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THE PROCESS OF FORMING THE LANGUAGE COMPETENCE OF STUDENTS STUDYING FOREIGN LANGUAGES

This article raises topical issues related to teaching English. The main issue of the study is the formation of language competence among junior students who speak a foreign language at the Intermediate level. The purpose of this study is to form the language competence of students studying foreign languages in the course "Practical grammar of the English language by two modules: direct speech and the sequence of tenses".

The article presents the exact facts and provisions, which increases the value of this work. The authors rely on the Concept of foreign language education of the Republic of Kazakhstan, national and foreign literature, analysis of the views of Kunanbayeva S.S., Galskova N.D., Shchukin A.N. and Safonova V.V., Larsen-Freeman D. and Anderson M.

A distinctive feature of this article is that it offers an unconventional method of teaching English grammar: automation of grammatical knowledge, skills, and skills of students based on a

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Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023
Bulletin of S.Ualikhanov KU.
Philological Series. № 4, 2023
ISSN 2788-7979 (online)

competence-based approach. This article is a scientific work reflecting the results of the conducted research. The paper analyzes the experimental work, focuses on the effectiveness of the competence-based approach in teaching a foreign language, the conclusions are presented in the form of tables and diagrams, the features of the application of the competence-based approach in the process of teaching junior students are clarified. It is worth noting that the authors have proposed a model for the formation of students' language competence. The model consists of four stages: Perception of the model, Imitation of the model, Substitution and transformation, Communication

This article may be useful for teachers of higher educational institutions and students of language specialties.

Key words: competence, language competence, foreign language education, the concept of foreign language, language specialties.

MAIN POINTS

To date, the competence-based approach is of particular importance in the higher education system in the Republic of Kazakhstan. The competence – based approach is such a teaching method, in the application of which students form not only a knowledge base, but also some special skills – competences [1].

The formation of competences contributes to the development of students' personality, increases their potential, makes them more flexible and leads to the creation of a competitive graduate student model.

It's necessary to differentiate terms "competence" and "competency",

The notion of "competency" is one more term, which has received a great deal of interest among scientists. According to American Heritage Dictionary (2006) "competence" is the state or quality of being adequately or well qualified, an ability and a specific range of skill [2].

In Collins English Dictionary/Thesaurus "competence" is defined as the condition of being capable; ability, the state of being competent and "competency" is believed to be the synonym of "competence, it's written that "competency" means the same as competence [3].

Notwithstanding the fact that the given terms are similar, there is still some difference between them and they are presented in Table 1 [4].

Table 1 The comparison between 'competency' and 'competence'

Competence	Competency
Focus on the results	Focus on a person's behaviours
Describe the features of the area of work tasks or job outputs	Describe the attributes of the person
Constitute of the various skills and knowledge needed for performing the job	Constitute of the underlying attributes of a person for superior work performance
Not transferable as each skill and knowledge is more specific to perform the job	Transferable from one person to another
Assessed by performance on the job	Assessed in terms of behaviours and attitude
Task-oriented	People-oriented

SOURCE: YUVARAJ, R. (2011). COMPETENCY MAPPING – A DRIVE FOR INDIAN INDUSTRIES. International Journal of Scientific & Engineering Research, 2(8), 1-7.

As shown in table 1, there are a few lines of distinction between 'competency' and 'competence'. However, scientists tend to use these terms interchangeably to fit their own research context and convenience.

This scientific work deals with the term of "competence" since this notion is given in main documents connected with Bologna process. These documents are important in the context of higher education in Kazakhstan as the country is the member of this process. One of the main documents is "Lisbon strategy" where the word "competence" has got dominant position and there is no mention of competency [5]. In addition, Kunanbayeva S.S. is also one bystanders of using the word "competence".

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ISSN 2788-7979 (online)

It's necessary to start with introducing the classification of competences. Scientists classify competences differently. According to Kunanbayeva S.S. a competence model consists of 4 blocks: professionally-oriented, professionally-based, professionally-identifiying, block of intercultural communicative competence [6].

One more classification of competences consists of such blocks as social, multicultural, communicative, information, self-development. The most important competency for students studying foreign languages is communicative competence. This competence also has its own aspects. These aspects are linguistic, sociolinguistic, discourse and strategic. The article is devoted to the linguistic side of the communicative competence since this aspect has some crucial features enables students communicate using a foreign language faster.

