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Developing of discursive competence at English classes in the higher educational institution in polylingual education

The article is devoted to the determination of the main stages of the technology of developing of discursive competence at English classes in polylingual education on a gradual transfer of the text into discursive activities through the use of complex tasks involving the combination of different types of activities and in result cognitive, developing and creative functions of academic texts are realized and the conditions for the acquisition general and individual information culture are created. The authors carried out the serious work on the determination of the functions of the feedback of the text and discourse activities in teaching English to the students at the university in polylingual education.

Key words: foreign language, education, innovation, communication, polylingual, discursive, competence, high school, activity.

Under these conditions the problem of formation and development of polylingual education and also the working out its theoretical and methodological basis become urgent.

In 2007–2008 academic years on the basis of the order of the Ministry of Education and Science of Kazakhstan dated August 7, 2007 number 387 to identify the main direction of quality education to international standards was initiated a new educational project to introduce training in three.

Taken into account the positive experience in implementation of polylingual education in Kazakh-Turkish high schools, Karaganda regional boarding school «Murager» for gifted children, International School Miras, the Kazakhstan Ministry of Education decided on a phased implementation of training in three languages from 7th grade in schools proposed Astany and Almaty's regional departments of education.

The project envisages an annual increase of classes and the gradual transition of the whole school to learn three languages. According to the order of RK Ministry of education, Astana and Almaty cities Education Department was asked to organize the work of specialized schools to introduce teaching in three languages of general subjects with grade 7, include the study of one or more subjects of natural-mathematical series in English, Kazakh language and literature, the history of Kazakhstan in schools with Russian as language of instruction — in the Kazakh language in the school curriculum with the Kazakh language of instruction; the Russian language and literature in schools with Kazakh as the language of instruction — in Russian, in the school curriculum with the Russian language teaching.

According to the Plan of measures on training introduction in three languages RSPC «Daryn» held a series of teaching seminars, scientific-practical conference for heads and subject teachers of the above schools, monitoring on the basis of the academic year was held as well.

The analysis of educational activities in the above-mentioned classes demonstrated the feasibility of the project.

Pedagogical collectives express confidence that despite some difficulties which have encountered at the first stage, realization polylingual training of students in modern conditions is actually and necessary. Organized annually on the basis of the academic year with instruction in 3 languages education monitoring the relevance and need polylingual education.

A polylingual person, in a broad definition, is one who can communicate in more than one language, be it actively (through speaking, writing, or signing) or passively (through listening, reading, or perceiving). More specifically, the terms bilingual and trilingual are used to describe comparable situations in which two or three languages are involved. A polylingual person is generally referred to as a polyglot. Poly (Greek: πολύς) means «many», glot (Greek: γλώττα) means «language».

Polylingual speakers have acquired and maintained at least one language during childhood, the so-called first language (L1). The first language (sometimes also referred to as the mother tongue) is acquired without formal education, by mechanisms heavily disputed. Children acquiring two languages in this way are called simultaneous bilinguals. Even in the case of simultaneous bilinguals one language usually dominates over the other. This kind of bilingualism is most likely to occur when a child is raised by bilingual parents in a predominantly monolingual environment. It can also occur when the parents are monolingual but have

raised their child or children in two different countries or when the parents are monolingual and raise their child in a society which speaks a language different from their own, which is common in immigrant populations of Western European countries. It's also possible (but rare) that children are raised in a polylingual country like the Netherlands where Dutch is the main language, but also includes the Frisian language in the northern part of the country. Because of the small area of the country most children from Friesland learn Dutch and Frisian without formal education. Also, Suriname, which speaks Dutch and Papiamentu, has this feature.

A further possibility is that a child may become naturally trilingual by having a mother and father with separate languages being brought up in a third language environment. An example of this may be an English-speaking father married to a Mandarin Chinese speaking mother with the family living in Hong Kong, where the community language (and primary language of education) is Cantonese. If the child goes to a Cantonese medium school from a young age, then trilingualism will result.

