign language and special subjects in the process of quasi-professional activity of students; variability, flexibility and dynamism of context technologies; reflexivity - an operational assessment by the teacher and student of the course and results of the formation of linguocommunicative competence.

The content-procedural component of the model is implemented in the subject and procedural aspects. The subject aspect is represented by the spheres of foreign language professional activity, areas of communication, authentic texts, audio and video materials, Internet resources. The procedural aspect is expressed by knowledge, skills, and abilities, behavioral and communicative strategies, which are reflected in the components of linguocommunicative competence.

The evaluative-effective component of the model is associated with the definition of learning outcomes, evaluation of the level of development of linguocommunicative competence. Therefore, assessment of the level of its formation is carried out indirectly, through the evaluation of the formation of its components: cognitive, activity, motivational and reflexive-evaluative experience. Depending on the severity of the indicators of each component, 3 levels of linguocommunicative competence are identified – low (insufficient), medium (optimal) and high (sufficient). Level-criteria scales and assessment criteria for professionally oriented practical tasks and linguacommunicative situations have been developed to determine the level of students' mastery of knowledge, skills, and personal qualities, behavioral and communicative strategies. These materials include contextual problem tasks that allow identifying the level of development of linguocommunicative competence.

Teaching Methods and Technologies

The basis of the developed model is a technological component that includes forms, methods, conditions and training tools. In order to form students' linguocommunicative competence, we offer the following strategies: cognitive strategies aimed at conscious mastery of professionally oriented linguistic, linguo-sociocultural knowledge, skills,

personal qualities; a strategy for reconstructing the context of professionally oriented activities through the use of modern pedagogical technologies and info-communication resources.

One of the most important component of the theory of contextual education is the pedagogical technology of problem-solving education, which includes problem-solving methods, the method of situational analysis, including the analysis of specific situations (situational tasks, situational exercises), the case method, the method(s) of the "incident" and other contextual tasks, which allows identifying the linguocommunicative skills of students to analyze the situation, to reveal and justify the strategy of their behavior in this situation, to choose the best option for resolving it (way out of this situation). In the process of solving such problems, various linguocommunicative skills are formed: to accurately express one's thoughts and listen to others, to express a point of view reasonably, to select counterargument, etc.

The process of solving a situational problem always involves a student "going out" beyond the framework of the educational process, into the space of social practice. That is, the conditions are created for the inclusion of students in active social activities. Thus, for instance, within the framework of language and special disciplines, it is possible to model and create contextual problem situations of future professional activity with the help of business and educational games (communication games, games for the development of intuition, reflection games, etc.) in which the student is formed as a future specialist (Lavrentiev, Lavrentieva, & Neudakhina, 2009). As a result of this, the student is immersed in future professional activity through the spatio-temporal context "past (theory) - present (ongoing educational activity) - future (simulated professional activity) (Pedagogicheskij slovar, 2008).

Thus, contextual technologies will enable students to be included in real situations of intercultural communication, to acquire individual experience in communicating with a different linguoculture, which, ultimately, affects the effectiveness of the formation of the studied competence. This condition is realized through the use of contextual problem situations and tasks. The term "contextual problem situations" is collective and includes mini-cases of problem-based content and research problems, the search for solutions to which require the involvement of interdisciplinary knowledge and skills (psychological, pedagogical, methodological, didactic, linguistic, etc.), as well as reliance on analytical and synthetic thinking

operations (Khitryuk, 2014). The methodology of training students through the use of situational tasks in the aspect of the case study, where the task is to solve real problems, the solution of which they can use in a professional environment. This type of work develops logical thinking, teamwork skills, systemic thinking, and public speaking skills (Sarsenbayeva, 2018).

The development of solutions to contextual problem problems and situations is preceded by analysis, the identification of constituent elements, the determination of their relationships, the proposal of alternatives and their argumentation. Work on contextual problem tasks and situations involves sequential and interrelated stages: the study and analysis of the conditions described in the task or situation; formulation of the problem (determination of the contradiction and its awareness); awareness of the problem and, if possible, its "transfer" into the task or situation; information search and statement of conditions; search and formulation of alternative solutions and their analysis; selection of the optimal solution, its verification and argumentation; presentation of the solution.

Therefore, in a competency-based contextual modeling of the educational process, the student is in an active position, the entire personality-competency potential of the student's activity is integrated: from the level of perception to the level of social activity, and knowledge is acquired in the context of allowing students to model simulated professional situations and tasks, which generates the development of cognitive and professional motivation, the personal meaning of learning. Preparation for future professional activities in the form of subject and sociocultural contexts gives learning a personal meaning, generates a student's interest in the content of foreign language teacher education. The combination of individual and group forms of work of students, as a result of which the process of interchange of intellectual and personal potential occurs, leads to the development of professional and moral qualities of the individual (Verbitsky, 2006).

Experimental study

The effectiveness of the developed methodological model was tested in teaching experimental training of students of language specialties (on the basis of KazUIR&WL named after Ablai Khan) using the complex of contextual technologies (problem tasks and situations, case study) on the example of the course "Second Foreign Language (German)". Pilot training was conducted

in three stages: organizational preparation, ascertaining experiment and formative experiment.