According to the study of Larsen-Freeman D. and Anderson M. the formation of competencies is considered to be an integral part of current language learning in USA. This trend appeared in the year of 1970 and has increased its value with the passing time. Larsen-Freeman D. and Anderson M. pay special attention to CBLT (Competence-Based Language Teaching) and underline the significance of this approach in their book called Techniques & Principles in Language Teaching [7].

In this way, it is remarkable that the authors are bystanders of competence-based approach in language teaching. It's must be noted that authoritative Kazakhstani scientists are also bystanders of this trend. These scientists are Kunanbayeva S.S., Karmysova M.K., Ivanova A.M., Arenova T.D., Zhumagulova B.S. This statement is proved by the concept of foreign language education in Kazakhstan, according to their opinion, it is necessary to put the formation of basic language competences in the first place. If to compare the opinion of American and Kazakhstani scientists, it's visible that they think in one direction.

Larsen-Freeman D. and Anderson M. explain the importance of competence-based approach. They write that to communicate effectively using a language the communicant must have some special skills-competencies. If communicant knows vocabulary and isn't able to easily use this word base and produce speech, this shows the lack of the language competency. It is noteworthy that the scientists also share the ways of developing competencies. One of the ways that they share is making dialogues. According to their opinion, acting situations effectively influences the process of forming the language competence. They also think that forming competency means developing the communicant's self-confidence and independence, broaden one's views.

One more scientist who paid special attention to the problem of forming competencies is Peres-Canado M. She is the author of the book called "Competence-based language teaching in higher education" [8]. Peres-Canado M. claims that competence-based approach to language teaching is necessary if institutions are to respond to the challenges identified in the Bologna Process by equipping their students to participate fully in the EHEA and to be prepared for the demands of the European labor market. She also highlights the role which the CEFR can play in the realization of a broad and inclusive competence-based approach. It also said in the book that the use of the CEFR as a tool for creating a competency-based approach to language teaching may represent a significant change in practice for individual language teachers or language teaching departments.

Another important scientific work, which raises the question of forming competencies in the context of foreign language education, is the monograph of Kunanbayeva S.S called "Competence modeling of professional foreign language education" (2011) [9].

Kunanbayeva S.S thinks that the formation of competences is the requirement of the modern educational paradigm. In the monograph, she writes that it's necessary to pay attention to stadiality and corporate-industrial integration of competence education.

One of the most important competences in the context of foreign language education is language competence, it is also known as linguistic competence. The language competence is a fundamental term in the theory of linguistics, which contributes to producing a number of phrases and sentences in a foreign language. It should be noted, that this competence is not connected only with producing speech but also with the ability of understanding spoken language [10].

It's common knowledge that the linguistic competence consists of the following aspects:
- Grammar (knowledge of the structure of a certain language)

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ISSN 2788-7979 (online)

- Phonetics (knowledge of sounds and it corresponds to pronouncing the sounds)
- Lexicology (vocabulary)

It's important to note that all of the given aspect are interconnected but the article deals with the grammatical side of this competence, analyses the place of this aspect among the given aspects and proves the importance of it.

The thing is that it is difficult to start communication in a foreign language in the absence of the grammatical system of a language.

Competence-based foreign language teaching and learning emphasizes on powerful or rich learning environments that enable students to engage in meaningful learning processes. The most distinctive pedagogical features of this approach are as follows: meaningful contexts, multidisciplinary approach, constructive learning, cooperative, interactive learning, reflective learning, discovery learning and module technology. This study focuses at module technology. The module is considered to be as the following constituents in method of teaching foreign languages: Subject, which is suggested to learn for a definite time; academic blocks (speaking, listening, reading and writing); language aspects (lexis, grammar) level of learning the foreign languages;

The language aspect plays an important role in the process of communication in a foreign language, therefore it is necessary to pay special attention to its formation.

INTRODUCTION

The accession of the Republic of Kazakhstan to the Bologna Process in March 2010 contributed to the fact that Kazakhstan became a full member of the European Higher Education Area. This process is aimed at improving the quality in higher educational institutions of the country and served to change the main purpose of education. The purpose of training is its result, so the result of studying any specialty should be the formation of basic competences.

