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Development of communicative competence of the future teacher in the context of multilingual education

Abstract. *The study considered the development of communicative competence of future teachers in the context of multilingual education. We investigated some literature regarding communicative competence and multilingual education. The purpose of the study was to identify the psychological and pedagogical features of the development of communicative competence of future teachers. To achieve the goal of the experiment, L. Mikhelson's methodology of communicative competence was used to determine the level of communicative competence and the formation of basic communicative skills. The future teacher will use several qualitative and quantitative methods analyzing various literature, domestic and foreign research related to research through the study of a foreign language. In addition, a foreign language is characterized by the development of critical thinking skills and the ability to express themselves professionally in that language, moving from one language to another in a variety of formal or informal situations. Thus, the future teacher should be able to communicate in three languages in professional and everyday life clearly express their points and be aware of features in pedagogical and psychological spheres.*

Keywords: *communicative competence, future teacher, multilingual education, psychological features, pedagogical features.*

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Introduction

Elbasy N. Nazarbayev in his Address to the People of Kazakhstan "Strategy» Kazakhstan – 2050" is a new political course of the country "It was stated that the country should be recognized as a free language as an auxiliary language for an effective transition to the global economy" [1]. As our country is a multinational, multicultural state, the education system continues to introduce the idea of trilingualism to its citizens.

Abu Nasir al-Farabi said, "There are two things that need to be done: words that are not even heard before their letters are formed, or they

use words that have been used before, pointing to the idea of other words. It may be well known, but these rules should be given names that are close to the ideas and which of the first ideas correspond to the rules of word combination". Their language is like art: it can be taught and learned through words, and most of what is said can be identified. If they have common concepts and rules, they write their letters by writing them, and all of them are accepted and necessary to read and teach and say them verbally. Words denoting these rules belong to the words of the second case. The first words are the words in the first case, they are taken from the ideas they point

out in the second case. Thus, people master four arts: rhetoric, poetry, linguistics and writing" [2].

"Knowledge of Kazakh, Russian and foreign languages in modern society is an integral part of personal and professional development, a sign of his success. A competitive specialist at the request of society, that is a multilingual person who speaks several languages at a high level in his professional career, is mobile in the international educational space, as well as able to analyze problems and find solutions on their own".

"Currently, the issue of multilingual education is being systematically studied. In the 80s of the twentieth century M. Siguan and W. Mackey argues that to organize multilingual education at a high level, one must first have a sufficient material base, a high social level of parents, and the need for a bilingual environment at school with the help of parents" [3].

According to A.N. Sadykova, "multilingual education is education in two or more languages in the learning process [4]. According to E.D. Amanbekova, multilingual education is a process of forming a multilingual personality through mastering three or more languages" [5].

So let's consider the concept of communicative competence because every day we talk about the professional and personal sphere.

According to N.I. Sorokina "Competence is the ability and readiness of a person to perform an activity, which consists of understanding the essence of the tasks the problems to be solved, the active possession of the best achievements, the ability to select methods of action that are adequate to the specific conditions of place and time, a sense of responsibility for the results" [6].

"Research by scholars testifies that the definition of «communicative competence» is treated depending on the situation in which the person is located and it is noted that communicative competence can be defined as a synonym for the concept of «communication competence» and includes a system of interpersonal interaction" [7]. "The concept of "communicative competence", competence and its varieties, scope, professional features are analyzed in detail in the works of domestic and foreign scientists.

According to O. Luchaninova, V. Koval and et al. in the study "Formation of communicative competence of future specialists using group work" pointed out that "the practice of improving communicative competence, diagnosis and development of competence in communication", "place and role of communication in public policy", "communicative competence in the professional activity of the teacher", "communicative competence of specialists of the customs service in the system of continuous professional education", "directions in sociolinguistics and communication ethnography", "development of corporate competence, communication with communicative", "language and communicative competence" "communicative competences in enhancing regional competitiveness in the labor market" "professional communication in the global business context, communicative competence in language teaching" [8].

