

программы «Болашак» для того, чтобы обеспечить организации образования квалифицированными англоязычными специалистами [6].

Таким образом, языковая политика рассматривается в качестве одного из приоритетных направлений дальнейшего развития казахстанского общества, при этом иностранный язык, как и родной язык, и язык межнационального общения развиваются во взаимодействии и взаимообогащении, способствуя формированию интеллектуальных ресурсов конкурентоспособного государства.

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### STAGES AND ASPECTS OF ENHANCEMENT OF FOREIGN LANGUAGE COMPETENCY OF FUTURE PROFESSIONALS IN HIGHER EDUCATIONAL INSTITUTIONS

#### *Abstract*

*In article there is given full description of language training process in higher educational institutions. Authors analyzed works of scholars on a given issue, emphasized level of language personality structure, levels of its ability to commit acts of speech. Article outlines four components which are included in professional foreign language competence as the goal of education. On the basis of research-based approaches to the formation of a flexible educational content and learning there have been given stages of professional foreign language competence of the specialist.*

**Keywords.** Language training process, teaching foreign language, language competence of future professionals, stages of language competence formation, enhancement of language training.

**Ключевые слова:** процесс языковой подготовки, обучение иностранному языку, языковая компетенция будущих специалистов, этапы формирования иноязычной компетенции, повышение языковой подготовки.

According to the new social order of the state non-language faculties of high educational institutions must give professional training today, which responds to all requirements of professionals in the context of humanization of society. The solution to this problem is possible if there is clear defined purpose of the professionals training in a given level including in a foreign language. As it is well known, established in the currently communicative approach to teaching foreign language communication

considers mastering foreign language as the acquisition of foreign language competence by learners in accordance with the basic provisions of the theory of speech activity. In this approach, foreign language competence is understood as the use of the language system especially in the social and professional activity (L.S.Vygotsky, A.I.Leontyev, E.F.Tarasov).

Special value is the contact of students with native speakers, who work as teachers in the faculties. The opportunity of studying in the walls of his university with native speakers increases motivation, extends the horizons of students. Organization of work with foreign teachers has its own specifics, because their educational concepts and traditions of communication with the students is very different from that to which our colleagues are accustomed. However, the authenticity of the communication is invaluable for the students. And if the opportunity to travel abroad today is very real, but it is often difficult for economic reasons, the opportunity to learn from the teacher-language is available today for many. A positive factor in the reform of Higher education system is the ability of the international cooperation. Many universities participate in international projects developed joint textbooks and teaching aids, program usage telecommunications.

A large reserve of increasing motivation and improve learning its effectiveness lies in the possibility of using means mass communication in a foreign language: news programs, feature films, educational programs, music programs, the Internet, etc.

In different stages of learning process there are observed different levels of linguistic foreign language competency, in other words different levels of willingness to create and receive the production of speech of communication. Emphasize it, we can draw from G.I. Bogin's work [1,112-114]. The author distinguishes the following levels of language personality structure, levels of its ability to commit acts of speech:

1. Level of correctness. Formedness of this level means that the person is able to use basic vocabulary and rules word- and forming of a given language.
2. Level of interiorization. Formedness of this level implies a speech in the producer holistic view about the upcoming private utterance, hence, as a result, a good rate of speech.
3. Level of intension. At this level, there is widespread use of the language wealth. Lack of primitivization vocabulary and syntax.
4. Level of adequate choice. Reaching this level is not only a possession of a variety of means of language, but also the ability to use them in the right proportion to the context, in particular not using within a single sentence, the words and forms, related to different functional styles of speech.
5. Level of synthesis adequacy. "This level of linguistic personality development includes the achievements and shortcomings in the production or in synthetic perception of a whole text with the whole complex set as inherent means of communications of discipline content, and inherent means of expression of spiritual nature of the individual of communicant".

Formation and development of professional foreign language competence of the specialist cannot serve as the purpose of training, and mastering it does not happen immediately, but gradually. Therefore, there should first select any the most significant sections of it, i.e. the components of the goal, and then they are specified in the training facilities. The full list of them it is something that should be represented in the program in foreign languages, distributed in the curriculum, work programs and embodied in textbooks.

Auerbach provides a useful review of factors involved in the implementation of competency based approach in teaching English, and identifies eight key features[2,411-430]:

1. A focus on successful functioning in society. The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.
2. A focus on life skills. Rather than reaching language in isolation, competency based learning teaches language as a function of communication about concrete tasks. Students are taught just those language form required by the situations in which they will function These forms are determined by "empirical assessment of language required"
3. Task-or performance –centered orientation. What counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.
4. Modularized instructions. "language learning is broken down into manageable and immediately meaningful chunks" Objectives are broken into narrowly focused subobjectives so that both teachers and students can get a clear sense of progress.

5. Outcomes that are made explicit a priori. Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioral objectives so that students know exactly what behaviors are expected of them.

6. Continuous and ongoing assessment. Students are pretested to determine what skills they lack and posttested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objectives and are retested. Program evaluation is based on test results and, as such, is considered objectively quantified.