The requirements for the training of students presented in the general concept of the educational standard for higher educational institutions show that the main vector in the training of specialists should be an emphasis on competences. Thus, a competence-based approach is actively used in higher educational institutions of the country. The competence approach has such features as: practice orientation, increasing the level of activity and independence of students, focusing on learning outcomes, where the main result is the formation of students' competences.

Kazakhstani scientist, Kunanbayeva S.S. is one of the supporters of the introduction of a competence-based approach in the learning process. Kunanbayeva S.S. is a co-author of the Concept of Foreign Language Education of the Republic of Kazakhstan, 2006, in which special importance is attached to the formation of competences in teaching foreign languages. In this way, the scientist offers 4 blocks of competences for the formation of students in the language program "foreign language: two foreign languages", in particular, the pedagogical direction.

These competencies include the following competences: a block of intercultural-communicative, a block of professionally-oriented, a block of professionally-based, a block of professionally identifying competences.

One of the most important competences for language learners is language competence[11]. Language competence is a component of foreign language communicative competence. This competence is the ability to use knowledge and vocabulary consisting of lexical and grammatical elements of language [12].

One of the first scientists who proposed the allocation of language competence is Noam Chomsky. It is worth noting, that Noam Chomsky also introduced the term competence itself. The American scientist introduced this term in 1965 and wrote about it in a book called «Aspects of the theory of Syntax».

According to the scientist, language or linguistic competence is a human ability that simplifies the process of transmitting information. It is noteworthy that Chomsky N. attached special importance to the grammatical side of speech. He defined language competence as an ideal grammatical knowledge. Also the scientist considered language competence as a competence necessary for

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carrying out language activities in his native language, after some time, scientists drew attention to the importance of this competence in the framework of learning foreign languages.

Galskova N.D., Shchukin A.N., Safonova V.V. believe that the language or linguistic component is an integral component of foreign language communicative competence. According to scientists, linguistic knowledge increases the effectiveness of communication in a foreign language [13].

Shchukin A.N. believes that language competence is included in the communicative competence. In his opinion, the formation of language competence means that there is an idea of the system of the language being studied and possession of the system itself (application of the system in practice).

The language competence is related to grammar, vocabulary and phonetics, where grammar is one of the main components of language competence and study is aimed at the formation of language competence through the improvement of grammatical knowledge [14].

The purpose of this article is to study the features of the implementation of the competence approach in the process of formation of language competence among students in the educational program «foreign language: two foreign languages» in the course «Practical grammar of the English language» in the modules «direct speech and the sequence of tenses».

METHODS AND MATERIALS

Methodological basis of the study. Much attention in this study is given to the selection of methods since they influence the experiment and the results of the study . It should be noted, that methods of study are also known as research methods. A research method plays an important role in building of some procedures, processes and experiments. The method should consists of the following steps: forming and asking a question (finding out the problem),doing some background research (observation process),constructing the hypothesis of the study, conduct an experiment to test the hypothesis, analyze the qualitative and quantitative data, drawing the conclusion ,sharing the results, developing interventions [15]

The methods of scientific work were the following:

- analysis of linguistic, scientific-methodical works on the research topic (these methods were used in the process of preparing the theoretical part of the work);

- analysis of textbooks, teaching programs (these methods were of great importance since they helped to select texts for methodological manual);

- control of the educational process in the learning process in order factors that positively or negatively affect the formation of students' language competence (this analysis was significant as the it helped to make correct plans of lessons for practical classes);

- conducting a survey on the research topic;

- introduction of practical classes according to the proposed methodology (practical classes were a part of the experiment);

One more, significant point is that the authors suggest a special methodological model. This model is the basis of the manual for students. The manual consists of a system of exercises.

The system of exercises is based on four stages of acquiring grammatical skills, where each step corresponds to a specific task group.

These stages are the following stages:

The system of exercises is based on 4 stages of acquiring grammatical skills and work with the language material:

Step 1- *Perception of the model* - Example of exercises, ***Comment on the punctuation of sentences with direct speech. Define sentences in British/American English.***

1. Paul said, 'What time does the bus come?' 2.He said to her, 'You are beautiful.'

3. Tom said, "These books are theirs." 4. She said, "I may attend the meeting."

This exercise is aimed at only commenting the punctuation since its meaning is to percept the grammar material.