By studying the concepts of the above authors, competence is a set of knowledge and skills, as well as the ability of the subject to determine what action to take in different problematic situations encountered in everyday life and to combine knowledge and skills in its implementation.

Methodology

"The goal of the research work is to present an experimental analysis of the development of communicative competence of the future specialist in the context of multilingual education". We presume that the development of communicative competence of future specialists will be effective and fruitful in the context of multilingual education, enhancement of educational motivation, use of engaging group forms of work during the lessons, encouraging students to do personal reflection. The research objectives are to perform an analysis of the scientific literature; to clarify the concept of the «communicative competence of a future specialist»; to substantiate and check the pedagogical and psychological conditions of the formation of communicative competence of future specialists to work out a theoretical model of development of the communicative competence of future specialists".

Table 1

The study of domestic scientists in the work on the competence of specialists in education

Authors	Definition
K.T.Muldabekova	"... a set of personality traits that can apply theoretical language knowledge in practice, analyze information technology in the development of communication methods, technologies and tools related to professional training by the chosen specialty in the future, appropriate to their level of development and address environmental factors" [9]
D.Yu. Mutanova	"... communicative competence, communicative tolerance in interpersonal relationships with participants in the educational process, empathy, propensity for effective organizational and communicative action" [10]
K.O. Orazbaeva	"The core of competence in vocational education is to achieve results. The formation of this in the training of future teachers solves the problem of developing the much-needed quality of future teachers working in the context of global innovations" [11].
P.A. Kudabaeva	"... the ability of an individual to build intercultural communication based on knowledge, communication, and business, to determine the behavior in a multi-ethnic society, to accept the cultural, historical and social experiences of different countries and peoples, to communicate and gesture - the ability of an individual to master the relationship" [12]
G.A.Rizakhodjaeva	"... it is an integrative characteristic of the future specialist in the field of tourism, including knowledge, skills and personal qualities that ensure productive communication, regulate the professional speech of a specialist in the field of tourism and determine its direction, the adequacy and individuality of the use of speech tools" [13]
D.K. Sadirbekova	"... integrated qualities of the professional competence of the teacher in the effective implementation of the level of knowledge, skills in the field of psychology, pedagogy, and subject" [14]
A.B. Tasova	"His professional personality, which provides a unique, fast, important, effective presentation and solution of new problems in the relationship of mutual subjectivity and understanding" [15]
G.T. Abilbakieva	"... a set of universal and professional skills that allow not only to effectively manage the educational process but also to overcome obstacles encountered in solving problems that arise in the implementation of professional activities" [16]
T.M. Esimgalieva	"... their integrated complex quality, consisting of knowledge, information, intercultural communication skills, the ability to feel national and global responsibility, which is the basis for the ability to focus on multilingual education" [17].

The theoretical methods that were used in the work include comparison, analysis of literature to clarify concepts, synthesis, modeling as well as empirical methods such as diagnostic methods in the form of questionnaires, methods of qualitative and quantitative processing of the results. The study has covered the future specialists at the

Departments of Pedagogy and Psychology at Abai University.

"This means that in the context of teaching a foreign language, it is necessary to acquaint students with the culture of other nations, their customs, traditions, and norms of behavior. These elements in the learning process helps

Table 2

Features of the development of communicative competence

Features of the development of communicative competence	
Psychological features	Pedagogical features
- the future specialist should take into account the peculiarities of the nervous system of temperament; be able to maintain positive values of temperament in practice, taking into account the initial propensity of the person to the dominance of certain qualities, depending on the type of temperament; - deep understanding of the personal qualities of the future specialist (extroverts, ambiverts, introverts), depending on the environment and the style of information interaction. - personal qualities associated with a responsibility for one's actions and life or the transfer of responsibility to others: the locus of control - the person assumes responsibility for the results of their actions to external forces, circumstances or assumes responsibility.	- increase the children's interest in communication through the use of domestic and foreign fiction, taking into account the age and perception of the child, the linguistic needs and requirements of the future specialist; - implement language teaching to children through the effective use of learning and assessment strategies, game technology to ensure the development of critical thinking in the learning process of future professionals; - mastery of communication skills of future professionals in the learning process, the ability to quickly and flexibly apply their knowledge and experience in solving practical problems of communication with individual children and the whole group.

