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*e-mail: aida.yergaliyeva@sdu.edu.kz**ANALYSIS OF SCIENTIFIC APPROACHES
TO THE DEVELOPMENT OF FOREIGN
LANGUAGE COMMUNICATIVE COMPETENCE**

The purpose of this study is to investigate a number of concepts about the development of professional communication abilities in foreign languages for future teachers by comparing and contrasting the many restrictions that may be included in these theories. Canale, Bachman, Vygotskiy, Kramsch, Willis & Willis, Dornyei, Albert Bandura, Edward Deci, and Richard Ryan are some of the writers whose scientific ideas served as the foundation for this study. In the course of the research, a number of different approaches to the development of communication competence will be discussed. These approaches include cognitive, communicative, socio-cultural, project, and integrative approaches. According to the findings, some theories concentrate on certain areas of communication, whilst others take a more comprehensive approach to the subject. According to some theories, certain instructional strategies are prescribed, while others provide general principles for successful communication. Other theories, on the other hand, have certain drawbacks, such as a lack of clear recommendations, a restricted attention to learner motivation and task completion, difficulties in big classes, and the possibility of restrictions in responding to unique learner requirements.

Keywords: communicative competence, professional foreign language, scientific techniques, principles, motivation, English language teaching.

Introduction

The dynamic nature of the world necessitates ongoing change in English language learning, as new teaching methodologies are developed. Given the

increasing significance of these skills, there is little question that they will continue to be crucial, especially proficiency in the English language, which stems from the capacity to communicate effectively and successfully. To guarantee that students get an adequate education, foreign language instructors must make necessary adjustments. The importance of professional foreign language communicating competence becomes evident when one examines the underlying concepts. Lack of language proficiency to impart and learn the same would be a problem that might prevent the pupils from using the language appropriately in real life. The foundation of the whole communicative competency framework must be solidly established from the many theories of communication, second language acquisition, professional and intercultural communications [1]. In this paper, the comprehension of communication strategies such pronunciation, gestures, and rules; the intercultural attitudes and the steps to effective communication; the cognitive processes behind studying and using a foreign language; and their features in the various professional fields including vocabulary terms will be covered.

The studies of the efficacy on the recent teachers of the various linguistic skills means would provide the most effective learning method for the students to use in their acquisition of knowledge in foreign languages. Although he published his ‘Theory of Communicative Competence’ in 1983, it is Canale that points out that for second language speakers it would be necessary to obtain the ability and capability not only to understand and produce the messages in the proper context effectively but also to being able to participate in the discourse of the given community of users. Teachers may want to organize activities such as role-playing, discussion, and debates just to make students understand that language is much more than just a tool for online communication. In this instance, knowledge pertains to any part of the language that one is accustomed to while skill shows how the knowledge gained is utilized in various forms of communication. The process which is also known as ‘Theory of Communicative ability’ (Krashen, 2012) is a language acquisition process based on task-based approach that makes use of communication activities. In this way, the teacher has to use projects, activities to make the environment of class resemble the real world English language communication situations that the students can manipulate expressions [2].

Breen’s learning via communication theory and Vygotsky’s sociocultural approach consider languages as social institutions as well as demonstrating the role of tutor-learner interaction in the learning process. Teachers of English use different strategies consisting of movies, TV shows, music, and literature in order to help students obtain knowledge of the English culture according to the sociocultural approach hypothesis. Communicative effectiveness can be ensured by the relationships which are conducted among the students and the teachers

through English as the language of instruction, as well as by giving learners English language confidence [3]. For Bachman, national character traits reflect a language-behavior pattern. This particular phenomenon suggests teachers customize curricula accordingly. It also rewards their movements towards their aims. Teachers can perform interviews with their students where discuss the students' personal views on English aspirations and reasons. The proficiency of students' language might be assessed to provide the tailor made training sessions. The Council of Europe's Language Portfolio Theory is being used to promote the use of foreign language portfolios. These programs are aimed at addressing students' English learning needs which is fundamental aspect of learning new language. Learners consider that specific tutoring, and training materials are absolutely necessary, and the teachers often help students develop their English self-assessment skills through language portfolios. The students may track their improvement by their papers, recordings on sound and videos, resumes and other such documents. They are sure to improve foreign language communication skills by these around the corner. In 2006, Canagarajah he brought a new integrated approach theory based on social and sociolinguistic aspects into play in foreign language education. For that reason, it emphasizes tailoring all teaching to learning materials and understanding the link between language, culture, and society. As the integrated approach theory emphasizes sociocultural and sociolinguistic settings in foreign language practices, it allows professionals to be competent. The discussion of communication skills and the relation of these skills to sport events may be also enhanced in the workshop [4]. The cultural diversity of a community provides a conducive environment for second language learning through the multicultural communicative competence hypothesis [5]. Communication abilities should enhance cultural understanding and participation by facilitating interaction between diverse cultures. This hypothesis aids them. To adequately meet different needs of courses, the new approach for instructors should be skill in multicultural, communicative competence theory as well as use a great variety of communication channels.