In linguistics, first language acquisition is closely related to the concept of a «native speaker». According to a view widely held by linguists, a native speaker of a given language has in some respects a level of skill which a second (or subsequent) language learner can hardly reliably accomplish. Consequently, descriptive empirical studies of languages are usually carried out using only native speakers as informants. This view is, however, slightly problematic, particularly as many non-native speakers demonstrably not only successfully engage with and in their non-native language societies, but in fact may become culturally and even linguistically important contributors (as, for example, writers, politicians and performing artists) in their non-native language. In recent years, linguistic research has focused attention on the use of widely known world languages such as English as lingua franca, or the shared common language of professional and commercial communities. In lingua franca situations, most speakers of the common language are functionally polylingual.

One view is that of the linguist Noam Chomsky in what he calls the human 'language acquisition device' — a mechanism which enables an individual to recreate correctly the rules (grammar) and certain other characteristics of language used by speakers around the learner [1]. This device, according to Chomsky, wears out over time, and is not normally available by puberty, which he uses to explain the poor results some adolescents and adults have when learning aspects of a second language (L2).

If language learning is a cognitive process, rather than a language acquisition device, as the school led by Stephen Krashen suggests, there would only be relative, not categorical, differences between the two types of language learning.

Rod Ellis quotes research finding that the earlier children learn a second language, the better off they are, in terms of pronunciation. See Critical period hypothesis. Many European schools offer secondary language classes for their students, if for no other reason than the proximity of other countries with different languages.

Based on the research in Ann Fathman's *The Relationship between age and second language productive ability* [2, 3], there is a difference in the rate of learning of English morphology, syntax and phonology based upon differences in age, but that the order of acquisition in second language learning does not change with age.

People who have Polylanguage background will find out their native language would influence their second language in any other ages.

In second language class, students will commonly face the difficulties on thinking in the target language because they are influenced by their native language and culture patterns. Robert B.Kaplan thinks that in second language classes, the foreign-student paper is out of focus because the foreign student is employing rhetoric and a sequence of thought which violate the expectations of the native reader [4]. Foreign students who have mastered syntactic structures have still demonstrated inability to compose adequate themes, term papers, theses, and dissertations. Robert B.Kaplan describes two key words that affect people when they learn a second language. Logic in the popular, rather than the logician's sense of the word), which is the basis of rhetoric, is evolved out of a culture; it is not universal. Rhetoric, then, is not universal either, but varies, from culture to culture and even from time to time within a given Culture [5]. Language teachers know how to predict the differences between pronunciations or constructions in different languages, but they might be less clear about the differences between rhetoric, that is, in the way they use language to accomplish various purposes, particularly in writing [6].

Even if someone is highly proficient in two or more languages, his or her so-called communicative competence or ability may not be as balanced. Linguists have distinguished various types of polylingual competence, which can roughly be put into two categories:

For compound bilinguals, words and phrases in different languages are the same concepts. That means that 'chien' and 'dog' are two words for the same concept for a French-English speaker of this type. These speakers are usually fluent in both languages.

For coordinate bilinguals, words and phrases in the speaker's mind are all related to their own unique concepts. Thus a bilingual speaker of this type has different associations for 'chien' and for 'dog'. In these individuals, one language, usually the first language, is more dominant than the other, and the first language may be used to think through the second language. These speakers are known to use very different intonation and pronunciation features, and sometimes to assert the feeling of having different personalities attached to each of their languages.

A sub-group of the latter is the subordinate bilingual, which is typical of beginning second language learners. The distinction between compound and coordinate bilingualism has come under scrutiny. When studies are done of polylinguals, most are found to show behavior intermediate between compound and coordinate bilingualism. Some authors have suggested that the distinction should only be made at the level of grammar rather than vocabulary, others use «coordinate bilingual» as a synonym for one who has learned two languages from birth, and others have proposed dropping the distinction altogether. Many theorists are now beginning to view bilingualism as a «spectrum or continuum of bilingualism» that runs from the relatively monolingual language learner to highly proficient bilingual speakers who function at high levels in both languages (Garland, 2007).

