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Updating the information-contextual approach in training future foreign language teachers through case studies

The article examines the issues of interdependence of the information-contextual approach in the training of future foreign language teachers through case studies and innovative technologies. The relevance of this problem is due to the need to improve the training of future foreign language teachers in connection with the combination of the anthropocentric paradigm of education with innovative technologies, the characteristic features of which are the use of activity technologies, which include case studies. The purpose of this scientific article is to identify the features of using the information-contextual approach in the process of professional training of future foreign language teachers through case studies. The tasks were set to prepare a review of current scientific research and sources related to the topic of the article and to clarify the essence of the key concepts of "information-contextual approach" and "case technologies". Conclusions on the set goal as a result of the conducted study indicate that the integration processes that characterize the education system are associated with the trends in the development of the methodological basis of the new educational paradigm, which determine the need to update the information-contextual approach in the process of professional training of future foreign language teachers.

Keywords: information-contextual approach, case technologies, professional foreign language training, competencies, innovative technologies.

Introduction

The anthropocentric paradigm of foreign language education is more clearly manifested in the use of innovative technologies, which together contribute to the effective preparation of future foreign language teachers who possess the skills of integrative and informational professional development. In this regard, we consider the issue of updating the information-contextual approach in the preparation of future foreign language teachers through case studies. The contextual approach is understood as the widespread introduction of forms and methods of students' activities into the university educational process, which in one way or another imitate their future professional activities [1; 35]. The implementation of this approach involves the use of innovative technologies, which have become a powerful tool for transforming the educational process, increasing efficiency and improving learning outcomes in the study of ways to implement innovative technologies. These include case studies, which can improve the efficiency of the foreign language educational process. In our study, the expected result is that case studies as an innovative technology contribute to the consolidation of subject knowledge of the language and the acquisition of professional competencies, and also actualizes the development of creative thinking, the ability to express one's opinion, conduct a dialogue, ask questions on a problem and work in a team. The research methodology is based on the implementation of an information-contextual approach, which is designed to give students a tool for integrating new information through independent enrichment of their knowledge, which is relevant for a modern foreign language teacher in the context of continuous education. In our study, the information-contextual approach is based on the integration of digital platforms with the personalization of the learning process and the provision of interactive content. Its implementation is carried out through the use of case technologies, which leads to the disclosure of the creative potential of the student, contributes to the creative understanding of the material of both the student and the teacher. The actualization of the information-contextual approach is structured mainly in the form of tasks and problem situations, the solution of which makes it possible to outline the real aspects of future professional activity.

Nowadays, approaches in numerous fields change rapidly, and it is necessary to find new approaches and opportunities to develop and increase one's earning potential.

Three international organizations have independently presented their approaches:

- The Council of Europe;
- The Organisation for Economic Co-operation and Development (OECD);
- The United Nations.

The authors aimed to make education accessible to all, regardless of age or social status. In the process of continuous learning, it is deemed necessary to:

- Formulate objectives effectively;
- filter information carefully;
- apply theory to practice.

Between 1909 and 1919, a specific teaching scheme was followed where students were presented with a particular situation and asked to analyze it, providing corresponding recommendations. The case-study method was first introduced at the Harvard Business School in 1921, and to this day, Harvard remains the flagship of the “case industry” worldwide, with its instructors writing 600 high-quality case studies per year. The first collection of cases was published in 1921 in the Harvard Business Reports journal. In the 1960s and 1970s, practical situations became widely used by Harvard Business School professors in the study of economic and managerial disciplines. In that same year, Dr. Copeland and Dean Donham also published their collection of cases. Today, it could be argued that situational training based on the Harvard method involves intensive student learning through the use of video materials, computers, and software [2; 8].

The purpose of the case study method is to provide students with a situation to solve and to enable them to analyze the situation presented, find their practical solution, and then choose the best solution.

Case technology is a methodology used to solve problems and develop new ideas. It is based on using the analysis of cases and business situations as a tool for gaining new knowledge, developing strategies, and making decisions.

