**ABSTRACT**

**of the dissertation for Doctor of Philosophy (PhD) degree in the specialty 6D011900 – “Foreign language – two foreign languages” by Halel Agnur on the topic: “Scientific and methodological bases of formation foreign Intercultural communicative discourse of future diplomats**”

**Relevance of the research.** In modern conditions of global challenges arising due to changes in the nature of relations between States and international actors, the problem of training highly qualified diplomatic personnel engaged in Intercultural interaction comes to the fore. The role of diplomacy in strengthening International cooperation in the terms of a new world order and globalization development remains quite significant, which determines the need for high-quality training of international bachelors able to productive Intercultural communication. As a result, foreign language education is designed to ensure effective mastery of foreign languages as an instrument of interaction at the diplomatic level and relevant professional competencies. For this purpose, the methodological support of the educational process should be carried out on a scientific-theoretical basis, as well as on the basis of a meaningfully and technologically designed linguodidactic system of future specialists training to carry out diplomatic activities, and therefore diplomatic discourse. Foreign language communicative discourse of diplomats provides the main essence of negotiations, the purpose of which is to achieve harmony of the interests of the participating states, to bring them to an agreement on the problem they are discussing and to a mutually acceptable solution. The quality of foreign language proficiency as the main tool of professional interaction of the diplomatic service specialists determines its effectiveness in the International communicative environment. The need to train diplomats with a high level of foreign language discourse competence development, able to interact successfully in an Intercultural communicative environment, determines the **relevance** of this research.

In this research, a theoretical understanding of various aspects of foreign language intercultural communicative discourse development of future diplomats is accomplished. The study presents the theoretical-methodological background of students in foreign language training for Intercultural communication:

* the Intermediator of Intercultural communication in teaching foreign language and foreign culture, when the object of reality in Intercultural communicative competence development is the process of communication between representatives of different cultures [S.S.Kunanbayeva];
* a secondary linguistic personality development in the process of teaching foreign languages [N.D.Galskova, I.B.Ignatova, I.I. Khaleeva, K.N. Khitrik];
* co-teaching of foreign language and culture within the framework of the linguistic personality development as an intercultural personality prepared for productive Intercultural communication [G.V. Elizarova, O.A. Leontovich, Safonova, V.P. Furmanova, S.G. Ter-Minasova];
* scientific-theoretical foundations of Intercultural communicative competencies development in the conditions of informatization of education[G.S. Mishina, L.P. Khalyapina, G. K. Nurgalieva, A.T. Chaklikova, D.M. Dzhusubalieva];
* development of students’ communicative competencies based on discourse analysis [T.A. Kulgildinova].

At the same time, theoretical analysis of scientific literature, generalization of practical experience have shown that special research of foreign language Intercultural communicative discourse development of diplomats hasn’t conducted enough before. This allowed us to define the problem and choose a topic of the research as **“Scientific and methodological bases of formation foreign Intercultural communicative discourse of future diplomats”.**

**The object of the research** is the process of foreign language teaching in high school.

**The subject of the research** is the methodology of foreign language Intercultural communicative discourse development of future diplomats in the system of professional training.

**The purpose of the research** is to develop a theoretical-methodological model of foreign language Intercultural communicative discourse development of future diplomats and to prove its effectiveness in experimental work.

**Research hypothesis:** Intercultural communicative discourse of future specialists-diplomats will be effectively formed **if**: the requirements for foreign language training for the professional activity of bachelor diplomats are determined and the essence of the concept of “Intercultural communicative discourse” of diplomats, its meaning is revealed and a model is designed, **then** the effectiveness of the proposed tasks and activities based on the integrative techniques in forming Intercultural communicative discourse of diplomats increases, **since** the teaching process is implemented based on socio-cultural, student-centered, diplomacy-professional and competency-based approaches..

**Research objectives:**

* *to characterize* the requirements for the professional activity of specialists-diplomats in foreign language training;
* *to determine* the essence and meaning of the foreign language intercultural communicative discourse of future specialists-diplomats;
* *to identify* the linguodidactic features of foreign language diplomatic discourse development;
* *to design* a model of foreign language diplomatic discourse development;
* *to prove* the effectiveness of the methodological model with the help of experimental work.

