

ABSTRACT

of the dissertation by Zhanazarova Zagira Kozhabaevna submitted for the degree of Doctor of Philosophy (PhD) in the specialty 6D011900 – “Foreign Language: Two Foreign Languages”

on the topic: «Жобалау технологиялары арқылы экономикаға бағдарланған оқыту жағдайында болашақ шетел тілі мұғалімдерінің метакоммуникативтік құзыреттілігін қалыптастырудың теориялық-әдістемелік негіздері»

Relevance of the research. In the context of Kazakhstan’s integration into the global educational environment, issues of improving the quality of foreign language education and training professionally competent teaching staff who meet international standards are of particular importance. This direction is reflected in the strategic documents on the development of higher education and science of the country, as well as in the methodological foundations for the modernization of foreign language teaching.

The Addresses of the President of the Republic of Kazakhstan define the tasks of modernizing the education system, training competitive specialists in the context of digital transformation, and forming a corps of teachers proficient in modern pedagogical technologies.

In the current conditions of economy-oriented education, the requirements for educational content are becoming more complex, which necessitates the development of not only linguistic but also research, project-based, and professional-communicative skills among learners. In this regard, the training of future foreign language teachers requires the formation of a specialist capable of effectively organizing intercultural interaction, consciously managing communication processes, and providing professional pedagogical support. This requirement determines the relevance of developing metacommunicative competence.

In scientific literature, metacommunication is considered as “communication about communication” and is characterized as a complex phenomenon that allows for the conscious interpretation and management of the communication process (G. Bateson, P. Watzlawick, et al.). Metacommunicative competence, in turn, is defined as an integrative professional quality that combines reflection skills, systems thinking, interdisciplinary connections, and the ability to consciously manage communicative situations.

However, the conducted analysis shows that the problem of forming metacommunicative competence in future foreign language teachers through project-based technologies in the context of economy-oriented education remains insufficiently studied from both theoretical and methodological perspectives.

Therefore, the need to define the scientific foundations and develop an effective methodological system for the development of this competence determines the relevance of the present dissertation research.

Object of the research – the process of professional training of future foreign language teachers in higher education institutions.

Subject of the research - The methodology for developing metacommunicative competence of future foreign language teachers through project-based technologies in the context of economy-oriented education.

Aim of the research - To theoretically substantiate the development of metacommunicative competence of future foreign language teachers in economy-oriented education based on project-based technologies, to design its content-functional model, and to experimentally verify its effectiveness.

Research tasks:

1. To clarify the essence, content, and structure of the concept "metacommunicative competence" of future foreign language teachers.

2. To develop a content-functional model for the formation of metacommunicative competence of future foreign language teachers in economy-oriented education and determine its linguodidactic conditions.

3. To substantiate the content and aspects of the professional concept as a means of developing the professional linguistic consciousness of future foreign language teachers.

4. To design a system of exercises based on project technologies, a step-by-step methodology, and a concise thesaurus of economic terms and concepts within the scope of the studied economic concepts.

5. To verify the effectiveness of the proposed methodology in an experimental study and summarize the obtained results from a scientific and methodological perspective.

Research hypothesis:

The process of developing metacommunicative competence of future foreign language teachers will be effective if, in the context of economy-oriented education: the essence of metacommunicative competence is clarified and its structure and formation criteria are established; the content and aspects of the professional concept are substantiated, and a content-functional model as well as linguodidactic conditions for competence formation are defined; project-based instructional technologies and a concise thesaurus dictionary of economic terms and concepts within conceptual frameworks are integrated into the educational process; then a positive dynamic in the development of students' metacommunicative competence will be observed, as these measures ensure the comprehensive development of future teachers' professional training based on the communicative-competence, professional-cognitive, and innovation-oriented approaches.

Methodological and Theoretical Foundations

The study is based on the theories of cognitive-linguocultural and competence-based approaches, intercultural communication, professional identity formation, metacommunication, cognitive linguodidactics, and project-based learning. These scientific areas are widely represented in the works of both foreign and domestic scholars.

Research Methods: scientific and theoretical analysis of philosophical, pedagogical, psychological, linguistic, and methodological literature related to the research topic; study of legislative and regulatory documents; comparison, systematization, and modeling.

Linguodidactic methods: identification of aspects of the professional concept (profconcept) within economic discourse; development of a concise thesaurus-based glossary of economic terms and concepts within the scope of the selected conceptual domains; selection and systematization of lexical units.

Empirical methods: questionnaires, interviews, testing, observation, pedagogical experiment (including ascertaining, formative, and control stages), and associative experiment aimed at identifying features of learners' perception of economic concepts and their professional linguistic awareness.