prepare students for effective international contacts at the level of everyday interpersonal communication and form practical skills that allow them to freely understand representatives of other cultures. In the development of communicative competence, the determining approaches are communicative and personal-oriented technologies. The communicative approach focused on the personality of trainees, allows to create a motivational background and to develop necessary skills for mastering a foreign language both in a relatively short period of classes and for further improvement. The communicative approach is a strategy that simulates communication, aimed at creating a technological and linguistic readiness for communication, at conscious comprehension of the material and the ability with it, as well as awareness of the requirements for effective speech" [18].

Results and discussion

Based on the above analysis, we identified the following psychological and pedagogical features of the development of communicative

competence of the future specialist in the context of multilingual education:

To achieve the goal of the experiment, L. Mikhelson's methodology of communicative competence was used to determine the level of communicative competence and the formation of basic communicative skills. The purpose of applying the methodology of communicative competence of L. Mikhelson was to determine the level of communicative competence of students and the formation of basic communicative skills.

Questionnaire for determining the level of students' concept of «communicative competence»:

- 1) How do you understand communication in the pedagogical process?
- 2) How do you understand the concept of communicative competence?
- 3) What language patterns do you need to know to form communicative competence?
- 4) How do you understand the formation of communicative competence?
- 5) What should be a specialist with developed communicative competence?
- 6) What level of communicative competence do you think I am?

Table 3

Level of communicative competence

Questions	Abai KazNPU (experimental group)			KazNWPU (control group)		
	High level	Average level	Low level	High level	Average level	Low level
Level of communicative competence						
What do you mean by communication in the pedagogical process?	58,2	31,1	10,7	33,1	31,2	35,7
How do you understand the concept of communicative competence?	55,2	40,5	4,3	40	34,4	25,6
What language patterns need to know to form communicative competence?	58,4	34,9	6,7	38	27,3	34,7
What do you mean by the formation of communicative competence?	52	35,4	12,6	47	30,4	22,6
What should be a specialist with communicative competence?	56,9	36,4	6,7	44,1	27,6	28,3
What level of communicative competence do you think you are?	53,6	32,8	13,6	37	26,7	36,3
What pedagogical technology do you think is effective in the formation of communicative competence?	55	37	8	51,1	47,5	1,4
Describe the communicative competence of a future specialist.	63,3	33,3	3,4	58,3	28,2	13,5
What are language skills? Prove with an example	63,1	35,5	1,4	45,7	27,5	26,8
Who would you say is a specialist with good communicative competence?	60,3	35,1	4,6	49,4	31,2	19,4
Total	57,6	35,2	7,2	44,37	31,2	24,43

7) What pedagogical technology do you think is effective in the formation of communicative competence?

8) Try to describe the communicative competence of a future specialist.

9) What applies to language skills? Prove it by giving an example.

10) Who would you say is a specialist with developed communicative competence?

In conclusion, the future teacher will use several qualitative and quantitative methods analyzing various literature, domestic and foreign research related to research through the study of a foreign language. In addition, a foreign language is characterized by the development of critical thinking skills and the ability to express

themselves professionally in that language, moving from one language to another in a variety of formal or informal situations.

The issue of training future teachers has attracted the attention of many scientists in the field of psychology. For example, psychologists consider the training of future professionals in terms of personality formation, the theory of action.