Task-based approach and concept 'The Acquaintance of Second Language Learning' focus on intentional and purposeful language learning as well as students' are made set and that their motivation and demand also change with time. This learning system promotes self-directed learning and self-control, therefore enabling language students to become confident and competent in communication. To that end, the theory of task and project design scaffolds students to be more self-reliant in professional communication. Students can develop multiple language-learning skills in accordance with their language-learning capacity and their work conditions using the specific cycle of life. Such an approach will lead to a fast leaning atmosphere, will get chance to develop

their professional communication and will be ready to work on the global level. A person who learn with his full engagement will not only learn better but can also endure online studying. Language dynamics by Dörnyei which the learners may use when they are online can lead to mastery of professional communication [6]. This theory submits that the motivation is a factor that leverages the learning of linguistics. The motive may be internal or external depending on the learner. Motivation might largely determine to what extent student's language them employ successfully in a proffesion setting and to develop profession communication skills. Meanwhile, students will derive their confidence and pride in career through their knowledge of the second language and they will be effective in communication at the workplace. The innovative use of the motivational dynamics theory in the online training of the professional communicative competency will potentially include the application of different techniques to p-romote and develop student motivation. Some of these techniques include:

- Students can be provided with feedback and constructive appraisal.
- Provision of exciting and relevant materials that surround professional activities where learners lay their physical hands-on for effective and meaningful learning.
- Social gatherings should be encouraged and a group of teachers and students, who exchange information and render mutual assistance to each other, should be formed.
- Employing a differentiation in learning tactics and techniques that consider the different factors that lead to specific learners' requirement and preference.
- Provide them with an inventive approach allowing them to choose their own assignments as well as projects connected with their most relevant goals and desires concerning their future professional careers.
- Student engagement and motivation are important elements, therefore, continuous revisions of course materials and assignments should be done to keep attracting students. Popular MOOCs have high dropout due to outside factors and therefore motivation plays a crucial role in dropout issues [7]. All of these strategies may drive online students to learn professional communication. Motivating factors vary, thus teachers must adapt to each student's requirements and interests. Social support and surroundings also affect student motivation, according to motivational dynamics. Online students may feel lonely and unsupported, thus they require opportunities to interact with classmates and teachers. Motivating dynamics may improve professional communication in online learning and teaching. Considering student requirements and external factors, teachers might stimulate them in many ways. Online students may study more with a suitable learning environment and social interaction. Cognitive Load Theory (CLT) may make online professional

language teaching successful and entertaining. Here are some examples of how CLT might be used in online language teaching:

- CLT not only uses audio-visual tools and interactive approaches for less mentally strenuous learning, but it can also use those in full mental load environments. Language preparation can be performed with multimedia involving interaction.

- Cognitive Load Theory is focused on learning load in context of cognitive processes that need to be undertaken. Teachers may be the organizer of concepts which they normally do by themselves in a different language. This is a way of making it easy for the learner to focus on the language they are learning.

- Provide feedback and support: As students proceed with CLT instruction, feedback becomes the instrument they conduct their learning with. Language instructors working online probably assess students in their speech, pronunciation, and other aspects. Teachers might make use of chatbots, virtual assistants, and also audio and video feedback for more accurate and timely evaluation.

- Encourage collaboration and discussion: CLT implies the «increased engagement in one's community» may act as «stress relief» and lead to «increased learning». The formulation of the discussion forums, joint activities, and other relevant tools that can enable interaction may also be developed in online instruction for the revision of the languages.

- Practice and application: CLT believes that learners should not only focus on theoretical aspects but also should try to use their knowledge in different practical cases. Virtual Pedagogues, just like in real life, may provide learners with genuine language problems. These teaching methods foster the design of interactive language learning environment online that help learners achieve their learning goals and success. Researchers, from international UDL community, state that low completion rates in online language learning can be prevented by offering different ways for students to show what they know including presenting their ideas in various ways including creating, observing, and moving; assisting with technology to make sure that all students can access content, and providing enough individual help to students who can't understand the material at first glance.