Widespread polylingualism is one form of language contact. Polylingualism was more common in the past than is usually supposed: in early times, when most people were members of small language communities, it was necessary to know two or more languages for trade or any other dealings outside one's own town or village, and this holds good today in places of high linguistic diversity such as Sub-Saharan Africa and India. Linguist Ekkehard Wolff estimates that 50 % of the population of Africa is polylingual [7].

In polylingual societies, not all speakers need to be polylingual. Some states can have polylingual policies and recognise several official languages, such as Canada (English and French). In some states, particular languages may be associated with particular regions in the state (e.g., Canada) or with particular ethnicities (Malaysia/Singapore). When all speakers are polylingual, linguists classify the community according to the functional distribution of the languages involved:

- diglossia if there is a structural functional distribution of the languages involved, the society is termed 'diglossic'. Typical diglossic areas are those areas in Europe where a regional language is used in informal, usually oral, contexts, while the state language is used in more formal situations. Frisia (with Frisian and German or Dutch) and Lusatia (with Sorbian and German) are well-known examples. Some writers limit diglossia to situations where the languages are closely related, and could be considered dialects of each other. This can also be observed in Scotland where in formal situations, English is used. However, in informal situations in many areas, Scots is the preferred language of choice.
- ambilingualism: a region is called ambilingual if this functional distribution is not observed. In a typical ambilingual area it is nearly impossible to predict which language will be used in a given setting. True ambilingualism is rare. Ambilingual tendencies can be found in small states with polyple heritages like Luxembourg, which has a combined Franco-Germanic heritage, or Malaysia and Singapore, which fuses the cultures of Malays, China, and India. Ambilingualism also can manifest in specific regions of larger states that have both a clearly dominant state language (be it de jure or de facto) and a protected minority language that is limited in terms of distribution of speakers within the country. This tendency is especially pronounced when, even though the local language is widely spoken, there is a reasonable assumption that all citizens speak the predominant state tongue (E.g., English in Quebec vs. Canada; Spanish in Catalonia vs. Spain). This phenomenon can also occur in border regions with many cross-border contacts.
- bipart-lingualism: if more than one language can be heard in a small area, but the large majority of speakers are monolinguals, who have little contact with speakers from neighbouring ethnic groups, an area is called 'bipart-lingual'. An example of this is the Balkans.

Whenever two people meet, negotiations take place. If they want to express solidarity and sympathy, they tend to seek common features in their behavior. If speakers wish to express distance towards or even dislike of the person they are speaking to, the reverse is true, and differences are sought. This mechanism also extends to language, as described in the Communication Accommodation Theory.

Some polylinguals use code-switching, a term that describes the process of 'swapping' between languages. In many cases, code-switching is motivated by the wish to express loyalty to more than one cultural group, as holds for many immigrant communities in the New World. Code-switching may also function as a strategy where proficiency is lacking. Such strategies are common if the vocabulary of one of the languages is not very elaborated for certain fields, or if the speakers have not developed proficiency in certain lexical domains, as in the case of immigrant languages.

This code-switching appears in many forms. If a speaker has a positive attitude towards both languages and towards code-switching, many switches can be found, even within the same sentence [14]. If, however, the speaker is reluctant to use code-switching, as in the case of a lack of proficiency, he might knowingly or unknowingly try to camouflage his attempt by converting elements of one language into elements of the other language. This results in speakers using words like *courrier noir* (literally mail that is black) in French, instead of the proper word for blackmail, *chantage*.

Sometimes a pidgin language may develop. A pidgin language is basically a fusion of two languages, which is mutually understandable for both speakers. Some pidgin languages develop into real languages (such as *papiamentu* at Curaçao) while other remain as slangs or jargons (such as Helsinki slang, which is more or less mutually intelligible both in Finnish and Swedish).

