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DESIGNING COMMUNICATIVE COMPETENCE AS A SYSTEM WITH SPECIFIED PROPERTIES

This article reflects the actual problems of linguistic personality development in the system of bilingual education in the context of the modern socio-cultural situation, the description of the contradictions and perspective ways to solve them.

It describes the model of the communicative competence formation of bilingual students, which includes interrelated structural elements and its blocks: target block, motivational, substantive, procedural, technological, criterion-evaluation, and effective block. All these components are connected, mutually dependent and reflect the educational process information. The main feature of the formation of students' communicative competence model is the consistency and integration of its blocks, which determines the complex orientation of the college educational process to the formation of a graduate who possesses bilingual communicative competence. These model features can combine all participants of the college educational process with the system of goals for each block.

The development of any formed quality must be diagnosed in order to clarify the system of specified properties in each block. The diagnostic ways were selected for determining the level of communicative competence development, criteria and indicators correlating with the main structural components of the study were determined. Criteria-based diagnostics of the selected indicators allows us to determine the success of the students' communicative competence development and the college teachers' necessary further actions.

Keywords: communicative competence, bilingualism, educational process, foreign language environment, organizational and pedagogical conditions.

Introduction

Multicultural bilingual education by means of native and foreign languages is an important component of the goals modernization and the content of national educational systems in different countries.

The analysis of scientific and methodological sources has shown the existence of developed models for the formation of both communicative and foreign-language competence (L. E. Alekseeva, Z. I. Konnova, G. V. Parikova, E. V. Roshchina, O. N. Khaustov, L. A. Khokhlenkova, etc.), but models for the formation of communicative competence of bilingual students are just beginning to be developed at the level of secondary professional formations [1].

The methodological basis of the model of bilingual communicative competence formation developed in this research is a number of theoretical approaches: socio-cultural, linguoculturological, ethnocultural, competence-based and personal-activity approaches.

Materials and methods

The the theoretical methods were used for solving the tasks set and verifying the hypothesis such as: analysis and synthesis; theoretical generalization and modeling; abstraction; methods of empirical research: questionnaire, observation, pedagogical experiment; quantitative and qualitative analysis of empirical data; statistical methods of mathematical processing of experimental data [2].

The proposed model of communicative competence formation of college students in the conditions of bilingual education includes structural elements and blocks: target block, motivational block, content block, procedural block, technological block, criterion-evaluation block, effective block. All these components are interrelated, mutually conditioned and reflect the information about the educational process [3].

The motivational block characterizes the internal prerequisites for mastering bilingual communicative competence by students; the initial educational guidelines which are expressed in the desire to communicate in a foreign language, also the need for cognitive activity.

The content block defines the content of training, including a block of special training, a block of activation of educational and cognitive activity, a block of motivation of educational and cognitive activity, an information block; also describes the didactic program of bilingual education, taking into account interdisciplinary integration; considers activities aimed at the formation of students' communicative competence. The unity of educational and extracurricular activities ensures the acquisition of students' experience of communicative activity and behavior; prepares students to solve practical communication problems; provides students with new ways of acting in a specially organized communicative

environment, promotes the formation of tolerant consciousness, interpenetration and mutual enrichment of languages.

The procedural block includes the organization and management of the pedagogical process and is characterized by the presence of such stages as the organization of educational activities, independent and group work of trainees; establishing feedback in the educational process; drawing up a portfolio and an individual training route, monitoring.

The selection of tools and methods were selected in *the technological block*. The methods (cognitive, creative and interactive), tools (information and communication technologies, multimedia and Internet resources), forms (individual and group, independent work, extracurricular activities) and modern technologies that contribute to the organization of the educational process for the formation of students' communicative competence are presented in this block [4].

The criterion-evaluation block represents the criteria, indicators and formation levels of students' communicative competence.

The effective block contains an analysis of the formation results of students bilingual communicative competence and determines the degree of the model effectiveness which is proposed by us.