Mathematical and statistical methods: qualitative and quantitative processing of research results, comparative analysis, presentation of data in the form of diagrams and tables, and statistical validation of results.

Scientific Novelty and Theoretical Significance:

1. The essence and content of the concept "metacommunicative competence" of future foreign language teachers in the context of economy-oriented education have been clarified. Its structure has been systematized, including cognitive-discursive, thesaurus-analytical, and project-oriented sub-competences, and the criteria for its formation have been defined.

2. A content-functional model for the development of metacommunicative competence of future foreign language teachers in economy - oriented education has been developed, including target, conceptual, subject - content, procedural-organizational, criteria-diagnostic, and result-oriented blocks. Linguodidactic conditions for its implementation (content-related, technological, and resource-based) have been identified.

3. The content and aspects of the professional concept (sectoral, concept-accumulative, and creative) as a means of forming professional linguistic consciousness of future foreign language teachers have been theoretically substantiated, and its structural and content characteristics have been defined.

4. A system of exercises based on project-based instructional technology and a step-by-step teaching methodology have been developed, as well as a concise thesaurus-based glossary of economic terms and concepts within 7 conceptual domains. To assess the effectiveness of its implementation, a set of diagnostic questionnaires based on a pilot testing has been developed.

5. The effectiveness of the proposed methodology has been verified through experimental research; the results have been scientifically validated based on both quantitative and qualitative data analysis.

Practical Significance. The textbook "English for Economic Classes for Future Foreign Language Teachers" and the concise thesaurus-based glossary of economic terms and concepts organized within conceptual frameworks are used as the main didactic tools in the training of future foreign language teachers.

The developed system of exercises, tasks, and methodological guidelines has been implemented in higher education institutions as a teaching and methodological complex. The results of the study can be introduced into higher and specialized educational institutions, as well as institutes of in-service teacher training. The concise thesaurus-based glossary of economic terms and concepts within seven conceptual domains, developed in the course of the study, can be used as an effective

tool for diagnosing students' professional linguistic consciousness, their perception of economic terminology, and their ability to apply it in a foreign language.

The following provisions are submitted for defense:

1. Metacommunicative competence is defined as a set of knowledge, skills, and abilities that enable future foreign language teachers to consciously manage the process of professional communication, understand and effectively use communicative strategies, appropriately apply linguistic tools, organize text-based discussions, regulate information exchange, and carry out educational tasks in accordance with established objectives. Its structure consists of cognitive-discursive, project-oriented, and thesaurus-analytical sub-competences.

2. The content-functional model for the formation of metacommunicative competence in future foreign language teachers is based on communicative-competence, innovation-activity, and professional-cognitive approaches. Through five interrelated blocks (target, conceptual, subject - content, procedural-organizational, and criteria-diagnostic), the model systematizes the goals, content, and outcomes of the learning-process, ensuring the effective integration of project-based technologies into education.

3. The aspects of the professional concept (sectoral, conceptual-accumulative, and creative) represent an integrated linguodidactic system aimed at developing the professional linguistic consciousness of future foreign language teachers. By integrating the content of three academic disciplines through project-based design technology, the system ensures continuity from the acquisition of professional terminology to the development of professional linguistic awareness through TTUs (thematic-textual unities), providing both vertical and horizontal integration across disciplines.

4. The system of exercises based on project technology, the step-by-step teaching methodology, and the concise thesaurus of economic terms and concepts within conceptual frameworks constitute an effective practical mechanism for enhancing the metacommunicative competence of future foreign language teachers. This complex develops skills in analyzing professionally oriented information and fosters the ability to creatively use economic terminology in professional communication.

5. The effectiveness of the proposed methodology for developing metacommunicative competence is confirmed by positive dynamic indicators obtained during the experimental research. The results of the experiment and statistical data (showing level-based improvement in both control and experimental groups) demonstrate that the developed linguodidactic conditions and teaching tools improve the quality of professional training of future specialists.

Research Base. The experimental work was conducted at the Department of Theory and Practice of Intercultural Communication of the Kazakh Ablai Khan University of International Relations and World Languages with third-year students of the Foreign Languages Teacher Training Faculty, enrolled in the educational program 5B011900 – “Foreign Language: Two foreign Languages”.

Description of the Applicant's Contribution to Each Publication

The main findings of the dissertation are reflected in 20 scientific publications, including:

Articles published in journals indexed in the Scopus database:

1. Conceptual platform for formation of the metacommunicative competence of a future foreign language teacher at a specialized school of economics // International Research Association for Talent Development and Excellence. – 2020. – Vol. 12, No. 1. – P.279–293 (CiteScore – 0.9; percentile – 48%). The article examines the theoretical and conceptual foundations for the formation of metacommunicative competence of future foreign language teachers in the context of economically oriented education. The applicant's contribution is 85%.