Bilingual interaction can even take place without the speakers switching. In certain areas, it is not uncommon for speakers each to use a different language within the same conversation. This phenomenon is found, amongst other places, in Scandinavia. Most speakers of Swedish and Norwegian, and Norwegian and Danish, can communicate with each other speaking their respective languages, while few can speak both (people used to these situations often adjust their language, avoiding words that are not found in the other language or that can be misunderstood). Using different languages is usually called non-convergent discourse, a term introduced by the Dutch linguist Reitze Jonkman. The phenomenon is also found in Argentina, where Spanish and Italian are both widely spoken, even leading to cases where a child with a Spanish and an Italian parent grows up fully bilingual, with both parents speaking only their own language yet knowing the other. Another example is the former state of Czechoslovakia, where two languages (Czech and Slovak) were in common use. Most Czechs and Slovaks understand both languages, although they would use only one of them (their respective mother tongue) when speaking. For example, in Czechoslovakia it was common to hear two people talking on television each speaking a different language without any difficulty understanding each other. Another example would be a Slovak having read a book in Czech and afterwards being unsure whether he was reading it in Czech or Slovak. This bilinguality still exists nowadays, although it has started to deteriorate after Czechoslovakia split up.

In Canada there are several areas where French and English meet. It is quite common at dinner to speak only one language and listen in both. One even forgets what language the other person was speaking. With the coming of the 150th year of existence for Toronto the term Sesquicentennial Celebration was coined. Sesquicentennial means one and a half centuries. All across Ontario people suddenly knew what to call this one and a half language ability; *sesquilingual*. The term is now very universal.

Polylingual education, as a result of sociocultural transformation of modern linguistic situation in Kazakhstan is presented as the innovative process, which is in pedagogy understood as a controlled process of creation, perception, evaluation, development and implementation of educational innovations. In this connection there is a need for a special system of ensuring full activity of the subjects of education in the changed and new conditions. However, we suppose that it will minimize the risk of errors and miscalculations, objectively peculiar to the processes of innovations.

This securing, we consider both the scientific and methodical support of innovation and educational activities of the subjects of polylingual education, which have to determine the adequate perception and intensive development of teaching innovations, as well as giving them an objective assessment for further implementation and effective implementation in practice.

In the context of our problem the ratio of reproductive (directed for getting of already well-known result by well-known means) and productive activities has the greatest value of the existing diverse classifications of forms of activities (spiritual and material, production, labor and non-labor), as the latter assumes the form of creativity associated with formulation of new goals and corresponding means or with the achievement of certain objectives through new means. In pedagogical appearances the creative basis of activity determines the beginning of its innovative character, i.e. the achievement of new results, means and ways of getting them to overcome the routine components of traditional activity. Also it confirms another definition of innovation activity explaining it as a socio-pedagogical phenomenon that reflects his creativity and as going be-

yond the regulatory activity. Then, considering the activity of subjects of polylingual education as a pedagogical innovation, we mean, first of all, the dominance of its creative component. It is of particular importance for the development of evaluation mechanism of results of the subjects of polylingual education.

Realizing the transformative nature of activity, which in absolute form can claim to innovation in any activity, we decided to dissociate these concepts more deeply studying the nature of pedagogical innovations primarily.

Such kind of studying showed that the concept of «innovation (novelty)» refers to the concept of «innovation (introduction)» as «the result *-* process»:

- innovation (novelty) is a new order, a new custom, a new method, an invention, a new phenomenon;
- innovation (introduction) is a purposeful change bringing into the environment of the introduction new stable elements causing the transition from one state to another.

There is a similar situation with the concepts of «pedagogical innovation (novelty)» (the result of scientific and practical creativity, progressive proficiency of the teachers) and «pedagogical innovation (introduction)» treated rather extensively:

- the purposeful change, introducing new stable elements (innovations) into the educational environment, containing the innovation and improving features of individual parts, components, and most of the very educational system as a whole;
- the process of development of innovation (new means, methods, principles, technologies, etc.);
- the search for ideal methods and programs, their introduction into the educational process and their creative rethinking.