**Methods of research:** *theoretical:* analysis of socio-pedagogical, psychological and methodological literature on the problem of research, analysis of educational and methodological documents in universities (project-based method, practical analysis); *empirical:* observation, questionnaires, training, diagnostic tests, generalization and analysis of the results of experience, conducting targeted experimental research; *statistical:* processing the results of the study through mathematical and statistical analysis.

**Substantiation of the novelty and importance of the obtained results:**

* the scientific substantiation of Intercultural communicative competence in the foreign language discourse of diplomats is presented;
* the criteria of forming foreign language Intercultural communicative discourse are defined;
* the concept of foreign language *Intercultural communicative discourse* of diplomats is introduced;
* the linguodidactic features of foreign language diplomatic discourse development are revealed;
* a model of forming foreign language Intercultural communicative discourse of diplomats for implementing foreign language education is proposed.

**The practical significance of the research:**

* tasks and activities of forming foreign language Intercultural communicative discourse of specialists-diplomats are proposed;
* a curriculum of forming foreign language Intercultural communicative discourse of diplomats has been developed.

**Theoretical and methodological foundations of the research:**

* research of scientists in the field of foreign language education, scientific works on modern linguistics [V.I. Karasik, E.S. Kubryakova, E.I. Popova, V.E. Chernyavskaya];
* the theory of intercultural communication as implementing the theory of learning [C.C.Kunanbayeva, G.Kemal];
* research in the field of professional discourse [L.A.Volovich Yu.S.Stepanov, G.V.Mukhametzyanova V.P. Furmanova, O.F. Rusakova, S.G.Ter-Minasova, G.G. Burkitbaeva, B.A. Akhatova];
* approaches and principles to the methodology of foreign language education, the theory of integration [L.N. Bazir, N.A. Almazova, M.S. Bushuev, M.N. Berulava, T.A.Kulgildinova];
* competency-based approach [I.L. Bim, I.A. Zimnaya, A.V. Khutorskoy, C.C. Kunanbayeva, M.L. Zueva, A.A. Zhaytapova, B.A. Zhetpisbayeva, P.A. Kudabayeva, N.I. Almazova];
* theory of a unified pedagogical process, didactic psychological and pedagogical concepts that allow to define goals and expected the results of the training of future specialists-diplomats [V.L. Israelyan, Z. Kuzekova, A.G. Kovalev, K. Makasheva, T. Tuyakbayev, G. Begimova].

**Description of the main results of the study:**

**In the first stage (2017-2018)** scientific papers related to the research topic were collected and systematized. The scientific research apparatus has been carried out. Philosophical, psychological, pedagogical, and methodological works are analyzed.

**In the second stage (2018-2019)** a structural-content model of forming foreign language Intercultural communicative discourse in the professional training of future diplomats was created, and its components, criteria, indicators, and levels were determined. An educational-methodological curriculum has been designed. A formation experiment was conducted. In this direction, a set of methodological tasks for future diplomats based on integrative techniques in forming of foreign language Intercultural communicative discourse was developed.

**In the third stage (2019-2020).** The results obtained during the experiment are processed, conclusions and recommendations are made. The results of the experiment were mathematically processed. The literature used is systematized, the dissertation work is prepared in accordance with the requirements.

**Experimental research base:**

Experimental work was carried out at the Al-Farabi Kazakh National University in Almaty, Faculty of Oriental Studies, Turksoy branch, specialty “6B03101-International Relations”, “Diplomacy and etiquette of the Eastern country (Turkish)” for 4th-year students.

**Provisions submitted for defence:**

1. Diplomatic discourse is a part of intercultural communication in the study of foreign affairs, which is built on the integration of political and business discourse. The following sub-competencies in forming of foreign language intercultural communicative discourse of future diplomats are implemented: professionally discourse-diplomatic, communicative-analytical and predictive-professional.

