**ANNOTATION**

on the dissertation for the degree of Doctor of Philosophy (PhD)

in the educational program 8D01721 – Training of foreign language teachers

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on the topic: «Theoretical and applied basis for formation

of narrative competence of future foreign language teachers»

**The relevance of the research.** Modern education is considered as the most important factor that impacts the economic, social and cultural development of the government. It is one of the key resources ensuring innovative progress and strengthen national competitiveness in a globalized world. The Law of the Republic of Kazakhstan «On Education» defines the goals of education: ensuring comprehensive and harmonious personal development, training highly qualified specialists who are able to work effectively in the context of globalization and Kazakhstan's integration into the international community. The professional standard «Teacher» of the Republic of Kazakhstan regulates the requirements and criteria for the qualifications and professional activities of teachers. This dissertation research analyzes and summarizes many domestic and foreign developments related to the professional training of foreign language teachers and various types of competencies in this field.The competencies of foreign language teachers training include methodological, communicative, linguistic, pedagogical and cultural aspects. However, the existing classifications of foreign language teacher competencies do not include narrative competence, which, in our opinion, is important for the training of future specialists in the field of foreign language education. Narrative competence is considered as the ability to effectively tell, understand and interpret stories, realizing the skills of generating a coherent narrative, using appropriate linguistic means and structuring events in understandable to the audience way. Future foreign language teachers are required to demonstrating narrative competence, creating a pedagogical narrative.Despite the significant number of works on narrative competence and pedagogical narrative, the essence of the concept of «narrative competence» in the context of foreign language education has not been defined. The status of narrative competence in the structure of professional training of future foreign language teachers has not been introduced, and the methodological aspect of this problem has not been developed.

The relevance of this research is determined by the contradiction between the demand for specialists with a high level of narrative competence as a component of the professional intercultural communicative competence of a foreign language teacher and the lack of elaboration of the problem of using pedagogical narrative in the system of foreign language education.

**The main idea of the research.** The formation of narrative competence in the professional activity of a foreign language teacher is purposeful, step-by-step, context-controlled. It ensures the implementation of psychological and pedagogical aspects of educational process.

**The object of the research** is the process of competency-based training of future foreign language teachers in higher education.

**The subject of the research** is the methodology of forming the narrative competence of future foreign language teachers.

**The purpose of the research** is to provide a scientific and theoretical justification, practical development and experimental verification of the model for the formation of narrative competence of future foreign language teachers and the effectiveness of the developed methodology.

**Research objectives:**

1. To identify the qualitative characteristic trends of the narrative and identify the psychological and pedagogical aspects of the formation of narrative competence in context-based learning, proving the educational potential of the narrative for the training of future foreign language teachers.

2. To reveal the essence and structure of narrative competence and to determine its components.

3. To substantiate the criteria (verbal-semantic, cognitive, and pragmatic) for selecting narrative material to form the communicative core of narrative competence.

4. To develop and theoretically substantiate a model for the formation of narrative competence and to test its methodological effectiveness during experimental teaching.

5. Define the criteria for assessing the development of narrative competence and the descriptors that form the basis of the didactic tools (communicative tasks and technologies).

**The methods of the research:**

- study and critical analysis of scientific literature on the research topic;

- observation and analysis of the educational process;

- generalizing (synthesis, description);

- interpretive (analogy, comparison, explanation)

- modeling;

- experiment, questioning and testing;

- statistical processing of experimental data.

**The main provisions for defense:**

1. The professional training of future foreign language teachers involves the formation of narrative competence, which is a unity of the following subcompetencies: integrative-cognitive, logical-discursive, and linguocultural. The development of narrative competence in foreign language professional education occurs in stages, according to the criteria of its formation.

2. The concept of pedagogical narrative is represented by the identified psychological and pedagogical aspects of the process of formation the narrative competence of a future foreign language teacher, which determine the status of narrative in foreign language education and its didactic potential in context-based learning.

3. The narrative competence formation model is based on the theoretical and practical aspects of textual activity as a communicative core. The model consists of purposeful, conceptual, content, procedural and assessment components which increase students' involvement in foreign language learning in the framework of future professional activities.

4. The purposeful, step-by-step, context-based formation of narrative competence and the integrated use of a set of communicative tasks and technologies contribute to a consistent transition from receptive-productive activity to creative narrative based on stages and texts as basic educational and communicative units in accordance with verbal-semantic, cognitive, and pragmatic criteria.

5. The experimental work allowed us to test and substantiate the effectiveness of the methodology for forming narrative competence as part of its subcompetencies, based on the following evaluation criteria (motivational and value-based, narrative and technological, and content and professional).

**Research hypothesis:** the formation of narrative competence of future foreign language teachers will be more effective if:

- the foreign language educational process will be organized in accordance with the psychological and pedagogical aspects of the narrative;

-the text will be the communicative core of narrative competence formation;

-the main control mechanism is the internal and external context of a specialist's professional activity, which ensure the effectiveness of a gradual transition from educational and professional activities to professional ones, since the foreign language educational process and implements competence-based, socio-linguocultural, individual-activity and cognitive-communicative approaches.