Last definition of innovation (introduction) is rather a scientific-research activity as well as «the search for ideal methods» connected with the idealization, which tends to any scientific investigation, and «creative rethinking» is in equal measure treated to research and to practical activities. Once again we are confronted with the creative part of constituent of activity. However, relatively to the transformative basis of activity it has generating character in the process of innovations (introductions).

Already at the level of key words (innovation (novelty) and innovation (introduction)) we observe the intersection of efficient and procedural phenomena. This level is considerably more complicated with the introduction of the concepts of innovation (pedagogical)» and «innovatics (pedagogical)»:

- pedagogical innovation is an innovation in pedagogical activity, a change in the content of technology of training and education, leading to an increase in their efficiency;
- pedagogical innovatics is a branch of educational science that studies the process of updating of pedagogical activity, its principles, laws, methods and means.

Thus, the complexity of the analyzed concepts led to the origination of the entire scientific field — innovatics (pedagogical). Its theoretical developments are reflected in the used increasingly wide range of researchers the concepts of «innovation education», «innovative teaching.» The first of these ones is understood as the process and result of such teaching and educational activities, which encourages and designs a new type of activity, both the individual and society as a whole. The second concept is an innovative teaching has come under more scrutiny examination of scientists and is treated as:

- 1) a special type of knowledge, alternative in accordance to traditional, regulatory teaching;
- 2) the process, providing personal development of teachers and students through the democratization of the position of teacher and their inclusion in the joint creative, productive activities;
- 3) the changing nature of academic cooperation, creating a high willingness to uncertain future on the basis of enhancing the development of intellectual and communicative activity and creativity;
- 4) a special type of mastering knowledge, which implies the development of abilities of students to act together in new situations;
- 5) purposefully projected studying process through the use of scientific and cultural knowledge;
- 6) purposefully organized situation of the individual, where the planned future, and willingness to implement this future, this «training for tomorrow».

Without questioning the consistency and validity of the given statements, we just denote them as a unique starting point for further development of pedagogical innovatics, where one of the last definitions is the concept of «innovative and didactic activity». In formulating the problem of the research culture of the teacher, Sh. Taubayeva in this context identifies three areas of professional activity of teachers and his self-education, one of which is, according to the scientist, the innovative and didactic activity — project and development of curricula, textbooks, teaching aids, methodological development textbooks for teachers, etc.

Come back to the notion of «transformative activity» and «innovation activity». The key to their delimitation is hidden in the nature of creativity. In the first case, the degree of creative freedom and the level of creativity are determined to a greater extent by the getting the purposes and so it means by consciousness and controllability of the (transformative) activity. In innovation activity the creativity assumes the character of the generation of ideas, which often arises spontaneously, uncontrollably, without purpose getting. Arising at the level of ideas, the generation of a new style and new image in the subsequent process of reflection specifies itself the purposes and directions.

Thus, the study of the nature of pedagogical innovations in correlation with the essence of polylingual education gives every reason to understand the latter as an innovative education:

- firstly, a new type of training and educational activities for teachers and for students;
- secondly, a change in the nature of pedagogical collaboration;
- third, it is the education of «tomorrow».

In the educational process the leading figure will always be a teacher. Therefore, for the organization of innovation processes in the education system his qualifications, his professional training, his willingness to implement their own activities in a constantly and rapidly developing pedagogical reality are essential.

Studying of scientific concepts in the field of professional image of teacher, development of its professionogram, structural and functional models of his personality allowed us to present a synthesis of the component parts of his professional activity, the success of which depends on level of the totality of his theoretical knowledge, pedagogical skills, and organizational skills. Inclusion into this structure the fourth component, the creative experience, explains why we have designated it as the components of innovation and educational activity.

So, the first three components (theoretical knowledge, pedagogical skills, and organizational skills) are inherent to the traditional academic work, and the fourth component is determined as personality-motivational sphere of the individual teacher, his needs, aptitudes, abilities, interests.