Thus, the peculiarity of the proposed model for the formation of students' communicative competence consists in the systematic and integrative consideration of the model blocks, which determines the complex orientation of the college educational process to the graduate student formation with bilingual communicative competence.

Results and discussion

The development of any formed quality must be diagnosed in order to determine the system of specified properties in each block. We have selected diagnostic tools for determining the level of communicative competence formation. Conducting such diagnostics allows us to determine the success of the development of students' communicative competence, the necessary further actions of college teachers.

Firstly, K. Intecamp notes that pedagogical diagnostics can optimize the process of individual learning. Secondly, they can ensure the correct determination of learning outcomes and, thirdly, they can minimize pedagogical errors [5].

The pedagogical diagnostics as a special type of pedagogical activity according to I. S. Batrakova is «the initial stage of the teacher's design of professional activities for the management of the pedagogical process and the final stage of the technological chain of solving the pedagogical problem» [2, 6].

There are various forms and methods of diagnosing students' knowledge, skills and abilities both in their native and foreign languages. The traditional diagnostic method includes three types: initial, current and final control. At

the initial stage, the degree of knowledge possession, skills and abilities on a given topic is determined; the current control records the level of the material assimilation; the final control shows the accordance students' training with the learning goals. Theoretical research and practice show that the success assessment the of communicative competence development by means of a foreign language can be made by using of diagnosis methods and forms of this emerging quality.

It is necessary to determine criteria and indicators that correspond to the main components of the study for evaluating the success of the development of the communicative competence of bilingual college students. We started from the fact that the criteria and their indicators could characterize this quality for defining the criteria for the development of college students communicative competence; express personal characteristics; determine the direction of communicative competence formation; be convenient for practical use. We have developed a set of criteria and indicators in order to determine the effectiveness of organizational and pedagogical support for the process of forming the communicative competence of college students in the context of bilingual education.

Firstly, three main criteria for the formation of bilingual communicative competence are identified: **cognitive** (knowledge of culture as a social phenomenon, trends in the development of the modern multicultural world, the idea of dialogue/polylogue of cultures as the only possible philosophy of existence, awareness of one's own cultural identity), **motivational-affective** (manifestation of empathy, tolerance, emotional stability) and **behavioral** (the ability to apply the necessary tools in solving professional problems of interaction with people, the ability to relieve tension in relationships, overcome conflicts) [7].

Secondly, fixed indicators of three levels of communicative competence formation are established in each criterion. The cognitive component of communicative competence is knowledge in the sphere of communication, which is a generalized experience of the communicative activity of mankind and a reflection in the minds of people in communicative situations

The cognitive component of communicative competence is knowledge in the sphere of communication, which is a generalized experience of the communicative activity of mankind and a reflection of communicative situations in the minds of people. It includes: knowledge of norms, rules, laws of communication adopted in a particular society; knowledge of humanistic principles and communication values; knowledge of person mental characteristics; knowledge of language, speech characteristics.

The motivational-affective component of communicative competence characterizes such aspects that are related to the people interaction: planning, organization and implementation of common activities (productive communication

with individuals and with a group of people). This component includes the ability to see and implement non-standard ways of solving communication problems.

The behavioral component of communicative competence involves the ability to perceive, understand another person, correlate the external signs of a person with individual characteristics. The main mechanisms are: identification, empathy, attraction (people's understanding of each other); reflection (self-knowledge in the process of communication); casual attribution (predicting the behavior of a communication partner) [8].

The presented set of criteria and indicators was used as the basis for diagnosing the effectiveness of experimental work of communicative competence formation of college students in bilingual education.

Thus, the effectiveness of organizational and pedagogical support of the process of forming the communicative competence of college students in the bilingual educational conditions is achieved when an optimal balance can be between the achieved level of the communicative competence formation of college students (in the aggregate of cognitive, motivational-affective and behavioral criteria) and the realized conditions of this process.