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Step 2- *Imitation of the model* - Example of exercise*, **Fill in the sentences using comma or quotes where necessary.***

1.Mary said, I want to ride a bike. 2. The teacher said to the boys   Children , take your trainers. 3. Bob's mates said We are so lucky. 4. Tim wrote to his brother " I wish I were a dentist".

This exercise is the different from the first example since in this task students do not comment on ready sentences but quote the sentences themselves. This means that they "imitate the model".

Step 3- *Substitution and transformation* - Example of exercise, **Make up sentences using the following phrases.**

Dias asked Madiyar, Daniel said, he shouted, Marlen answered, Kate exclaimed etc.

This exercise is connected with transforming the given phrases (they understand how to quote sentences, quote sentences themselves and make-up their own sentences using the grammatical theme).

Step 4- *Communication* - Example of exercise, **Turn the following text into a dialogue using direct speech and play it with your group mate.**

This exercise is the most special since it's aimed at communicating with group mates using the language material.

The difference of the given manual is that it doesn't provide the students only with simple ordinary exercise but also the students are provided with the system of exercises.

In this way the articles shows the reader that the paper consists of strong methods and materials.

RESULTS

As part of this study, an experiment was conducted. The purpose of this experiment was to test a methodological manual aimed at developing grammatical skills among students of language specialties in the educational program named «foreign language: two foreign languages». In accordance with the system of assimilation of educational material from the point of Dublin descriptors view, it is possible to build a system of grammatical exercises aimed at the formation of grammatical skills of the English language. These principles of the organization of educational material should describe the result of the student's knowledge, skills and abilities at the end of a certain course.

One more different feature of the study is that aimed at the formation of this competence through the development of grammatical knowledge with the help of a specially compiled classification of exercises, which is based on Dublin descriptors.

Dublin descriptors are a description of what the learner should know, understand and/or be able to do at the end of the cycle/course. Such descriptors are based on five main learning outcomes: knowledge and understanding, the practical use of knowledge and the ability to understand, the ability to make judgments, evaluate ideas and formulate conclusions, communication skills, learning skills.

Dublin descriptors provide orientation of educational programs to the personality of the student. Learning outcomes and competences, on the one hand, determine the content of educational programs, on the other – they are established based on the requirements of a specific academic discipline.

The system of exercises is based on 4 stages of acquiring grammatical skills and work with the language material:

Step 1- Perception of the model   Step 2- Imitation of the model
Step 3- Substitution and transformation   Step 4- Communication

The first group of tasks includes familiarization with grammatical material on topics, the basic rules for the use of two modules (direct speech and the sequence of tenses), as well as exercises for the primary consolidation of grammatical material that form the understanding and perception of the model.

The second group of training exercises is aimed at developing the ability to reproduce a sentence by analogy.

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The third group of tasks includes transformational exercises involving the transfer of the model to other models.

The fourth group of tasks involves the involvement of all available skills in the communication process, the formation of communicative abilities based on knowledge, understanding and judgments.

Each step corresponds to a specific task group. The methodological manual includes a preface, two main parts and appendices.

Two groups of 1st-year students of the specialty «English Teacher» of Sh. Ualikhanov Kokshetau University took part in the experiment. The level of English proficiency among students is average (Intermediate). The experiment was conducted with two groups consisting of twelve students. The quantity of students depended on the groups (each group consisted of 12 students).

At the beginning and at the end of the experiment, both groups passed a control test, including 25 questions on the topic «Direct speech and The sequence of tenses», and a control test, including 25 questions. The tests contained multiple choice questions. It was necessary to choose the right option. For completing each test, students received a total of 100 points. After studying the level of students, the manual was presented in the experimental group (group 1). The students got acquainted with the theoretical material for each section, and then proceeded to perform practical exercises based on the above-mentioned system. While working with the manual, students reviewed theoretical and practical material and eliminated gaps in knowledge on the topics of «Direct Speech and The Sequence of tenses». At the end of working with the manual, it was suggested to complete a control test.

At the beginning of the experiment, a test was conducted to identify errors and gaps in students' knowledge on the topics of «Direct Speech» and «The Sequence of tenses», and at the end to identify the changes after working with the methodological manual. The results of the first test showed that the levels of students in both groups are almost the same.