H.T. Sheryazdanova paid attention to the organization of psychological training of future professionals as a separate process and suggested taking into account the specifics of students in the content and methods of teaching [19]. In disseminating the views of the scientist, it is important to take into account the specifics of

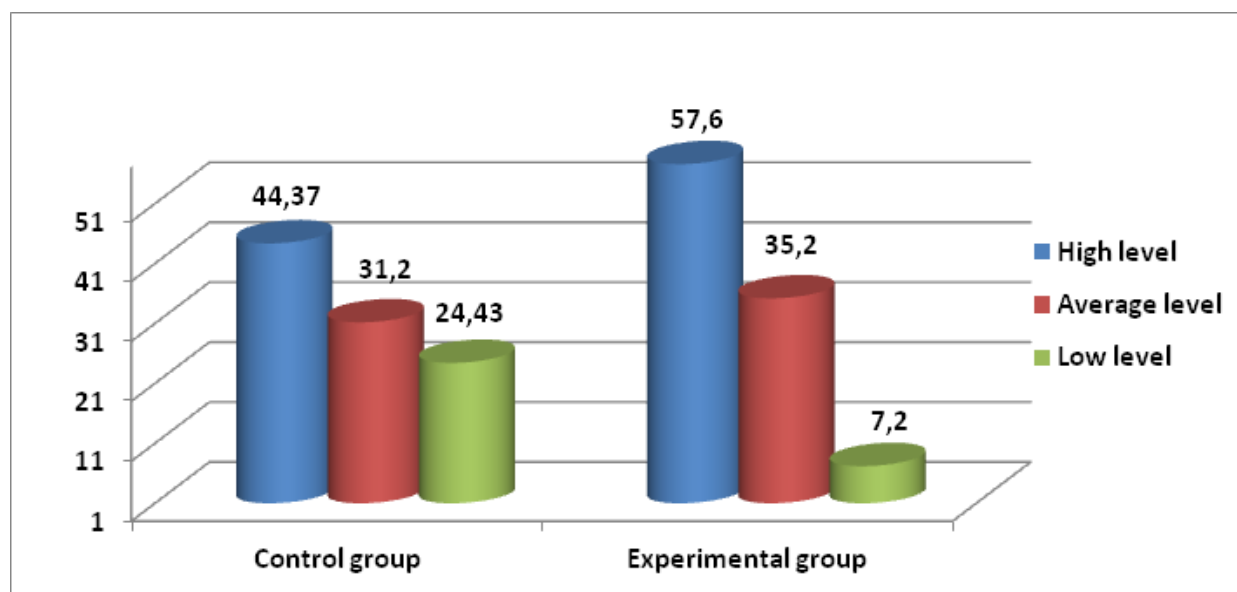


Figure 1. Level of communicative competence

personal perception in the application of teaching content and methods.

G.S. Batishchev's choice of a goal and the way to achieve it and his actions in this regard are an internal prerequisite for the actualization and development of his responsibility. Therefore, we consider responsibility as a component of subjectivity, which is conditioned by the inner desires, needs, goals, orientation of the person. The subjectivity of a person is determined by responsibility. Responsibility necessarily determines the spiritual and moral qualities and valuable relationships of a person. Responsibility is aimed at bringing the internal values of the individual in line with the political and moral values, moral norms, and rights of the group, team, and society [20].

In this case, only the responsible development of students, not the responsible performance of actions and relationships, will determine their subjective position. This is because the performance of students, actions, relationships depends on the determination of external goals. Such an executive, according to the author, shows that a person has lost his independence, freedom, increasing his responsibility to others, refusing to control the consequences of his actions. Therefore, we believe that the improvement of students'

subjectivity is determined by the improvement of actions and relationships and that this improvement comes from their responsibility.