- Engaging in online original professional English education through Universal Design for Learning approach is an effective way of helping the students who have different needs into the educational system be a part of in. Such an approach would be diversifying, captivating, and be powerful tool to achieve inequalities in academic excellence based on background or aptitude. UDL can be useful to assist children with disabilities and varied training styles, as would appear in a recommendation by Rose and Meyer. UDL would contribute to a learners' online language development in virtue of the several channels it provides

to interact with the information according to their diverse needs [7]. UDL helps develop a new pattern of online language education in which education modules are participant-centred, are tailored to accommodate individual learning styles and needs, and are based on equity ideas.

Connectivism in language learning has an aim of combining students with resources, the community, and other fellow students, since it is proven by various studies. In view of the example set by the connectivist language teaching technology is employed to educate and cooperate. This learning system is handled by technology to bridge different continents and introduce a student to world-class peers. Concerning Social Learning Theory (SLT) in language teaching, Albert Bandura puts more focus on model watching by example and interacting with/ intervening those who are proficient explicitly or multi media-wise. As seeing is believed, social learning theory puts accent on observation, imitation and models while connectivistic theory focused on linkages between learners, resources and technology, as recent researchers reads. As emphasized by the authors, Kirschner and van Merriënboer, who advocate implementing social learning theory in seminars during the education of pre-service teachers by having them observe and practice good language teaching methods [8]. The pre-service can use the connectivism theory to collaborate with other instructors and share information there being connected to resources-worldwide thanks to authors Utecht J., and Keller D [9]. Language training for future teachers can be planned by investigating the successful language teaching techniques and setting directions for the instructor to cope with the dynamic and multiple variations of language learning and teaching. The Self-Determination model proposed by Edward Deci and Richard Ryan affirms that learners who tend to be self-governing, competent, and connected, possess more will to fulfill their learning needs. As technology of self-determination is concerned, it can help learners to study alone, to receive tailored feedback, and to connect with classmates and instructors [10]. Seemingly, most of the data showed that the impulse was indeed effective. The efficiency of this technique was a question to which many researchers sought for an answer. Reeve and Jang presented an insight into the positive impact of Korean educator's style on their students', according to which students will be more intrinsically motivated to study English and the achievement will be higher. Researchers found out that the students who treated their teachers as somebody who didn't provide too much control, and constantly support as well as structure them were more intrinsically motivated as well as English master.

Materials and methods

The researcher employed the method of comparative analysis, which is one of the ways of examining the phenomenon. The most advantageous techniques

that a student uses ensuring that they gain communicative competence in a foreign language can be found through evaluating the different theoretical approaches. The necessity of reviewing the advantages of different theories helps us to get a better idea how to design a learning method which considers all angles of acquiring the professional communication skills in the foreign language.

Results and discussion

Apart from the native language, language learning theories demonstrate the crux of communication in language acquisition. They provide learner-centered and social, real life conversation environments that emphasise on relationship and two-way communication for effective learning. Such goals are different, the way of their implementation is not the same, and attention should be paid to the parameters of the mind and the stimulation of students. The outcomes of the research are presented in the Table 1.

Table 1 – Comparisons of theories of communicative competence

Theory	Focus	Similarities
Theory of Communicative Competence (Canale)	Real-life language proficiency	- Language learning communication importance. - Language learning is social and participatory. Advocate for learner-centered, meaningful communication practices.
Theory of Tasks (Ellis)	Task analysis in language learning and teaching	Meaningful and realistic language-learning assignments are crucial. Focus on task complexity and circumstances for language development. - Language learning is social and participatory.
Theory of Sociocultural Approach (Vygotsky)	Socialization and culture affect language acquisition and development.	The importance of social contact in language acquisition. Recognition of language acquisition culture. Highlighting scaffolding and collaborative learning in language development.
Theory of Communicative Effectiveness (Breen)	Communication effectiveness in attaining goals	- Language learning communication importance. - Stressing learners' capacity to adapt language to varied settings and goals. - Language learning is social and participatory.
Bachman's (1990) theory of linguistic personality	Individual differences and language learning	- Language learning individual variances. Recognition that personality factors affect language learning processes and results. Focus on learner-centered methods.