**The scientific novelty of the research:**

- The concept of narrative competence of a future foreign language teacher has been clarified, and its structure and component composition have been revealed, which allowed for a theoretical justification of its role as an integral part of professional intercultural and communicative competence, ensuring productive pedagogical communication and reflective activity.

- The status of narrative competence in the system of professional training for future foreign language teachers is substantiated; its subcompetencies — integrative-cognitive, logical-discursive, and linguocultural — are identified, and descriptors are defined to assess their level of development, which allows for the development of a didactically oriented toolkit.

- The concept of pedagogical narrative has been developed based on the identified trends in the qualitative characteristics of narrative and the psychological and pedagogical aspects of its educational potential in foreign language teaching, which expands scientific understanding of the functions of narrative in pedagogical activities.

- The article presents a model for the formation of narrative competence, which includes target, conceptual, subject-content, procedural, evaluative, and resultant components that ensure its gradual and context-dependent development in the training of future foreign language teachers.

- Verbal-semantic, cognitive, and pragmatic criteria for selecting narrative material used in the formation of the communicative core of narrative competence, which allowed to determine the content and structure of the methodology for teaching pedagogical narrative at the educational and practical level.

**The practical significance of the research.**

- a methodology for the formation of narrative competence as a component of the professional training of future foreign language teachers has been developed and tested;

- a criterion-based apparatus has been developed for assessing the level of narrative competence formation among future foreign language teachers;

- the content of exercises and technologies aimed at the formation of narrative competence has been proposed and experimentally tested;

- the results of research can be used for the implementation of educational programs of higher professional education training of specialists in the field of foreign language education.

**The compliance with the directions of scientific development and government programs.** The dissertation research corresponds to the priority areas of the Law of the Republic of Kazakhstan «On Education» dated July 27, 2007; the Strategic Development Plan of the Republic of Kazakhstan until 2030; the Professional Standard «Teacher» dated December 15, 2022; the Law of the Republic of Kazakhstan «On Professional Qualifications» dated July 4, 2023. The dissertation reflects the requirements of the Concept of Development of Foreign language Education of the Republic of Kazakhstan dated July 25, 2006; the Law of the Republic of Kazakhstan «On Science and Technological Policy» dated July 1, 2024.

**Publications and approvals of research results.** The main results of the dissertation work are presented in 18 scientific works, including:

One article published in a journal included in the Scopus database: «The Role of Digital Storytelling and Narrative Reflective Reports in Developing the Skills of Foreign Language Teachers» publishing agency Sage Journals, E-learning and Digital Media (CiteScore: 6.2, Education: 88%). The article reveals the possibilities of Digital Storytelling technologies and narrative reflective reports in the process of developing the narrative competence of future foreign language teachers. The views of domestic and foreign scientists on the pedagogical narrative within the framework of foreign language education are presented and a methodological experiment to test the dissertation provisions and hypotheses is described. The applicant's contribution is 90%.

One textbook co-authored «Communication specialized practices: science». The results of the dissertation research are included into the content of the textbook tasks. Cognitive-linguocultural complexes (CLC), authentic materials, video resources, narrative texts and exercises are presented: meta-language prediction, narrative analysis, reflective and critical analysis, jigsaw reading, contextual communicative tasks, socratic debate, content of projects for the formation of intercultural communicative competence (narrative competence as one of its components) of future foreign language teachers in the scientific field of training. The applicant's contribution is 50%.

Three articles are in publications recommended by Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan:

1. «Формирование нарративной компетенции будущих учителей иностранного языка через реализацию контекстного обучения» (Formation of narrative competence of future foreign language teachers through the implementation of contextual teaching). The article examines the formation of narrative competence in context teaching and offers prospects for further research on the problem of developing narrative competence of future foreign language teachers. The applicant's contribution is 95%.

2. «Психолого-педагогические аспекты формирования нарративной компетенции будущих учителей ИЯ: опыт исследования» (Psychological and pedagogical aspects of the formation of narrative competence of the future president of a foreign language: research experience). The article is devoted to the description of experiment, aiming to prove that narrative competence formation is a purposeful, methodologically controlled process. The gradual formation of narrative competence in the context-based and cognitive-communicative activities of students - future foreign language teachers was described. The applicant's contribution is 85%.

3. «Об особенностях интеграции технологий в формировании нарративной компетенции будущих учителей иностранного языка» (On the features of technology integration in the formation of narrative competence of future foreign language teachers). The article proves the positive synergistic effect of integrated technologies that stimulate the professional readiness and creativity of future foreign language teachers in the process of creating pedagogical narratives. The applicant's contribution is 85%.

Thirteen works were published in the materials of international scientific, practical and methodological conferences.

**The structure of the research** consists of an introduction, three chapters, a conclusion, a list of references and appendixes.