The component «theoretical knowledge», of course, includes the knowledge of the theory of classical and modern pedagogy and psychology. In conformity with polylingual education this component must include knowledge of the theory and translation techniques, comparative linguistics and ethnicity, ethnic pedagogy and ethnic psychology, as well as knowledge in the field of innovation and educational of taught subject. This list of knowledge is determined at first, by the language of studying process, i.e. what the subject is not taught, it is taught in a particular language. And if, for example, there is a decision to teach mathematics in English, it means that in combination with the specifics of the course of mathematics the complexity of the presentation of content in a non-native language, more precisely in a foreign language, should be taken into account. The same situation arises with Kazakh and Russian languages in the case when they are for non-native learners.

It is known that theoretical knowledge is the very foundation setting the conditions for practical skills. Thus, a component of «pedagogical skills» includes transformed professional pedagogical knowledge, which are formalized in certain teaching materials: from the drafting lesson plans to the designed textbooks and teaching aids. Teaching skills of the teacher appear in the selection, organizing, structuring of educational information, in selecting the optimal combined methods, means and forms of presentation of this educational information. It is difficult to overestimate the importance of theoretical knowledge in a particular area: psychology or pedagogy, didactics or linguistics, etc. In the development of teaching skills, these skills are «working» not in isolation from each other, but in organic symbiosis, complementing and setting mutual conditions for each other.

However, that may have not been ideally worked out the training and information material and didactic mechanisms for its presentation, without «organizational skills» they lose their effectiveness in carrying out practical actions: to make demands, set, or rather «to say aloud» learning objectives; to create favorable conditions for solving these tasks; to organize and implement teacher interaction, etc. The professional and personal qualities of the teacher the most vividly and clearly appear in particular in this component of the educational activity. Constituents of the first two components in this issue may be only the key, but no guarantee of the very success. All the complexity of teaching is in practical actions of implementations of educational schemes and plans.

Of course, these components are selected conditionally, they are not absolute. It is difficult to distinguish clearly defining this or that sphere of activity. So there is the same situation with the fourth component of innovation and educational activity, as the creative work in different degree and in different volume is in almost every act of pedagogical interaction. But, nevertheless, clearly distinguishing the transforming and

generating bases of activity, we emphasize the creativity as a special and meaningful indicator of innovation. Lack of creative experience in the activity of the teacher describes this activity as normative (traditional), but not innovative.

Under the discursive competence, we understand the totality of knowledge, skills, and ways of life associated with constructing and situational understanding of discourses as objects of reality in the implementation of professional activities. Thus, there is the subordination of knowledge to skills and the role of skills (experience) is in practically implement of knowledge, to solve the problem of professional activities on this basis.

Discursive competence, as well as any competence includes the development of four types of experience:

- 1) the experience of cognitive activity, fixed in the form of its results — knowledge;
- 2) the experience of the famous ways of activity — in the form of the ability to act according to the model;
- 3) the experience of creative activity — in ability to make effective decisions in problematic situations;
- 4) the experience of the emotional and value relationships — in the form of personal orientation [1].

Mastering these four types of experience allows to form students' ability to implement complex cultural types of actions which in modern pedagogical literature are called competencies.

Research topics related to speech behavior in the professional field indicates that all students are considering business communication as an integral part of professional activity and consider it is necessary to introduce a special course of study of the characteristics of the business communication, because at the stage of studying they describe their level of knowledge as clearly insufficient to establish and maintain contacts in the industrial sphere, i.e., for the expression of intention in the process of business communication.

Students recognize the importance of culture in business communication professional reflex activity specialist and as a learning goal sees overcoming the existing difficulties of communication in a production environment, such as: insufficient knowledge of business vocabulary and terminology, difficulties in maintaining business contacts with representatives of other countries; ignorance of the subtleties of all areas of business communication, the need to express their thoughts severe «dry» language with the help of certain syntactic speed.

In general, the majority of students (87 %) demonstrated a good knowledge of book language styles, although there are some difficulties in defining and reasoning style accessories selected excerpts: only 15 % of respondents could not list the criteria how in characterizing style to a given passage.

