

ANNOTATION

on the dissertation thesis completed by Mikhailova Tatyana Vladimirovna on the topic “Scientific and methodical foundations of the formation of intercultural professional-communicative competence”

The strengthening of international contacts due to the ongoing global integration processes observed over the past years has led to a high demand for foreign language education.

The dynamics of the level of employers' requirements for the professional training of specialists in any field, the focus on international quality standards and transition to an information society have caused the need to reform the content and structure of higher professional foreign language education in the Republic of Kazakhstan.

A significant step in reforming school education in the Republic of Kazakhstan was the gradual transition to multilingual (trilingual) education, in which English was defined as one of the target languages, along with Kazakh and Russian. Thus, from the 2019-2020 academic year, high school students began to study a number of natural science disciplines in English, in connection with which the training and retraining of pedagogical personnel ensuring the implementation of this process is among the priorities. Consequently, the country faces the task of finding national strategies for the development of professional foreign language education.

Among the evolutionarily changing objects and goals of teaching foreign languages, such as linguistic-cognitive, professional-discursive, information-communication competencies, the "dominant" of intercultural professional-communicative competence, providing identified intercultural professional speech behavior, is obvious.

Based on the above, it can be argued that in the system of higher professional foreign language education there is a need to develop scientific and methodical foundations for the formation of intercultural professional-communicative competence of students enrolled in natural science pedagogical specialties who are able not only to effectively carry out pedagogical activities in the context of multilingual (trilingual) education of the Republic of Kazakhstan, but who are also ready to be professionally realized in the conditions of intercultural professional interaction.

The relevance of the research. The issues of the formation of IPCC in graduates of the natural science pedagogical specialties have not been fully resolved and require their own methodological understanding. Thus, the composition of the intercultural professional-communicative competence of students is not specified, the educational technologies for the formation of the desired competence are not defined.

The relevance of the undertaken research is finally predetermined by the fact that in the system of higher professional foreign language education there is a need to develop a model for the formation of intercultural professional-communicative competence of graduates of this field who are able not only to teach natural science disciplines in English, but also ready to act as a subject of intercultural professionally

directed communication.

The aim of the research is to provide a scientific and theoretical basis for a methodological model for the formation of intercultural professional-communicative competence of graduates enrolled in natural science pedagogical specialties (based on the "cognito-linguoculturological methodology and theory of intercultural communication") and experimental verification of the effectiveness of the developed model in the process of foreign language professional education.

In accordance with the research aim, the following **research tasks** were formulated:

1) to determine the scientific and methodical foundations for the formation of intercultural professional-communicative competence of graduates enrolled in natural science pedagogical specialties, based on the cognito-linguoculturological methodology of foreign language education by S.S. Kunanbayeva;

2) to develop a methodical model for the formation of intercultural professional-communicative competence in graduates of natural science pedagogical specialties;

3) to develop and implement the subject content of the formation of IPCC of students in the form of intercultural professional-linguocognitive modules with the subsequent presentation of a system of exercises and a set of tasks;

4) to conduct an experimental training of the 3rd year students of natural science pedagogical specialties at Sh.Ualikhanov Kokshetau University in order to test and validate the developed model for the formation of intercultural professional-communicative competence of students in the course "English for Intercultural and Professional Communication".

The search for achieving the set research aim and solving the research tasks led to the following **research hypothesis**: the formation of intercultural professional-communicative competence of graduates of natural science pedagogical specialties will be effective **if**:

- the implemented methodical model of the formation of intercultural professional-communicative competence will be based on competence-based, integrated interdisciplinary, intercultural approaches and on a single methodology, in this case on the cognito-linguoculturological methodology of foreign language education and the theory of intercultural communication;

- a special subject content will be developed in the form of intercultural professional-linguocognitive modules (IPLCM);

- in the process of forming IPCC of students, modern pedagogical and information-communication technologies of teaching and learning will be used, including case studies (situational analysis technologies), contextual learning technologies, project technologies, game modeling, active simulation methods, simulation-modeling technologies, sociograms (mind mapping), critical thinking development technologies, and also the latest achievements in the field of offline and online learning;

- its own system of exercises and a set of tasks will be introduced, having a professionally-oriented and intercultural-oriented nature, as well as taking into account the specifics of individual educational programs,

then the purposeful formation of IPCC of graduates will be ensured, **since** competence-based, integrated interdisciplinary and intercultural approaches are being implemented.

To solve the research aim and the tasks, the following **research methods** have been employed:

1. *theoretical*: theoretical analysis of scientific, methodological, educational and methodical literature in the field of theory and methodology of foreign language education; analysis of normative legal acts and documents, existing standard curricula in language disciplines, textbooks in a foreign language for students of natural science pedagogical specialties;

2. *empirical*: questionnaire, testing, modeling and pedagogical design; pedagogical experiment including experimental training of students; observation and analysis of the learning process;

3. *statistical*: quantitative and qualitative processing of materials and obtained results by the method of mathematical statistics.