A case is always a simulation of a life situation. The case allows you to consider the problem and find a solution, as well as to raise the level of competence and professionalism of the student. This method is good because it immerses the student in the process of a particular problem. The student can always come up with his solution.

The use of case studies in teaching will allow students to develop the following abilities:

- Correctly formulate the goal and task;
- Analyze the received information;
- Predict how a situation will develop;
- Make decisions under conditions of uncertainty;
- Defend one's point of view on a task.
- Develop communication skills [3; 223].

Case study-based teaching methods provide opportunities to:

- demonstrate the practical application of theoretical knowledge;
- to see and conceptualize a problem;
- develop practical problem-solving skills;
- inculcate skills in “sifting” information;
- explore alternative approaches related to the situation;
- compare yourself with others, exchange opinions with them;

Advantages of using this method in teaching:

- Development of analytical skills;
- Teaches to act and take responsibility for the decision;
- Develops critical thinking.

The integration of theory and practice in the educational process enables high-quality training of specialists: a practical approach, interactive forms, and teaching methods, one of which is the case method.

The emergence and development of this method in work with students is due to the emerging tasks, which are not only to impart knowledge to students but also to ensure to form and development of interests and abilities, creative thinking, skills, and abilities of independent intellectual work.

Considering of self-development of professionally significant and personal qualities of a future specialist, we emphasize that this process is natural and — at the same time — artificial, and regulated. The first reason for self-development, along with goal-setting and planning the result of activity, is the reflection of professional activity in the sphere of education. One of the primary objectives of the case study method is to

instruct students on how to tackle intricate and unstructured problems that cannot be resolved through logical means [4; 4].

Methods and materials

To solve the set tasks, an analysis of works on the study of the information-contextual approach in the training of future teachers was carried out. Above, we have designated what the contextual approach is. Now let us turn to its component — the information approach, which is related to the contextual one. V.I. Shtanko in defining the concept of the information approach singles out its information connections as a priority and formulates it as follows: “A means and method of studying and generalizing the development and functioning of complex systems of their information connections, using the conceptual apparatus of information theory” [5; 144]. But in order to remember educational information, it is necessary to single out in this approach the information-communicative process of learning and the processes that are associated with the cognitive level of the student and lead to comprehension and handling of information. V.A. Yakunin argues that for a learner, participation in the information process is associated with receiving educational information that must be adequately perceived, comprehended, remembered and reproduced when solving an educational problem [6; 639]. In this sense, he brought the information and communication learning process closer to contextual learning, which involves the systematic use of a professional context interconnected with situations of professional activity. The integration of the information approach based on cognitive activity and the contextual approach based on professional comprehension of situations acquires not only theoretical but also practical significance. Such integration allows us to identify the features and properties of educational information as an object of educational cognitive activity, as well as the specifics of the contextual aspect of learning based on the information and contextual approach, which provides instant feedback and optimizes the effectiveness of foreign language education. Updating the information-contextual approach brings a number of advantages to the educational process: interdisciplinary knowledge, situational activity in accordance with the technology of the information system, understanding of the professional educational focus.

The experiment was conducted in regular training groups formed at the beginning of the training; it was open, during the experiment adjustments were made, the wording of the tasks was changed. The procedure for experimentally proving the hypothesis involves comparing the learning outcomes of the control group, which studied according to the regular program, with the results of the experimental group, where the model for developing the foreign language professional competence of bachelors was implemented.

The following methods were chosen during the experimental work:

- Observation, interview, prepare test tasks, exercises;
- Observation of research competence of students in the process of training;
- Method of control measurements: pre-experimental (diagnostic), intermediate and post-experimental part;
- Statistical processing of the obtained results and conclusion.

The process of experimental work consists of three stages:

1. The pedagogical problem was identified and the goal and objectives were formed at the ascertaining stage. The purpose of the study was the development of communication skills, making the best decision in a difficult situation, the formation of information culture, the ability to process the received information. The development of information culture of future specialists is an important task of information technology education. The level of education can be determined by asking questions about information processes, models and technologies, as well as testing the ability to apply tools and methods of analysing information.