2. The structural-content model of forming of diplomatic discourse consists of socio-cultural, linguocultural, cognitive-cultural, and competency-based approaches, which in the system of integrative principles and techniques reflect a set of goals, objectives, content, components, stages, teaching tools, evaluation criteria and indicators, levels of forming and conditions.

3. The methodology of forming foreign language intercultural communicative discourse of future diplomats is based on a structural-content substantive model of forming of diplomatic discourse containing cognitive, emotional, activity criteria, which are implemented with the help of problem-based and modular learning technologies.

4. The methodology of forming foreign language Intercultural communicative discourse of future specialists-diplomats has been developed taking into account socio-cultural, personal-activity, diplomatic-environmental, competency-based approaches, which is implemented in the curriculum of the discipline “Professionally-oriented foreign language”, political interviews, polemics, dialogue, problem-based situations, role-playing, empathic tasks are chosen as effective forms of teaching methods.

**The personal contribution** of the doctoral student consists in obtaining scientific results set out in the dissertation and published in printed works, theoretical preparation of the main conceptual ideas, and provisions of the study.

**Approbation of the main provisions and results of the study:**

The results of the dissertation have been published in 15 scientific articles and reports of the author: 4 articles have been published in journals in the Scopus database, 7 scientific articles in journals included in the committee for quality assurance in education and science (CQAES) list, 2 articles in collections of international conferences, 2 articles in collections of republican conferences.

Scientific articles in the journals of the Scopus database:

1. “Development of Foreign Language Professionally Discursive Competence of Future Diplomats” (International Journal of Society, Culture & Language, 2021); (The author shows the formation of a foreign-language intercultural discourse of future diplomats and the relationship of the proposed methods.)
2. “Diplomatic discourse in cross-cultural dimension” Opción (Venezuela), 2020);
3. «Digital educational content in foreign language education for non-linguistic specialties», Opcion (Venezuela), 2020);
4. «Translation strategies of menacing speech act in political discourse from English into Russian», Opcion (Venezuela), 2018), were published;

Seven scientific articles in the journals of the CQAES list:

1. “Linguodidactic features of formation intercultural communicative discourse in foreign diplomatic”, Kazakh Ablai khan UIR&WL, Almaty,  [65 № 2 (2022)](http://bulletin-pedagogical.ablaikhan.kz/index.php/j1/issue/view/38);
2. “The effectiveness of a professionally-oriented language course in the formation of a foreign language intercultural communicative discourse of future diplomats”, News of NAS RK, Almaty, №397 (2022);
3. “Effectiveness of Communicative Learning Technologies in the Formation of Intercultural Communication Discourse of Future Diplomat Specialists”, Karaganda university, Karagandy № 2(106)/2022;

# “Diplomattanushynyn kasibi thesaurusynyn katysymdyk keshenderdi modeldeu”, Gylym zhane omir, Astana, 2019);

1. “Discourstyn oku turindegi subjectin nominationalaryn taldau”, Abai KazPU, Almaty, 2019);
2. “Formirovaniye strukturnykh komponentov mezhkulturnoy-kommunikativnoy kompetentsiii na osnove analitiko –situativnykh tekhnologiy» Nauka i zhizn №9/1 2020);
3. “Madeniyetaralyk-katysymdyk kuzyrettilik modeli zhane componentteri”, Al-Farabi KazNU, Almaty, 2019).

The author considers the role of forming of a foreign language Intercultural communicative discourse of future diplomats; specially created tasks aimed at the development of personal and political, business intercultural communicative discourse are described.

**Compliance with the directions of science development or state programs: The study was regulated by State Programs, such as the Strategy of Long-term and Sustainable Development until 2050, the Strategic Development Plan of the Republic of Kazakhstan until 2025, the National Development Plan of the Republic of Kazakhstan until 2025. (National Priority 3. Quality Education), the National project “Quality Education – “Educated Nation”.**

 **In the research, the author relied on Intercultural communicative concept of modern foreign language education developed at Abylai Khan Kazakh University of International Relations and World Languages.**

**The structure of the dissertation:** the dissertation consists of an introduction, three chapters (three paragraphs each), summary given at the end of each chapter, a conclusion, a list of references, and Appendix.