The scientific novelty of the research is defined by the following:

1. there have been developed the component structure and criterion-characteristic aspects of the concept of intercultural professional-communicative competence as a goal-oriented methodological category of professional foreign language education in relation to graduates of natural science pedagogical specialties;

2. there has been presented a substantial and procedural new methodical model for the formation of IPCC of students acting as subjects of intercultural professionally directed communication;

3. there has been developed the subject content of intercultural professional training of students presented in the form of intercultural professional-linguocognitive modules, within the framework of which modeling of typical situations of intercultural professional-communicative activity is carried out.

The theoretical significance of the research lies in the fact that there has been further developed the problem of the formation of IPCC of graduates of natural science pedagogical specialties who are able to teach a number of natural science disciplines in English in the context of the implementation of the program of multilingual education in the Republic of Kazakhstan, and who are as well ready for professional development in the conditions of intercultural professional interaction.

The developed model of the formation of IPCC of students of the above-mentioned specialties expands the understanding of the theory and methodology of higher professional foreign language education.

The practical significance of the research and the obtained results.

The developed and introduced for the first time methodical model of the formation of IPCC provides foreign language professional training of graduates of natural science pedagogical specialties. The practical significance of this research is enhanced by the methodically based subject content presented in the form of IPLCM, as well as a specially developed system of exercises and a set of tasks.

The practical significance of the research is determined by the fact that the dissertation thesis offers:

1) the curriculum (syllabus) of the course "English for Intercultural and

Professional Communication", developed on the basis of the methodical model for the formation of IPCC of graduates of natural science pedagogical specialties;

2) the elective course "English for Intercultural and Professional Communication", implemented in the educational process at Shokan Ualikhanov Kokshetau University;

3) the textbook "English for Intercultural and Professional Communication", developed for English language teachers and students of higher educational institutions.

Stages of the research: The realization of the research aim and tasks, verification of the hypothesis and the main findings/provisions of the dissertation thesis were carried out in three stages.

At the **first stage of the research** (September 2017 - August 2018), a theoretical analysis and generalization of scientific and methodological literature of foreign and domestic authors in the field of the research was carried out. There was justified the necessity of carrying out this research with further justification of the relevance of the research and definition of the research object, the research subject, the aim and the tasks of the research. There was determined the scientific apparatus of the research, the general concept of the research was formed, and the structure of the research was determined.

At the **second stage** (September 2018 - December 2019), there were developed materials to diagnose the level of formation of IPCC of students of natural science pedagogical specialties; a methodical model for the formation of IPCC was developed; descriptors (indicators) of its formation were proposed. Furthermore, there has been proposed the subject content of intercultural professional training of students in the form of intercultural professional-linguocognitive modules (IPLCM), as well as there has been developed a system of exercises and a set of tasks aimed at the formation of IPCC of students and ensuring the successful implementation of the developed methodical model for the formation of the desired competence.

At the **third stage** (December 2019 — June 2020), there was conducted the experimental training of 3rd year students of the Faculty of Natural Sciences which took place within the course "English for Intercultural and Professional Communication", aimed at testing the developed methodical model for the formation of intercultural professional-communicative competence, based on competence-based, integrated interdisciplinary, intercultural approaches, as well as cognito-linguoculturological methodology of foreign language education and theory of intercultural communication; the results of the experimental study were summarized, conclusions and suggestions were formulated.

The main **findings and provisions** of the dissertation thesis to be defended:

1. Intercultural professional-communicative competence of graduates of natural science pedagogical specialties acts as a purposeful methodological category of foreign language professional education, manifests itself as the readiness for successful integration in the intercultural professionally oriented environment, represents the unity of sub-competencies defined in its structure (*linguo-cognitive, professional-discursive, information-communication*), the formation of which in foreign language professional education occurs step-by-step at the primary, functional

and advanced levels in accordance with the defined motivational-value, cognitive-subject and functional-behavioral descriptors (indicators) of its formation.

2. The methodical model of the formation of IPCC of the graduates of natural science pedagogical specialties is a construct consisting of 5 components (or blocks): target, content, procedural, result and evaluative.

3. The unity and internal dynamics of the implementation of the methodical model of the formation of IPCC of graduates is based on the special subject content which is developed in the form of intercultural professional-linguocognitive modules (IPLCM), as well as represented by the validity of the system of exercises and the set of tasks.

4. The experimental training made it possible to test and justify the effectiveness of the developed model for the formation of intercultural professional-communicative competence of graduates of natural science pedagogical specialties.

Approbation of the main provisions and implementation of the research results.

The content of the dissertation thesis was reflected in 18 publications, among them: scientific publications included in the SCOPUS database — 1, publications in journals recommended by the Committee for control in the sphere of education and science — 5, publications in journals included in the Higher Attestation Commission of the Russian Federation, RSCI — 1, publications in the materials of international scientific conferences — 7, other publications in scientific journals of the Republic of Kazakhstan and neighboring countries — 4.

The structure of the dissertation thesis. The dissertation thesis consists of an introduction, three parts, a conclusion, a list of sources and appendices.