2. At the second, formative stage, empirical research methods were applied. To determine the initial level of foreign language competence formation in the 1st year students and the possibility of using them as experimental and control groups of subjects, to conduct a pre-experimental questionnaire. The students were asked to take an online survey to find out the interest of future teachers in the technologies used in the classroom. Interesting facts were obtained from the results of the survey. And situational tasks were used during the lesson.

3. Analytical and summarising stage — analysis of the developed model and conditions of its implementation.

4. The first step involves the development of scientific and methodological approaches to the creation of an educational training programme corresponding to the model of foreign language competence development. At this stage, we conducted a diagnostic questionnaire survey of the 1st year Bachelor of Humanitarian students to find out the range of their expectations of learning in the discipline “Foreign Language” in higher

education, the level of their motivation for language learning, awareness in the case study in the field of new educational technologies.

This method aims to teach students problem-solving skills through the impartation of knowledge. In the field of case analysis, the following objectives can be identified:

- Consolidating knowledge;
- Theoretical course;
- To develop the skills of group problem analysis and decision-making;
- Development of skills in analysis and critical thinking.

The basic principles of case technology include the following:

1. Study of real business situations: Instead of theoretical consideration of abstract examples, case technology uses real, past, or existing business situations.

2. Group discussion: Case technology invites groups of people to analyze and discuss business situations together. This contributes to the exchange of opinions, for development of critical thinking, and the search for better solutions.

3. Development of analytical skills: Case analysis requires the ability to analyze, synthesize, and evaluate information from various sources. This helps to develop analytical skills and the ability to solve complex business problems.

4. Decision making: Case technology helps participants develop the ability to make decisions and evaluation of information. It teaches how to effectively weigh alternatives and choose the best solution [7; 45].

Using this technology can be useful for various areas and professions, including management, marketing, finance, law, etc. It can be used both in educational institutions for teaching students and in the corporate sector for developing thinking and solving problem situations within an organization.

Case studies use a variety of research methods, including:

1. Quantitative research: These are methods based on the collection and analysis of numerical data. Such research may include surveys, experiments, or data analysis.

2. Qualitative research: These methods focus on exploring the opinions, attitudes, and experiences of research participants. Qualitative methods include in-depth interviews, observations, and document analysis.

3. Case Analysis: This is a method in which researchers study individual cases to understand the causes, consequences, and context of their occurrence. Case analysis is based on detailed research, document analysis, interviews, or observation.

4. Action Research: This is a method in which researchers actively participate in the implementation and evaluation of changes in an organization, applying their knowledge and experience to solve problems and improve practices.

5. Focus Groups: This is a method in which small groups of people get together to discuss a particular topic with the help of a moderator. Focus groups can be used to gather information, ideas, and opinions from participants.

6. Statistical Analysis: This is the method used to process and analyze the data collected during the study. With the help of statistical analysis, researchers can identify relationships, dependencies, and trends in data [8; 78].

These are just some of the research methods that can be used in case studies. The actual choice of methods depends on the specific purpose of the study and the resources available.

The goal of developing foreign language professional competence in future English teachers is to increase the level of foreign language proficiency (English) and develop professional skills in future English teachers [9; 68].

Tasks for the development of foreign language professional competence of future teachers [10; 101].

- Improving the lexical and grammatical aspects of English language.
- Increasing the level of listening and the ability to correctly perceive English speech.
- Development of writing skills in English.
- Improving oral speech and developing communication skills in English.
- Development of professional skills related to teaching English.

Steps for implementation [11; 32].

– Organization of group lessons with an English teacher to study vocabulary and grammar. Classes are held in English using interactive methods.

- Listening to audio materials in English, such as lectures, presentations, interviews, and more. After listening, the material is analyzed and discussed in English.
- The practice of writing scientific texts in English, including essays, abstracts, case studies, and other types of work. Answers to assignments and homework are also provided in English.
- Organization of speaking clubs where students can freely communicate in English, discuss various topics and situations, and train their teaching skills in English.
- Organization of practices and internships in schools or language centers to gain practical experience in teaching English. Students get the opportunity to apply their knowledge and skills in a real educational environment [12; 11].