Students understand the term «business communication», but their view is superficial. Thus, business communication is determined by the teaching communication as communication in business/ formal setting (in business), as communication between organizations and / or business partners, the combined business interests, as a form of communication, which uses official-business style, as communication between the various companies for transactions, contract includes a collection of some of the rules, which can be used in the field of communication at business level. Thus, students have a number of difficulties in the allocation of the characteristics of the desired concepts. Only 37 % of respondents noted such features as the laconic, templates, courtesy, accuracy, consistency, informative, clarity. This situation is observed with characteristic official-business style of speech, with which all students linked the notion of the search.

In this situation, features 37 % of students distinguish the following features: the use of stamps, objectivity, use in business communication and business correspondence, brevity, clarity, use of business vocabulary and terminology, templates, brevity, the norms, lack of redundant information, rigorous reasoning, persuasiveness, persistence, and unambiguous. It should be noted that all subjects were allocated as a form of business communication oral and written, and may be a great number of topics discussed in the course of professional activities, such as the one as a condition of cooperation, contracting, sale, request, suggestion, refinement, thanks to increased sales, improved product quality, the cooperation, delivery of goods.

Students are not familiar with the concepts of genre officially-business style: only 12 % could list the possible genres, such as the statement, notice, complaint, business letter, receipt, request, resume, contract, help, explanation, united under called «epistolary genre. Also trained and formed to have a superficial idea of such concepts as verbal situation and visitors to business writing: only 12 % of students own ability to orient in the external structure of the design business letters, and 5 % — the ability to relate linguistic expression with speech communication situations.

Analysis of the responses in terms of linguistic expression of business intentions showed that 22 % of business communication tied to the category of politeness and demonstrated the ability of using linguistic means of expression of positive emotions and 52 % — appropriate use of standard phrases.

Certain difficulties have arisen with the definition of «correspondence» and the allocation of classification groups of business letters. Thus, the correspondence is defined as the correspondence between business partners, which bears the official-business nature; (official) letters (types of letters) concerning the case or the agreement on a joint case, the written form of business communication conversations that took place between people (companies) about their relations; correspondence between the parties to the business; written communication between people, united by the business interests. As the types of business letters 15 % of respondents identified the following varieties: a letter of rejection, letter recommendations, letter order, letter of recommendation, information letter to information letter, a thank you letter, letter of response, an explanatory letter.

The data are taken into account by us in the organization of learning content: creation of separate dictionaries-lows, as well as the selection of texts belonging to different groups intentional.

Based on the study we divided the course of studying the singularities, vision by business communication in three blocks — information-organizing, information and practical, practice-situational.

In the first phase — information and organizing — carried out the formation of a conceptual component, as students acquire the theoretical foundations of professional practice, and the motivational component of personally oriented component, since the whole learning process is aimed at building the capacity of Teachers of primary — a willingness to practice activities. Terms of achieving this goal are specially organized, theoretical training and adaptation of students' knowledge in the field of style and culture of communication which, in turn, which make us to talk about the formation of adaptive capacity, i.e., the ability to master the basic tools and forms activity of the new environment, learn acting in its values and norms.

The second phase — information and practical — can form knowledge component, as students acquire the knowledge required to perform tasks related to the professional activities, and practical reproductive component, because the training is based on the known methods of reproduction to study the situation of communication. Terms of achieving this goal are specially organized activities, aimed at practical applications acquired knowledge, and updating knowledge and skills of students, which in turn allowed us to talk about the formation urgent abilities, i.e., the ability of an active communication-cognitive activity, deeper understanding of the content of the material.

In the third phase formation is carried out in practical creative component, because we teach students orientation and apply learned skills in new situations, communicate, and forecasting-effective component of personality-oriented component, because the training is aimed at practical satisfaction of needs of the individual in the successful implementation of plans, based on the ways to predict the result of activity. Terms of achieving this goal are specially organized activities aimed at forming a communication-verbal skills, and integration of knowledge of students, which, in turn, allowed us to talk about the formation of integrative abilities, i.e., the ability to creatively use the diverse information in intersubject intercultural communication and interaction, especially in the thinking.