7. Demonstrated mastery of performance objectives. Rather than the traditional paper-and-pencil tests, assessment is based on the ability to demonstrate prespecified behaviors.

8. Individualized, student-centered instruction. In content, level and pace objectives are defined in terms of individual needs: prior learning and achievement are taken into account in developing curricula. Instruction is not time-based: students progress at their own rates and concentrated on just those areas in which they lack competence.

There are said to be several advantages of a competencies approach from the learner's point of view [3. 76-89]:

- The competencies are specific and practical and can be seen to relate to the learners needs and interests.
- The learner can judge whether the competencies seem relevant and useful
- The competencies that will be taught and tested are specific and public – hence the learner knows exactly what needs to be learned.

Assessing the willingness of students to distribute and receive the producing of foreign language speech, we cannot ignore that perception of a holistic text, its understanding is the process of extremely complex. The phenomenon of understanding is itself characterized in the philosophical resource as "universal category associated with the work of consciousness in general," and means "the ability of mastering cultural objects, and not only spiritual, but also material, with all that is not only given biologically, but is formed and brought up in a culture".

In each lesson should be assimilated certain number of objects of linguo countryside, social, vocational-oriented, pedagogic and psychological content. Such approach allows for the first time to do training manageable. Professional foreign language competence as the goal of education includes four components:

On the basis of research-based approaches to the formation of a flexible educational content and learning in higher education, we have included in the developed model of professional foreign language competence of the specialist following stages:

- Stage 1 - development of the structure of foreign language communicative activity of future specialist, depending on the level of training (Bachelor, Specialist and Master);
- Stage 2 - the development of a unified program of foreign language training of specialist, depending on the level of language proficiency (zero, basic, advanced, advanced);
- Stage 3 - Development of requirements for abilities and skills in mastering a foreign language on the basis of representations about the model of communicative activity of each level and models of foreign language training specialist;
- Stage 4 - the development of the content according to the level of training and the level of language proficiency, specialization and training profiles;
- Stage 5 - content development of flexible work programs of all levels of education, training (classroom and extracurricular) and forms of control;
- Stage 6 - documenting educational complex (including its transfer to magnetic media).

Thus, it is clear that the level of mastery of a foreign language professional competence is not directly proportional to the level of "practical" language skills, although it involves. To improve the quality of language training future specialist language faculties - which means to equip its knowledge, practical skills and abilities that allow him to use a foreign language as a means of information activities, regular replenishment of their professional knowledge, professional communication and professional culture as a whole.

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### **ФУНКЦИОНИРОВАНИЕ АНГЛИЙСКОГО ЯЗЫКА В УСЛОВИЯХ ЕГО ФОРМАЛИЗОВАННОГО УСВОЕНИЯ В СТУДЕНЧЕСКОЙ МИКРОСОЦИАЛЬНОЙ ОБЩНОСТИ**

#### *Аннотация*

*В данной статье рассматривается вопрос функционирования английского языка в студенческой микросоциальной общности на примере факультета иностранных языков КарГУ им. Е.А. Букетова, в частности, проблема переключения кодов на примере разнотипных языков, таких как русский и английский языки, где русский язык выступает в качестве родного. В статье определены особенности функционирования английского языка в условиях его формализованного усвоения студентами. Специфика русско-английских кодовых переключений и их структурных особенностей были исследованы по объему переключаемого сегмента на иностранном языке в речи студентов и преподавателей факультета.*

**Ключевые слова:** функционирование английского языка, образовательная среда, кодовые переключения, переключаемый сегмент, социолингвистика

**Keywords:** functioning of the English language, learning environment, code-switchings, switching segment, sociolinguistics

В настоящее время английский язык приобретает всё большую популярность во всём мире и всё чаще выступает в качестве языка международного общения. Усиление позиций английского языка обусловлено процессом глобализации: распространению английского языка способствует расширяющееся политическое, экономическое, стратегическое, культурное и научное сотрудничество на межгосударственном, межконтинентальном уровнях. Необходимо констатировать тот факт, что сегодня английский язык встречается практически во всех сферах человеческой деятельности и охватывает различные слои общества. Вопросы, связанные с распространением английского языка, его статусом и ролью в межкультурной и межэтнической коммуникации, особенностями его функционирования в языковом континууме современного мира, попадают в сферу интересов социолингвистики и, тем самым, становятся предметом социолингвистических исследований.

Как известно, социолингвистические исследования проводятся в русле интегративной связи с различными смежными дисциплинами, такими как философия, психология, социология, прагматика, исследования в области коммуникации и др. По мнению немецкого лингвиста Н. Дитмара (Norbert Dittmar, Soziolinguistik. Exemplarische und kritische Darstellung der Theorie, Empirie und Anwendung. 1973) «предметная область, которую социолингвистика описывает и объясняет с помощью комплексного применения лингвистических и социологических методов, может быть выражена следующим вопросом: Кто что и как говорит, с кем и на каком языке, при каких социальных обстоятельствах, с какими намерениями и последствиями?» [1, 21].