Expected results:

- Improving the level of English proficiency of future teachers.
- Development of communication skills and confidence in communicating in English.
- Improving the quality and professionalism of teaching English.
- Increasing the level of assimilation of EP in English.
- To train professionals qualified to teach English [13; 56].

The case study allows future English language teachers to develop professional foreign language competence through systematic training, practice, and immersion in the language environment. This approach helps to improve the level of knowledge, skills, and confidence of students and also forms the professional competencies necessary for the successful teaching of English [14; 29].

Results and Discussion

This section presents an experiment conducted at the H.A. Yassawi IKTU. The primary group consisted of 55 4th-year full-time students in the field of study 6B01705 “Foreign Language: Two Foreign Languages”. The model of foreign language professional competence of undergraduate students was tested on students in the field of study 6B01705, focused on two foreign languages. The experiment was integrated into the learning process and was aimed at testing hypothetical provisions. Experimental verification of the developed methodology for developing professional and communicative competence of a foreign language teacher. The carried out work included:

- a) attending and analyzing foreign language lessons;
- b) observing the pedagogical activity of students during foreign language lessons;
- c) conversations with students and teachers.

The carried out work contributed to strengthening confidence in the prospects of the problem under study, formulating a working hypothesis, and made it possible to resolve some doubts about the correctness of one's own explanation in a number of theoretical issues. The data obtained during the preparatory work made it possible to clarify and detail some methods and techniques for working on professionally oriented vocabulary, model the context of its use, and select a system of relevant texts. In preparation for the experiment, a survey was conducted to determine linguistic, lexical and grammatical knowledge, as well as the quality of the skills to use this knowledge in the process of implementing professional and pedagogical activities in a foreign language. Before the experiment, I conducted a survey to determine the purpose of learning a foreign language [15; 125]. The survey consists of the following questions (Table):

T a b l e

The list of questions to determine the purpose of learning a foreign language

№	Questions	Frequency	Percentage (%)
1	Do you think that knowing a foreign language is important for your career?	50	91 %
2	Do you plan to use a foreign language in your professional activities?	55	100 %
3	Do you think that learning a foreign language helps you better understand the culture of other countries?	48	87 %
4	Do you plan to use a foreign language in your everyday life?	35	63 %
5	Do you think that learning a foreign language improves your communication skills?	53	96 %
6	Do you think that knowing a foreign language is important in today's world?	55	100 %
7	Do you use technology or apps to learn a language?	52	94 %

The survey conducted to diagnose the development of the motivational component at the level of interpersonal sociocultural communication showed that the interest in foreign language learning among the students of the control group is at a level close to satisfactory.

At the professional level of language training 45 % of respondents consider business communication as the main thing, 29 % — solving professional language tasks and 26 % — information management (Fig. 1).



Figure 1. Professional level of language training

The article studies the development of foreign language communicative competence of future teachers in the educational environment. The system of diagnostic methods and criteria for assessing the formation of foreign language communicative competence of future teachers is presented. To organise the work we developed the technology of contextual education (TCE) allows us to design and implement in role-playing games exactly such situations. Performing different social roles, which are considered in this or that role-playing project, students of different ages get an opportunity to answer the questions ‘Who am I in this life?’, ‘What helps or hinders me to achieve what I want?’ and to define their position based on the social context. With regard to the vector of social expansion, it should be said that contextual education is based on the possibility of social interaction in the conditions of educational community development.

The following tasks were prepared and used in the practical part.

Development of critical thinking:

1. Analysing and evaluating information:

- Students are presented with complex and multifaceted scenarios that require careful analysis.
- They need to evaluate different aspects of the situation, identify key issues, and determine which data is most relevant.

2. Comparing and contrasting:

- Cases often include several possible solutions or approaches to a problem.
- Students learn to compare different strategies, contrasting their strengths and weaknesses, which helps to develop the ability to critically evaluate.