Different qualities, skills and abilities the individual, without which related with communicative activities that can be formed only through the exercises in the manifestation of the implementation of skills and abilities.

Under the conditions of globalization the language sphere of public life undergoes the most considerable changes. It results in quite a different approach to the problem of language education, the basic idea of it being the study of any language in unity with the culture of native speakers. Besides it is possible to speak of polylingual education, the result of which must be formed the polylingual competence of citizens of the society. The constituents of this polylingual competence have to become a native language by means of which a citizen could identify the membership of an ethnos, a Kazakh language having a status of a state language the knowledge of which would promote a successful civil integration, the Russian language as the source of scientific and technical information, a foreign language and other non-native languages as well, developing the man's abilities to self-identification in the world community.

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Жоғары оқу орнында көптілді топтардағы шетел тілінің сабақтарында дискурсивті құзыреттілікті қалыптастыру

Мақала әрекеттің әр түрлі түрлерінің жиынтығы кіретін кешенді тапсырмаларды қолдану арқасында мәтіндік қызметті дискурсивті қызметке кезеңді түрде аудару аясында көптілді тобында шет тілі сабағында дискурсивті құзырды қалыптастырудың негізгі кезеңдерін анықтауға арналған және оқу мәтінінің креативті функциясы және ортақ, ақпараттық мәдениетті адамды меңгеру үшін шарттар жасалуға дамытатын когнитивті нәтижеде жүзеге асырылады. Авторлар студенттердің жоо-да көптілді тобында шет тілін меңгеруінде мәтіндік қызметтің кері байланысы және дискурстің функцияларының анықтауы бойынша байыпты жұмыс өткізді.

Статья посвящена определению основных этапов технологии формирования дискурсивной компетенции на занятиях по иностранному языку в группах полиязычного образования при поэтапном переводе текстовой деятельности в дискурсивную за счет использования комплексных заданий, включающих сочетание различных видов деятельности. В результате реализуются когнитивная, развивающая и креативная функции учебного текста и создаются условия для овладения личностью общей и информационной культурой. Авторами проведена серьезная работа по определению функций обратной связи текстовой деятельности и дискурса при обучении иностранному языку студентов в вузе в группах полиязычного образования.

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Шетел тілдерінің мұғалімдерін кәсіби даярлау жүйесіндегі шетел тілдерін оқыту әдістерінің рөлі

Шетел тілдері мұғалімінің кәсіби қызметінің ерекшелігі одан шетел тілін оқыту саласында білім жүйесін, дағды және шеберлікті меңгеруді ғана емес, сонымен қатар белгілі жеке тұлғаға тән қасиеттерді — кәсіби міндеттерді шешуге шығармашылықпен қарауды, өз білімін үнемі жетілдіріп отыруға дайын болуын талап етеді. Шетел тілі мұғалімі оқыту әдістерін дұрыс қолдана білуге тиісті. Әдістерді таңдау сабақта мұғалім қойған міндеттер мен шарттарға байланысты болады. Оқыту әдістері оқытудың тәсілдерінен тұратын және оқушыларды оқытудың соңғы мақсатына жеткізуге бағытталған, оқу процесіндегі маңызды компоненттердің бірі болып табылады.

Кілтті сөздер: шетел тілі, мұғалімнің кәсіби қызметі, білім жүйесі, дағды және шеберлікті меңгеру, жеке тұлға, кәсіби міндеттер, оқыту әдістері, аралас әдістер, шығармашылық қабілеті.

Қазіргі технологиялар ерекше дамыған заманның өзінде білім сапасын қамтамасыз етудегі мұғалім рөлін ешнәрсемен ауыстыруға болмайтындығын халықаралық тәжірибелер көрсетіп отыр. Демек, мұғалімнің біліктілігі бұл еліміздің бүкіл білім беру жүйесін алға бастырып, оны заман талабына сай етіп құрудың негізгі алғышарты, басты кепілдігі болып табылады. Білімді ұрпақты,