Theory of motivational dynamics in language learning (Dörnyei)	Motivation in language learning	Learning languages requires drive. Recognition of motivation's changeability. - Focus on goal planning, self-regulation, and internal and extrinsic motivation on language acquisition.
Cognitive Load Theory (CLT)	Cognitive processes in learning and load management	Focus on language acquisition cognition. Working memory optimization and cognitive load reduction are crucial to instructional design. Cognitive processing variations are recognized.
Theory of Universal Design	Creating inclusive, accessible learning spaces	Important to provide inclusive and accessible learning settings for all students. Focus on reducing obstacles and giving numerous representation, action, and expression options in language acquisition. Individual learning methods and talents are recognized.
Connectivism (Siemens)	How technology and networked learning affect language and knowledge acquisition	Importance of technology and networked learning in language acquisition. - Emphasis on language acquisition via relationships, information, and online communities. - Language learning is social and participatory.
Social Learning Theory (Bandura)	Language acquisition via observation, imitation, and modelin	The importance of social contact in language acquisition. Focus on language learning via observation, imitation, and modeling. Recognition that peers and role models affect language acquisition.
Self-Determination theory (Deci & Ryan)	Motivation and language learning: autonomy, competence, and relatedness	Learning languages requires drive. Focus on motivation and language acquisition via autonomy, competence, and relatedness. - Value of intrinsic drive, control, and self-determination in language learning.

Both of the theories, i.e. communicative competence theory of Canale and task theory of Ellis idealize the precision of grammar and do the task within the time limit. Vygotsky's social development and motivational approach along with Dörnyei's motivation theory underline social engagement and motivation in language learning.

Such theories as Vygotsky's sociocultural and Dörnyei's motivational theories share the same principle, i.e., effective teaching and learning, and therefore their scope may be narrowed or generalized depending on the learners' psychological profile. The models place their emphasis on learner motivation and cognitive

processes to a different degree or an extent. According to Motivationally, Dörnyei's motivational theory and Bachman's linguistic personality theory the importance of Motivation cannot be over emphasized. Some such as CLT and Universal Design target the aspect of cognition and learning, while others like CLT and Universal Design emphasize accessibility. The ideal way is to choose a theory that fits the setting and teaching philosophy while acknowledging its strengths and weaknesses.

All theories have their advantages and disadvantages, and there are reasons for the diversity and limitations of the theories. For one thing, while a theory emphasizes grammar development, another tends to see grammar as one part of language development. The difference may decide how far the related idea is practically applied. For another, a theory may be simply a set of more or less vague ideas which cannot be turned into a teaching approach. In such a case, the related idea stands no chance to be available for actual application. In addition, a theory may be too rigid. There are some weakly related theories of language learning, but one should decide when to use them and when not to. Theoretical and empirical evidence.

There is also much empirical evidence for some hypotheses but less for others. This also may condition how practical the related ideas may be. Etymological uniqueness is not sustained by study that takes as an example Canale's idea of interaction skills combined with Breen's concept of meaningful efficiency and efficiency.

Applications of Complexity in the Real World: Certain ideas may present more difficulties and provide more challenges when it comes to their use in real-world university settings. Vygotsky proposed the sociocultural approach as a crucial method that involves both thorough preparation and practical application to address various academic problems. The efficacy of the approach depends on it.

Uniqueness and flexibility: Many ideas perform much better in various contexts. Ellis's jobs notion may be effective in structured learning environments but not in unorganized ones. Teachers must thus choose concepts that are in accordance with their objectives and the requirements of their students.

Choosing the best strategy : No theory is «best» for teaching languages. The best option depends on the needs of the students, identifying objectives, sources, and setting. A few ideas might be especially pertinent in certain situations.

Practical Techniques: Ellis' work idea, Breen's significant effectiveness, and Canale's significant competence may help students improve their interpersonal skills. The sociocultural method of Vygotsky and the inspiring notion of Dörnyei illuminate the ways in which inspiration and social communication affect language acquisition.

Reliable student-centered targeted interaction: The best language learning strategies are learner-centered and emphasize meaningful engagement. Purchase of language involves testing, hence these methods emphasize certain requirements, social interactions, and incentive. They also provide a lively knowledge environment that enables students to use the language in practical situations. If teachers understand the benefits and drawbacks of several language purchase ideas, they may choose for their students efficient training methods.