3. Argument Formation:

- In case discussions, students are required to justify their propositions and conclusions.
- This helps them to develop logical and sequential thinking skills as well as the ability to argue their point of view.

Developing problem-solving skills

1. Problem Identification:

- Students learn to accurately identify the essence of a problem that may be hidden in large amounts of information.
- They develop the ability to quickly and effectively isolate the main problem from a multitude of secondary data.

2. Solution Development:

- The case study method encourages students to generate several possible solutions to a single problem.
- This stimulates creative thinking and allows them to develop their idea generation skills.

3. Practical application of theory:

– Students learn to apply theoretical knowledge in practice by solving real or near-real situations.
– This helps them to see how theoretical concepts work in real life and how they can be adapted to different situations.

– The case study method allows students not only to acquire knowledge but also to apply it in practice, which is key to developing critical thinking, problem-solving and decision-making skills.

Students also had difficulties in completing the assignment such as:

Difficulties include:

a) setting communicative tasks with the help of available lexical units (to persuade, to ask, to clarify) and in orienting students in relation to the situation and conditions of using a foreign language as a means of communication, taking into account the types of communicative actions;

b) the ability to recode information with the available lexical units;

c) the ability to explicate linguo-country information;

d) the ability to work with tables and schemes;

e) the ability to adapt their speech to the level of pupils' training, to reorganise it depending on specific teaching conditions, to simplify or complicate it, to move from one form of speech to another.

The results of frequent fulfilment of situational tasks in a foreign language include several key aspects that positively influence students' language learning and development:

Improving language skills.

1. Improving language skills:

– Frequent situational tasks encourage constant use of the language being learnt, which accelerates the process of language acquisition.

– Students become more fluent in speaking, listening comprehension, reading and writing in the foreign language.

2. Expansion of vocabulary:

– In the process of performing various tasks, students encounter new vocabulary material, which they actively use and memorise.

– This contributes to expanding their vocabulary and improving their overall language competence.

3. Improved grammar skills:

– Constant practice helps students to better learn and apply grammatical rules in real communicative situations.

– Errors made during the tasks are corrected and analysed, which contributes to a better understanding of grammatical structures.

Development of communicative skills

1. Confidence in communication:

– Students begin to feel more confident in communicating in a foreign language as situational tasks simulate real communicative situations.

– Confidence in the language increases with each successfully completed task.

2. Adaptation to real-life situations:

– Situational tasks are often based on real life scenarios such as restaurant orders, hotel reservations, business negotiations, etc.

– This helps students to adapt to real-life situations and feel prepared to use the language outside of the classroom.

Development of cognitive and critical skills

1. Critical thinking and analysis:

– Situational tasks require analysis and problem solving, which promotes critical thinking.

– Students learn to quickly assess situations, find and propose solutions, which improves their analytical skills.

2. Decision Making:

– Performing tasks in a foreign language often involves the need to make quick and informed decisions.

– This develops decision-making skills and the ability to act under uncertainty.

Thus, frequent performance of situational tasks in a foreign language significantly improves students' language and communication skills, develops their cognitive abilities, increases their motivation and prepares them to use the language in real life situations. 70 % of respondents believe that the main result in for-

foreign language teaching can be achieved due to the effectiveness of the situational learning method. At the same time, 17 % emphasise the project-based method and 13 % prefer the brainstorming method. Considering that we include both project method and brainstorming method to characterise the effectiveness of the situational learning method, this indicates the effectiveness of the case study method (Fig. 2).