Conclusion

We observed that it is more difficult for future teachers as representatives of the institutions of higher education to develop their communicative competence in the condition of multilingual education. But this is a large-scale phenomenon that needs to be developed in higher education using innovative learning technologies according to the changes and the demands in society. Theoretical substantiation and experimental verification of psychological and pedagogical features of the development of communicative competence of the future teacher in the context of multilingual education have been carried out.

According to the psychological viewpoint: for a future teacher in a pedagogical university, it is very important to consider the peculiarities of temperament and in the educational process to maintain the positive qualities of temperament to create a working atmosphere in the development of communicative competence in the future specialists; also, must realize the personal qualities of the future teacher, such

as extroverts, introverts, and ambiverts. Since extroverts get energy from communication, while introverts get energy from solitude, and ambiverts are harmoniously developed people; the locus of control also plays an important role, that is, a person takes responsibility for his actions and takes responsibility for the result of his actions. According to the pedagogical sides,

the future teacher must consider the students' age characteristics and their perception. Develop children's interest in communication through different literature; the future teacher must master the use of effective strategies such as gaming technologies to develop critical thinking; the future teacher also must master communication skills to solve practical issues with the learner.

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Көптілді білім беру жағдайында болашақ педагогтің коммуникативтік құзыреттілігін дамыту

Аңдатпа. Зерттеуде көптілді білім беру жағдайында болашақ педагогтердің коммуникативтік құзыреттілігін дамыту қарастырылды. Біз коммуникативтік құзыреттілік пен көптілді білімге қатысты кейбір әдебиеттерді зерттедік. Зерттеудің мақсаты болашақ педагогтің коммуникативтік құзыреттілігін дамытудың психологиялық-педагогикалық ерекшеліктерін анықтау болды. Эксперимент мақсатына жету үшін коммуникативтік құзыреттілік деңгейін анықтау және коммуникативті құзыреттілікті қалыптастыру үшін Л. Михельсонның коммуникативтік құзыреттілік әдістемесі қолданылды. Болашақ педагог әр түрлі әдебиеттерді, шетел тілін зерттеу арқылы зерттеуге байланысты отандық және шетелдік зерттеулерді талдайтын бірқатар сапалы және сандық әдістерді қолданады. Сонымен қатар, шет тілі әр түрлі ресми немесе бейресми жағдайларда бір тілден екінші тілге ауыса отырып, сыни ойлау дағдыларының дамуымен және сол тілде өз ойын кәсіби түрде жеткізе білуімен сипатталады. Болашақ педагог кәсіби және күнделікті өмірде үш тілде коммуникативті сөйлей алуы керек және өз ойларын нақты білдіріп, педагогикалық және психологиялық саладағы ерекшеліктерін білуі керек.

Түйін сөздер: коммуникативтік құзыреттілік, болашақ педагог, көптілді білім, психологиялық-педагогикалық ерекшеліктер.

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Развитие коммуникативной компетентности будущего педагога в контексте многоязычного образования

Аннотация. В исследовании рассмотрен процесс развития коммуникативной компетентности будущих педагогов в контексте полиязычного образования. Сделан обзор литературы по развитию коммуникативной компетентности и многоязычного образования. Целью исследования было выявление психолого-педагогических особенностей развития коммуникативной компетентности будущих педагогов. Программа диагностики включала методику коммуникативной компетентности Л. Михельсона для определения уровня коммуникативной компетентности. Будущий педагог будет использовать ряд качественных и количественных методов анализа различной литературы, отечественных и зарубежных исследований, связанных с исследованиями через изучение иностранного языка. Кроме того, иностранный язык характеризуется развитием навыков критического мышления и способностью профессионально выражать себя на этом языке, переходя с одного языка на другой в различных формальных или неформальных ситуациях. Будущий педагог должен уметь общаться на трех языках в профессиональной и повседневной жизни, четко выражать свою точку зрения и осознавать особенности педагогической и психологической сфер.

Ключевые слова: коммуникативная компетентность, будущий педагог, многоязычное образование, психоло-педагогические особенности.

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