Table 2 – Analysis of experimental work on the grammatical section «Direct speech»

№	Number of correct answers	Points	%
1	23	90 p.	90-100 points- 8 % of students
2	21	83 p.	70-89 points – 8 % of students
3	16	63 p.	
4	14	52 p.	50-69 points – 50 % of students
5	13	51 p.	
6	13	52 p.	
7	13	54 p.	
8	13	50 p.	
9	10	40 p.	less than 49 points - 33 % of students
10	8	37 p.	
11	8	34 p.	
12	7	26 p.	
The average indicator in the Group 1 is – 52,5 %			

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Table 3 – Analysis of experimental work on the grammatical section «Direct speech»

№	Number of correct answers	Points	%
1	23	91 p.	90-100 points- 8 % of students
2	21	85 p.	70-89 points – 8 % of students
3	15	56 p.	50-69 points – 50 % of students
4	13	58 p.	
5	13	52 p.	
6	13	52 p.	
7	13	55 p.	
8	13	51 p.	
9	10	40 p.	less than 49 points - 34% of students
10	8	34 p.	
11	8	31 p.	
12	7	26 p.	
The average indicator in the Group 2 is – 53 %			

From these tables we can see that 8% of students received 90-100 points, 8% of students received 70-89 points, 50% of students received 50-69 points, and 33% of students received less than 49 points. At the same time, the average indicator of the 1-st group was 53%, and the average indicator of the 2-nd group was 52.6%. After studying the level of students, the manual was presented in an experimental group (group 1). The students worked on the manual for three months. The second control test of students' knowledge in both groups was carried out after working with the manual, the data obtained were analyzed in comparison with the results of the 1st stage study. The second test of students' knowledge in group 1 (+ methodological manual) showed positive results.

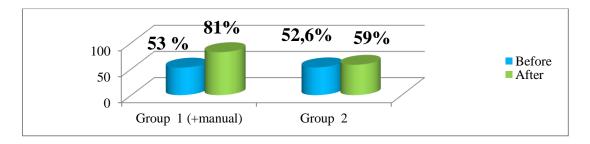Table 4 – The results of Group 1 (+manual)

№	Number of correct answers	Points	%
1	24	94 p.	90-100 points- 33 % of students
2	24	97 p.	
3	24	92 p.	
4	23	91 p.	
5	22	83 p.	70-89 points – 42 % of students
6	22	66 p.	
7	21	59 p.	
8	19	53 p.	
9	18	52 p.	
10	17	56 p.	50-69 points – 25 % of students
11	15	52 p.	
12	14	52 p.	
The average indicator in the Group 1 is – 82 %			

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Table 5 – The results of Group 2 (+manual)

Table 4. The results of Group 2			
№	Number of correct answers	Points	%
1	23	91 p.	90-100 points- 8 % of students
2	21	83 p.	70-89 points – 17 % of students
3	18	71 p.	
4	17	69 p.	50-69 points – 50 % of students
5	15	60 p.	
6	14	57 p.	
7	14	56 p.	
8	13	51 p.	
9	13	52 p.	
10	10	40 p.	less than 49 points - 26 % of students
11	10	40 p.	
12	9	19 p.	
The average indicator in the Group 2 is – 58 %			

As we can see from these tables, the results of the first group are as follows: 33% of students received 90-100 points, 42% of students received 70-89 points, 25% of students received 50-69 points, and there were no students who scored less than 49 points. While the results of the second group are completely different: 8% of students received 90-100 points, 17% of students received 70-89 points, 50% of students received 50-69 points and 25% of students received less than 49 points. The average for group 1 was 81%, and the average for group 2 was 59%. These results are shown in the following diagram.

Diagram 1– The results.

Thus, this diagram reflects the positive results that occurred in the experimental group (group 1) after working with the methodological manual. The level of formation of grammatical skills in students of the 1-st group is significantly higher than in students of the 2-nd group. These data prove the effectiveness of the developed system of grammatical exercises, the purpose of which is the formation of language competence.

DISCUSSION

The results of the experiment provide thorough analysis of data, the most important data is highlighted and given in the diagrams. The diagrams present exact results and highlight the main points of the study. One of the most significant questions of this article is learning the role of

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ISSN 2788-7979 (online)

implementing competence-based approach in forming the linguistic competence. The experiment proved the significance of the competence-based approach.