2. Developing metacompetence in future primary school teachers // Cypriot Journal of Educational Sciences. – 2022. – Vol. 17, Issue 1. – P.284–295 (CiteScore – 0.7; percentile – 21%). The article discusses approaches to developing metacompetence in future teachers. The applicant's contribution is 80%.

3. Some aspects of formation of metacommunicative competence in the process of professional training // Revista Espacios. – 2018. – Vol. 39, No. 30. – P.8–11 (CiteScore – 0.25; percentile – 20%). The article analyzes specific aspects of forming metacommunicative competence in the process of professional training. The applicant's contribution is 90%.

4. Formation of meta-subject skills in students of specialized classes in English lessons // Scientific Herald of Uzhhorod University. – 2024. – Issue 55. – P.2295–2299 (CiteScore – 0.5; percentile – 58%). The article examines the features of developing meta-subject skills in students during English language instruction. The applicant's contribution is 80%.

Educational and instructional publications:

5. «Английский язык для учителей иностранного языка в школах с экономическим уклоном» (2026). The textbook is aimed at developing professionally oriented foreign language competence of foreign language teachers working in schools with an economic focus. This is an individual work of the author. The applicant's contribution is 100%.

6. «A Concise of Thesaurus dictionary of Economic terms and concepts» (2026). The dictionary systematizes economic terms and concepts used in the educational process. This is an individual work of the author. The applicant's contribution is 100%.

Articles published in journals recommended by the Committee for Quality Assurance in Science and Higher Education:

7. Шетел тілі мұғалімінің кәсіби біліктілігінің метакоммуникативтік компоненті // С. Торайғыров атындағы Павлодар мемлекеттік университетінің хабаршысы. Педагогикалық серия. – 2017. – №1. – 85–91 б. The article examines the structure of the metacommunicative component of professional competence. The applicant's contribution is 95%.

8. Болашақ шетел тілі мұғалімдерінің метакоммуникативтік құзыреттілігін қалыптастыруды үлгілеудің кейбір элементтері // Абай атындағы ҚазҰПУ хабаршысы. Педагогикалық ғылымдар сериясы. – 2017. –

№1 (53). – 184–189 б. The article presents elements of modeling the competence formation process. The applicant's contribution is 90%.

9. Профиль-концепт бейіндік мектептерде контенттік-негізде үлгілеуді ұйымдастыру // Абай атындағы ҚазҰПУ хабаршысы. – 2018. – №4 (56). – 164–168 б. The article substantiates the use of the profile concept in education. The applicant's contribution is 90%.

10. Некоторые аспекты формирования метакоммуникативной компетенции в процессе профессиональной подготовки // ҚазХҚЖӘТУ хабаршысы. – 2018. – №3 (50). – 84–95 б. The article discusses theoretical aspects of competence development. The applicant's contribution is 85%.

11. Научно-педагогические подходы к формированию профессиональной метакоммуникативной компетенции будущих учителей ИЯ в профильной школе // Абай атындағы ҚазҰПУ хабаршысы. – 2020. – №2 (66). – 89–95 б. The article analyzes scientific and pedagogical approaches to competence development. The applicant's contribution is 90%.

12. Задачи профессионально-иноязычного образования в вузе для реализации преподавания английского языка в экономических классах // ҚазХҚЖӘТУ хабаршысы. – 2025. – №1 (76). – 359–373 б. The article defines key objectives of professionally oriented foreign language education. The applicant's contribution is 85%.

Eight scientific works published in proceedings of international and national scientific and practical conferences and other periodical publications.

Structure of the Research Work

The dissertation consists of an introduction, three chapters, a conclusion, a list of references, and appendices.

The introduction presents the relevance of the topic, object and subject of the research, aims and objectives, hypothesis, scientific novelty, theoretical and practical significance, provisions submitted for defense, stages of the research, and issues of implementation of results.

The first chapter reveals the theoretical foundations of developing metacommunicative competence through project-based instructional technologies. Its essence, structure, and role in professional training are defined.

The second chapter describes the content-functional model, criteria, and levels of competence formation in future teachers. A system of exercises and seven conceptual frameworks are presented.

The third chapter verifies the effectiveness of the methodology through experimental work, with results confirmed statistically.

The conclusion summarizes the main findings, substantiates the effectiveness of the model, and outlines directions for further research.

The list of references includes 174 scientific sources. The appendices contain diagnostic materials, tests, questionnaires, and a concise thesaurus-based glossary.