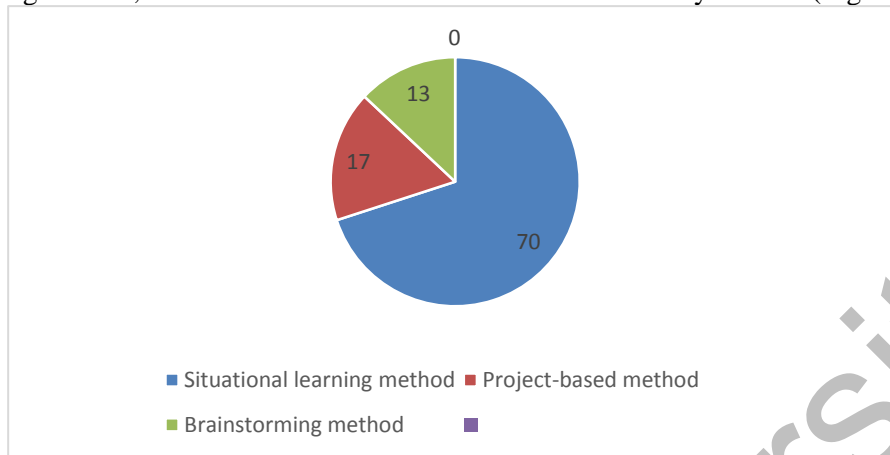


Figure 2. The effectiveness of the case study method

Thus, the case study method, which includes elements of situational learning, projects and brainstorming, is the most effective for achieving results in foreign language learning, according to the respondents. Learning a foreign language through case studies is a method that allows students to apply knowledge in practice. The results show that active communication and problem solving in the context of case studies contribute to rapid language acquisition. This means that after our experiment, students were able to improve their oral and written comprehension skills, expand their vocabulary, and increase their confidence in using English for everyday life and academic purposes.

There are such platforms as Duolingo, Moodle which perfectly demonstrate the method of situational learning. This is a popular platform with a game-based approach to language learning where students take lessons, perform various tasks and participate in games to practice their language skills. The case study method is also an effective tool for learning a foreign language as it encourages active learning and increases student motivation. It promotes the development of communicative skills and the application of knowledge in real-life situations.

Tasks involving the understanding and analysis of information of general cultural character can be used to diagnose the formation of foreign language and linguistic competences, and tasks involving professional foreign language communication are focused on information within the framework of the relevant speciality. To assess the development of communicative competence, students' oral speech activity is evaluated in the course of their direct communication, namely interactive interaction. In general, the comparative analysis of the results of pedagogical diagnostics allows us to conclude that the model is effective.

Conclusion

Successful implementation of technology is in an educational institution. This section presents a case study of an educational institution that has successfully implemented a technological approach. It discusses the goals of the institution, the challenges faced during implementation, the strategies adopted and the results achieved. The case study highlights the positive impact of technology on student engagement, personalised learning and streamlining administrative processes.

The conclusion summarises the findings of the case study and highlights the potential of technology in improving educational effectiveness. It calls for further research and collaboration between policy makers, educators and technology providers to maximise the benefits of technology in education.

By exploring the benefits, challenges, specific technologies and a case study, this case study provides insights into how to make education more effective through technology. The results will be useful to educators, policy makers, and other stakeholders seeking to improve the quality and effectiveness of learning.

Technology, especially e-commerce, has had a profound impact on the retail industry. It has changed consumer behaviour, increased competition, improved efficiency and facilitated the adoption of omnichannel retailing. Retailers that fail to adapt to this rapidly changing landscape risk losing market share and rele-

vance. As technology continues to evolve, retailers need to innovate and utilise technology to improve the customer experience and stay ahead in the competitive retail industry.

The case study method is widely recognised as a valuable tool for developing analytical skills, evaluating alternatives and acquiring practical problem-solving skills. Experience in other countries has shown that the effectiveness of this method can be improved by gradually increasing the complexity of the cases studied, moving from the simplest to the most complex. Experience in other countries has shown that the effectiveness of this method can be enhanced by gradually increasing the complexity of cases from the simplest to the most complex. Learning through case-based learning can encourage students to take an active role in learning and develop the ability to take responsibility for their decisions. This approach can contribute to changing the psychology of people working in a market economy. It is recommended to combine this method with other active forms of learning such as business games, tests, seminars in the form of discussions.