One more result of the study is the analysis, which shows that the use of a system of grammatical exercises contributes not only to the formation of new knowledge, but also competences.

The article presents three aspect of the language competence. These aspects are: grammar, phonology, lexis.

The authors pay special attention to the grammatical side of the linguistic competency and prove that phonology and lexis (without the knowledge of grammar) do not lead to producing speech in a foreign language, grammar- is the structure of a language and the production of oral speech is possible only in the presence of grammatical structure in the mind of the speaker.

One more, interesting part of the article is the detailed analysis of the manual, which involves a system grammar tasks. The exercises presented in the manual are not chaotic in nature, they are presented in a special sequence, starting from the simplest tasks of an imitating nature, ending with more complex tasks that facilitate the transition to oral speech and entry into communication in a foreign language.

CONCLUSION

The study proves that the application of the competence approach plays a key role in foreign language education in Kazakhstan. This is evidenced not only by the regulatory framework, but also by the experiment we conducted, which was aimed at forming the basic language competence of students of language specialties.

Language competence includes not only knowledge of grammar, but also vocabulary and phonetics. One of the most important aspects of this competence is grammar.

This statement can be explained by the following arguments:

- The possession of vocabulary in its pure form does not affect the formation of the skill of speaking in any language, the launch of the speaking process cannot be without knowledge of grammar;

- Knowledge of the phonetics of the language in its pure form also does not provide the ability to speak, because phonetics is primarily related to pronunciation, and not to the process of speaking.

Summing up, the results of this study, it is necessary to emphasize that the formation of language competence is of great importance in the context of teaching foreign languages. This competence includes lexical, phonetic and grammatical levels, where the grammatical level is positioned as one of the most important levels.

The main results of the study:

1) the system of exercises in English grammar should be based on a special system of exercises built according to a consistent structure, contributing to the development of communication skills.

2) grammar exercises a means of teaching English in the classroom requires the development of a special textbook on each grammatical topic.

3) the use of a methodological manual, compiled in the form of a system of exercises based on Dublin educational descriptors, contributes to the better formation of grammatical skills, as well as develops all types of speech activity of students. The prospects of the study may consist in the application of the developed system of exercises for the development of language competence in the study of other grammatical modules, as well as vocabulary and English pronunciation.

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Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023

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Шет тілдерін оқитын студенттердің тілдік құзыреттілігін қалыптастыру үрдісі
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Бұл мақалада ағылшын тілін оқытуға қатысты өзекті мәселелер көтеріледі. Зерттеудің негізгі мәселесі – орта деңгейде шет тілінде сөйлейтін кіші сынып оқушыларының тілдік құзыреттілігін қалыптастыру. Бұл зерттеудің мақсаты «Ағылшын тілінің практикалық грамматикасы, екі модульде: тікелей сөйлеу және шиеленіс келісімі» курсы бойынша шет тілдерін оқитын студенттердің лингвистикалық құзыреттілігін дамыту.

Мақалада нақты фактілер мен ұстанымдар берілген, бұл жұмыстың мәнін арттырады. Авторлар Қазақстан Республикасының шет тілдерін оқыту тұжырымдамасына, ұлттық және шетел әдебиеттеріне, Құнанбаева С.С., Галскова Н.Д., Щукин А.Н. көзқарастарын талдауға сүйенеді. және Сафонова В.В., Ларсен-Фриман Д. және Андерсон М.

Бұл мақаланың ерекшелігі ағылшын грамматикасын оқытудың дәстүрлі емес әдісін ұсынатындығы болып табылады: студенттердің грамматикалық білімдерін, дағдыларын және дағдыларын құзыреттілікке негізделген тәсілге негізделген автоматтандыру. Бұл мақала зерттеу нәтижелерін көрсететін ғылыми жұмыс болып табылады. Мақалада

тәжірибелік-эксперименттік жұмыс талданып, шет тілін оқытудағы құзіреттілікке негізделген әдістің тиімділігіне тоқталып, қорытындылар кестелер мен диаграммалар түрінде берілген, сонымен қатар құзыреттілік әдісті оқыту процесінде қолдану ерекшеліктері нақтыланған. кіші сынып оқушыларын оқыту. Авторлар студенттердің лингвистикалық құзыреттілігін қалыптастырудың үлгісін ұсынғанын атап өткен жөн. Модель төрт кезеңнен тұрады: Модельді қабылдау, Үлгіге еліктеу, Ауыстыру және түрлендіру, Коммуникация.