Conclusion

Research on various linguistic knowledge ideas exposes a range of methods, each with advantages and disadvantages of its own. It is our responsibility as teachers to point out that there is no worldwide application. A number of factors affect how effective a given idea is, including the particular understanding context, the trainees' needs and goals, the easily accessible sources, and the instructor's teaching style. Moreover, it is rather important to complete an important and knowledgeable decision-making process. Consideration of the empirical support functional application and the modification of each idea to our own understanding context are crucial. The foundation of instructor training is ideas supported by practical evidence, including the significant efficiency of the Canale and the significant talents of Breen. Reputable principles may also need modifications to fit specific issues and training teams. Producing a student-centered environment that promotes effective interaction is unavoidably the foundation of effective language instruction. The sociocultural idea of Vygotsky, Ellis's task-based approach, and Dörnyei's inspiration system provide useful information on how to engage students in communication and find their basic inspiration. We can use these principles directly into our training method to provide students the opportunity to develop their interaction skills and achieve their goals in language knowledge. Progress requires investigation and consistent representation. To improve the process of learning a language, teachers must be willing to adapt their methods and introduce new current technology. In a dynamic and research-based approach, our knowledge can remain relevant, dependable, and adapted to the changing needs of trainees in a world that is always evolving.

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КӘСІБИ ШЕТ ТІЛДІК КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ДАМУДЫҢ ҒЫЛЫМИ ТӘСІЛДЕРІН ТАЛДАУ

Бұл зерттеудің мақсаты осы теорияларға енгізілуі мүмкін көптеген шектеулерді салыстыру және қарама-қарсы қою арқылы болашақ шет тілі мұғалімдерінің кәсіби коммуникативті қабілеттерін дамыту туралы бірқатар тұжырымдамаларды зерттеу болып табылады. Канале, Бахман, Выготский, Крами, Уиллис және Уиллис пен Уиллис, Дорни, Альберт Бандура, Эдвард Деси және Ричард Райан-ғылыми идеялары осы зерттеуге негіз болған авторлардың кейбірі. Зерттеу барысында коммуникативтік құзыреттілікті дамытудың бірқатар түрлі тәсілдері талқыланатын болады. Бұл тәсілдерге когнитивті, коммуникативті, әлеуметтік-мәдени, жобалық және интегративті тәсілдер жатады. Зерттеу нәтижелеріне сәйкес, кейбір теориялар коммуникацияның белгілі бір салаларына шоғырланған, ал басқалары тақырыпқа неғұрлым жан-жақты көзқарасты қолданады. Кейбір теорияларға сәйкес белгілі бір оқыту стратегиялары тағайындалады, ал басқаларында табысты қарым-қатынастың жалпы принциптері бар. Екінші жағынан, басқа теориялардың белгілі бір кемшіліктері бар, мысалы, нақты ұсыныстардың болмауы, оқушылардың мотивациясы мен тапсырмаларды орындауға жеткіліксіз назар аудару, үлкен сыныптардағы қиындықтар және оқушылардың бірегей талаптарын орындау кезінде шектеулердің пайда болу мүмкіндігі.

Кілтті сөздер: коммуникативтік құзыреттілік, кәсіби шет тілі, ғылыми әдістемелер, принциптер, мотивация, ағылшын тілін оқыту.

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АНАЛИЗ НАУЧНЫХ ПОДХОДОВ К РАЗВИТИЮ ПРОФЕССИОНАЛЬНОЙ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

Целью данного исследования является изучение ряда концепций о развитии профессиональных коммуникативных способностей будущих учителей иностранных языков путем сравнения и противопоставления многочисленных ограничений, которые могут быть включены в эти теории. Канале, Бахман, Выготский, Крами, Уиллис и Уиллис-энд-Уиллис, Дорней, Альберт Бандура, Эдвард Деси и Ричард Райан – вот некоторые из авторов, чьи научные идеи послужили основой для этого исследования. В ходе исследования будет обсуждаться ряд различных подходов к развитию коммуникативной компетентности. Эти подходы включают когнитивный, коммуникативный, социокультурный, проектный и интегративный подходы. Согласно результатам исследования, некоторые теории концентрируются на определенных областях коммуникации, в то время как другие используют более комплексный подход к предмету. Согласно некоторым теориям, предписываются определенные стратегии обучения, в то время как другие содержат общие принципы успешного общения. С другой стороны, другие теории имеют определенные недостатки, такие как отсутствие четких рекомендаций, недостаточное внимание к мотивации учащихся и выполнению заданий, трудности в больших классах и возможность возникновения ограничений при выполнении уникальных требований учащихся.

Ключевые слова: коммуникативная компетентность, профессиональный иностранный язык, научные методики, принципы, мотивация, преподавание английского языка.

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