The formation of students' communicative competence is realised in the following logic: from the level that can be defined as acceptable (low) to the functional level (medium) and the activity-transforming level (high) [3, 9]. The allocation of these levels corresponds to the logic of the formation and development of the communicative qualities of a specialist's personality.

The characteristics of each of the levels.

1 Acceptable level. The student basically does not want to communicate, does not show initiative and has difficulties in establishing contacts. He is not able to defend his opinion, does not always understand the communication partner in speech and has many grammatical errors. It shows that the paralinguistic indicators of speech, the ability to reflect and causal attribution are poorly formed.

2 Functional level. The student strives for contacts with others, knows how to defend his opinion and can plan his work, the work in a group, takes the initiative in establishing contacts. He has sufficient verbal and non-verbal means; he is able to build his utterance in accordance with the speech norms of his native and foreign languages, but this potential is unstable, needs further development.

3 Activity – transforming level. The student contacts well, often takes the initiative in establishing contacts, and participates in public life with pleasure. Actively strive for communication, persistent. He is characterized by a quick orientation in a speech situation, ease of behavior in a new team. In a difficult situation, he makes independent decisions, defends his opinion, his statements are logical and meaningful. The abilities for reflection and causal attribution are well developed.

The educational process should be aimed at achieving an activity – transforming level of development of students’ communicative competence, taking into account the individual abilities and capabilities of each student. The solution of this problem is possible if, during the personality–oriented process, the active educational activity of the student is ensured contributing to the development of the necessary communicative knowledge, skills and abilities.

We used selected criteria and indicators in the course of experimental for the assessment the of students’ communicative competence formation.

The purpose of the ascertaining stage was a preliminary diagnosis, with the help of selected criteria, of the state of communicative competence formation and the initial level of foreign language proficiency by 1st–year students at the beginning of the experiment.

The average indicators of the formation of qualities assessment that make up the content of the components of students’ communicative competence, a formula was used to determine the sample average as a statistical indicator [10].

$$\bar{x} = \frac{1}{n} \sum_{k=1}^n x_k$$

where \bar{x} – the sample average or arithmetic mean for the sample (group);

n – the number of subjects in the sample (group);

x_k – particular values of indicators in individual subjects;

k – the index of the variable;

\sum – the sign of summation of the values of variables located to the right of this sign.

Particular values of indicators for individual subjects were presented in the points in accordance with the selected levels of qualities formation included in a particular component of communicative competence: the acceptable level - 1 point, functional – 2 points, activity – transforming – 3 points (during the survey, the number of bilingual students with different levels of formation of communicative competence qualities was determined competence).

In order to accurately establish statistically significant differences between the average values of the indicators before and after the experiment, we used the method of comparing the average values according to the Student’s criterion:

$$t = \frac{|\bar{x}_1 - \bar{x}_2|}{\sqrt{\frac{m_1^2 + m_2^2}{n_1 + n_2}}}$$

\bar{x}_1 – the average value of the variable in the sample before the experiment;
 m_1, m_2 – integrated indicators of deviations of the quotients of the two compared samples from their corresponding averages

m_1, m_2 – in turn, they are calculated using the following formulas:

$$m_1^2 = s_1^2 \cdot n_1 \quad m_2^2 = s_2^2 \cdot n_2$$

s_1^2 – sample variance of the first variable (for the first sample);

s_2^2 – sample variance of the second variable (for the second sample);

n_1 – the number of partial values of the variable in the first sample;

n_2 – the number of partial values of the variable in the second sample.

Using the above formula, the indicator t was calculated, according to the table of critical values of Student t -criterion for a given number of degrees of freedom and the probability of permissible errors equal to 0.01.

It is concluded on the based results that the compared average values from the two samples (at the beginning and end of the experiment) statistically significantly differ with the probability of an acceptable error less or equal to the selected one.

Conclusion

The following research shows that, firstly, the communicative competence of bilingual students is an object of design, secondly, as an object of design, it is a complex system, and thirdly, communicative competence as a complex design system should have specified properties that serve as indicators of learning ability development of bilingual students.