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Кейс-стади арқылы болашақ шет тілі мұғалімдерін даярлауда ақпараттық-контекстік тәсілді жаңарту

Мақалада кейс-стади және инновациялық технологиялар арқылы болашақ шет тілі мұғалімдерін даярлаудағы ақпараттық-контекстік тәсілдің өзара тәуелділігі мәселелері қарастырылған. Бұл мәселенің өзектілігі білім берудің антропоцентристік парадигмасын инновациялық технологиялармен ұштастыруға байланысты болашақ шет тілі мұғалімдерін даярлауда жетілдіру қажеттіліктерінен туындайды, олардың өзіне тән белгілері кейс-стади деп атайтын қызметтік технологияларды пайдалану. Мақаланың мақсаты кейс-стади арқылы болашақ шет тілі мұғалімдерін кәсіби даярлау процесінде ақпараттық-контекстік тәсілді қолдану ерекшеліктерін анықтау. Мақаланың тақырыбына сәйкес бірнеше ғылыми зерттеулер мен дереккөздерге шолуды жасалып, «ақпараттық-контекстік тәсіл» және «кейс-технология» негізгі ұғымдарының мәнін нақтылау міндеттері қойылды. Зерттеу қорытындысы қойылған мақсатқа қатысты тұжырымдар білім беру жүйесін сипаттайтын интеграциялық үдерістер жаңа білім беру парадигмасының әдістемелік негізін дамыту тенденцияларымен байланысты екенін көрсетеді және болашақ шет тілі мұғалімдерін кәсіби даярлау процесі барысында білім беру саласындағы ақпараттық-контекстік тәсілді жаңартуды қажет етеді. Болашақ мұғалімдердің шет тілдік дайындығын жетілдіру мақсатында кәсіби құзыреттіліктерді қалыптастыруды, сондай-ақ шығармашылық ойлауды дамытуды, өз пікірін айта білуді, диалог жүргізе білуді, проблема бойынша сұрақтар қоюды және командада жұмыс істеуді айқындайтын ақпараттық және контекстік технологиялардың детерминизмін есепке алу қажет. Зерттеу нәтижелері шет тіліндегі білім берудің пәндік және лингводидактикалық мазмұнын модельдеуде инновациялық технологияларды қолдану бойынша ғылыми-әдістемелік ережелерді әзірлеуге негіз болады.

Кілт сөздер: ақпараттық-контекстік тәсіл, кейс технологиялары, кәсіби шет тілін оқыту, құзыреттер, инновациялық технологиялар.

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Актуализация информационно-контекстного подхода в подготовке будущих учителей иностранного языка посредством кейс-стади

В статье рассмотрены вопросы взаимообусловленности информационно-контекстного подхода в подготовке будущих учителей иностранного языка посредством кейс-стади и инновационных технологий. Актуальность данной проблемы продиктована потребностями совершенствования подготовки будущих учителей иностранного языка в связи с сочетанием антропоцентрической парадигмы образования с инновационными технологиями, характерными признаками которых является использование деятельностных технологий, к которым относим кейс-стади. Целью данной научной статьи является выявление особенностей использования информационно-контекстного подхода в процессе профессиональной подготовки будущих учителей иностранного языка посредством кейс-стади. Были поставлены задачи по подготовке обзора актуальных научных исследований и источников, связанных с темой статьи и уточнением сущности таких ключевых понятий, как «информационно-контекстный подход» и «кейс-технологии». Выводы по поставленной цели в результате проведенного исследования свидетельствуют о том, что интеграционные процессы, которыми характеризуется система образования, связаны с тенденциями развития методологической основы новой образовательной парадигмы, которые определяют необходимость актуализации информационно-контекстного подхода в процессе профессиональной подготовки будущих учителей иностранного языка. В целях совершенствования иноязычной подготовки будущих учителей необходим учет детерминированности информационных и контекстных технологий, обуславливающих формирование профессиональных компетенций, а также развитие творческого мышления, умение высказывать свое мнение, вести диалог, задавать вопросы по проблеме и работа в команде. Результаты исследования составляют основу для разработки научно-методических положений по использованию инновационных технологий в моделировании предметного и лингводидактического содержания иноязычного образования.

Ключевые слова: информационно-контекстный подход, кейс-технологии, профессиональная иноязычная подготовка, компетенции, инновационные технологии.

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