The organizational preparation included the study of the methodological literature on the experiment, the definition of the tasks of experimental training, the development of diagnostic and training materials for experimental training. At this stage, mainly two types of data collection methods were used: a written questionnaire and interviews. The questionnaire used in this study was designed for German and English language teachers working with the students of first and second course.

The ascertaining experiment was aimed at solving the following problems: to study the state of the foreign-language educational process from the point of view of the formation of future FL teachers' linguocommunicative competence; identify diagnostic methods; identify the level of formation of the studied competency among future FL teachers. The formation of linguocommunicative competence was determined by cognitive, operational, and personal-creative criteria. Each criterion was evaluated on the basis of three levels (low, medium and high), in accordance with which the general level of linguocommunicative competence was determined: low level (up to 50%); medium level (51 - 80%); high level (81 - 100%). At an ascertaining stage, tests were conducted to determine the initial level of formation of the skills of linguocommunicative competence and a survey of first-year students of Pedagogical Faculty. The experiment involved 68 students from the experimental group and 70 students from the control group. Testing results showed that the level of linguocommunicative skills in the control and experimental groups at the beginning of training did not differ significantly. In the control group, training was carried out without using a complex of contextual technologies (problem tasks and situations) for the development of linguocommunicative skills. The results of the ascertaining stage showed an insufficient level of formation of the linguocommunicative competence of future FL teachers. The number of students with a low level was 50% in the Control Group, and Experimental Group - 49%. Medium level: 50% - in the Control Group, 51% - Experimental group. Students with a high level were not identified in any of the groups. All groups participating in the experiment had aligned initial parameters. This allowed us to conclude that it is advisable to organize student training in the context of using a complex of contextual technologies (problem tasks and situations, role-playing, case study) for the development of linguocommunicative skills of foreign language communication. After statistical processing of the results, a program of the forming stage of the experiment was compiled.

Formative experiment included three stages. The formative experiment involved 68 students from the experimental group and 70 students from the control group. The preparatory stage was aimed at forming students' ideas about future professional activity, its creative nature, building positive motivation for professional development. For this purpose, in the FL classes, introduction to intercultural communication, the case-study method, intercultural problematic situations, the project and active methods were used. The main stage was directly related to the formation of knowledge, skills, and personal qualities that make up the linguocommunicative competence of future FL teachers. The solution to this problem was carried out in the practical classes on second foreign language, through the use of active teaching methods and contextual technologies (role-playing and games, problematic situations, case study), as well as during the work of students on creative projects involving the Internet. The final stage is aimed at the systematic and holistic inclusion of students in the process of intercultural communication.

The data obtained as a result of the experiment made it possible to identify a positive trend in the formation of linguocommunicative competence among future FL teachers while using the developed model. Thus, the number of students with a medium level of linguocommunicative competence has increased in experimental group by 27% and with low level has decreased.

Table 1 – Change in the indicators of the formation of linguocommunicative competence at the stages of the experiment (in %)

Groups	Ascertaining experiment			Formative experiment		
	low	medium	high	low	medium	high
CG (70 students)	50%	50%	-	28%	68%	4%
EG (68 students)	49%	51%	-	10%	78%	12%

As a result of experimental training, the correctness of the hypothesis was confirmed, consisting in the fact that the revealed contradiction between the increasing requirements for the level of professional training of university graduates and the predominantly reproductive nature of pedagogical technologies used in the educational process can be effectively solved through the implementation of contextual technologies. The selected set of methods for experimental work allowed us to trace the phased dynamics of the formation of linguocommunicative competence of FL future teachers. Based on the results obtained during the experimental work, we can conclude about the sufficiency and effectiveness of our proposed model and a set of contextual technologies for the formation of linguocommunicative competence. Summarizing the foregoing, it can be argued that the objectives of the experimental study were completed, the goal is achieved, and the hypothesis is confirmed.

Conclusion

Thus, the study suggests that one of the effective ways of forming the linguocommunicative competence of foreign language future teachers is contextual technology, which implements the provisions of the context approach in the foreign language educational process (Verbitsky, 2010), which ensures the practical implementation of the ideas of productive teaching, the target determinant of which is the development and enrichment of cognitive capabilities and needs, individual experience of students in practical activity. Having determined the structure of linguocommunicative competence and methodologically appropriate combination of contextual technologies, we have developed and theoretically substantiated a methodological model for the formation of this competency, which includes its main components: approaches and principles, content, forms, methods and technologies, tools, training organization and diagnostic assessment of the linguocommunicative competence level formation of future foreign language teachers. The phased use of active methods and contextual technologies contributes to a more effective formation of linguocommunicative competence, the development of which occurs in the process of direct intercultural communication. This means that into the educational environment of the university should be integrated professional and social models, which are a kind of generalized version of the upcoming professional activity. The basis of the theory of contextual education is the concept of context, as a condition of significant influence of the student's future professional activity on the process and the results of his/her educational activity. Context-based education has to be person-centered. Accordingly, the main goal of a context-based professional education is a formed holistic model of the student's future professional activity.

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