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КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ БЕРІЛГЕН ҚАСИЕТТЕРІ БАР ЖҮЙЕ РЕТІНДЕ ЖОБАЛАУ

Бұл мақалада қостілді білім беру жүйесінде жеке тұлғаның тілін дамытудың өзекті мәселелері қазіргі әлеуметтік-мәдени жағдай аясында қарастырылады, қайшылықтар мен оларды шешудің перспективалық жолдары сипатталады.

Қостілді оқушылардың коммуникативтік құзыреттілігін қалыптастырудың моделі сипатталған, ол өзара байланысты

құрылымдық элементтер мен блоктарды қамтиды: мақсатты блок, мотивациялық, мазмұндық, процессуалдық, технологиялық, критериалды-бағалаушы, нәтижелі. Барлық осы құрамдас бөліктер өзара байланысты, өзара тәуелді және оқу үдерісі туралы ақпаратты көрсетеді. Студенттердің коммуникативті құзыреттілігін қалыптастыруда ұсынылып отырған моделдің негізгі ерекшелігі оның блоктарының жүйелілігі мен бірігуі болып табылады, бұл колледждің білім беру процесінің билингвалды коммуникативтік құзыреттілікке ие тұлғкті қалыптастыруға кешенді бағытталуын негіздейді. Модельдің бұл ерекшеліктері колледждің оқу үдерісінің барлық қатысушыларының әрбір блогының мақсаттар жүйесін біріктіруге мүмкіндік береді.

Әрбір блокта көрсетілген қасиеттер жүйесін нақтылау үшін кез келген қалыптасқан сапаның дамуы диагностикадан оту керек. Коммуникативтік құзіреттіліктің даму деңгейін анықтау үшін диагностикалық құралдар таңдалды, зерттеудің негізгі құрылымдық құрамдас бөліктерімен сәйкес келетін критерийлер мен көрсеткіштер анықталды. Таңдалған көрсеткіштер бойынша критериалды диагностикуаны жүргізу студенттердің коммуникативті құзыреттілігін дамытудың табыстылығын, колледж оқытушыларына қажетті әрі қарайғы іс-әрекеттерін анықтауға мүмкіндік береді.

Кілтті сөздер: коммуникативтік құзыреттілік, қостілділік, оқу процесі, шет тілдік орта, ұйымдастырушылық-педагогикалық шарттар.

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ПРОЕКТИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ КАК СИСТЕМЫ С ЗАДАННЫМИ СВОЙСТВАМИ

В данной статье рассматриваются актуальные проблемы языкового развития личности в системе билингвального образования в контексте современной социокультурной ситуации, описываются противоречия и перспективные пути их решения.

Описана модель формирования коммуникативной компетентности учащихся, которая включает в себя взаимосвязанные блоки: блок целей, мотивационный, содержательный, процессуальный, технологический, критериально-оценочный и блок, содержащий в себе результаты исследования. Все названные компоненты четко отображают информацию об образовательном процессе и являются взаимообусловленными. Основным штрихом данной модели является разноплановость и комплексность ее блоков, что позволяет говорить о системной направленности образовательного процесса колледжа на формирование выпускника, владеющего коммуникативной компетентностью на двух языках. Эти признаки модели позволяют объединить системой целей каждого блока всех участников образовательного процесса.

Для получения результатов исследования любое формируемое качество необходимо диагностировать с целью уточнения системы заданных свойств в каждом блоке. Для определения уровня сформированности коммуникативной компетенции был подобран инструментарий, выбраны критерии и показатели, согласованные с основными структурными компонентами исследования. Проведение критериальной диагностики по выделенным показателям дает возможность определить успешность развития коммуникативной компетентности учащихся.

Ключевые слова: коммуникативная компетентность, билингвизм, образовательный процесс, иноязычная среда, организационно-педагогические условия.

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