Бұл мақала жоғары оқу орындарының оқытушылары мен тіл мамандықтарының студенттеріне пайдалы болуы мүмкін.

Кілт сөздер: құзіреттілік, тілдік құзіреттілік, шет тілінен білім, шет тілі туралы түсінік, тіл мамандықтары.

Материал 17.11.2023 баспаға түсті.

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Процесс формирования языковой компетенции у студентов изучающих иностранные языки

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В данной статье поднимаются актуальные вопросы, связанные с преподаванием английского языка. Основным вопросом исследования является формирование языковой компетенции у студентов младших курсов, владеющих иностранным языком на уровне Intermediate. Целью данного исследования является формирование языковой компетенции студентов, изучающих иностранные языки по курсу «Практическая грамматика английского языка, по двум модулям: прямая речь и согласование времен».

В статье представлены точные факты и положения, что повышает ценность данной работы. Авторы опираются на Концепцию иноязычного образования Республики Казахстан, национальную и зарубежную литературу, анализ взглядов Кунанбаевой С.С., Гальсковой Н.Д., Щукина А.Н. и Сафонова В.В., Ларсен-Фриман Д. и Андерсон М.

Отличительной особенностью данной статьи является то, что она предлагает нетрадиционный метод обучения английской грамматике: автоматизацию грамматических знаний, умений и навыков учащихся на основе компетентностного подхода. Данная статья представляет собой научную работу, отражающую результаты проведенного исследования. В статье проанализирована экспериментальная работа, акцентировано внимание на эффективности компетентностного подхода в обучении иностранному языку, выводы представлены в виде таблиц и диаграмм, уточнены особенности применения компетентностного подхода в процессе обучения студентов младших курсов. Стоит отметить, что авторами предложена модель формирования языковой компетенции студентов. Модель состоит из четырех этапов: Восприятие модели, Имитация модели, Замещение и трансформация, Коммуникация.

Данная статья может быть полезна преподавателям высших учебных заведений и студентам языковых специальностей.

Ключевые слова: компетентность, языковая компетенция, иноязычное образование, понятие иностранного языка, языковые специальности.

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Ш. Уәлиханов атындағы КУ хабаршысы. Филология сериясы. № 4 2023
Вестник КУ имени Ш.Уалиханова. Серия филологическая. № 4, 2023
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ON THE ISSUE OF THE DEVELOPMENT OF LINGUOCULTURAL COMPETENCE

This article presents a theoretical model of the formation of linguocultural competence by applying a linguocultural approach in foreign language classes, which was developed as part of the master's thesis "Linguocultological aspects of foreign language teaching based on media materials". The article presents the history of the emergence of linguoculturology as a science, as well as the relationship of this science with "linguistic anthropology", "anthropological linguistics", "sociolinguistics" and "ethnolinguistics". Aspects of the application of the linguocultural approach in the context of the formation of linguocultural competence are considered. Also, the advantages of using electronic authentic media resources for the purpose of forming this competence are indicated due to their fullness with certain markers - linguoculturemes, which are represented in the form of linguistic phenomena. It is noted that within the framework of the educational process, electronic media texts can be used to form reading skills in foreign language lessons. As an example of the application of a linguoculturological approach using linguoculturemes taken from electronic media texts, the practical training section offers an excerpt of an English lesson for students of non-linguistic specialties of the 1st year of the university based on the materials of the article "Meet the people who took an evening class ... and changed their life" from the online newspaper The Guardian.

Key words: linguoculturology, linguocultural approach, linguocultural competence, authentic materials, electronic media resources, The Guardian.

MAIN PROVISIONS

The formation of linguoculturological competence is based on the science of linguoculturology, the emergence of it as an independent field of research in the 90s of the XX century was the result of the works of Humboldt and Potebnya.

Studies in linguoculturology were conducted by foreign researchers such as Telia, Vorobyov, Maslova, Karasik, and others.

The problem of the formation of linguoculturological competence in teaching foreign languages