

Abstract for dissertation:
“Didactic conditions of foreign language training the students of technical college specialities”, submitted for the degree of Doctor of Philosophy (PhD) in the specialty 6D011900 - Foreign language: two foreign languages by Smagulova Gulnara Tanatarovna

Topicality of the research. The modern system of professional education undergoes the changes which are characteristic for education in general. Under conditions of economic and cultural integration into the international community the raising requirements to training results correlates with foreign language education as well as formation of professional and personal competences for work in the international environment requires the language (foreign language) training. From this perspective the problems are connected with the fact that:

1) professional education lags behind requirements of national economy and trends of world economic development;

2) level of language training (specifically, foreign language) is a serious barrier for professional, academic, therefore, social mobility of the personality.

It is no surprise at all that foreign language skills are referred to new basic knowledge and skills for everyone along with computer literacy, technological culture, business and social skills. It is documented in the European Union Memorandum on Lifelong Learning, 2000. These provisions define relevance of our research in global international scale.

Concerning a national context it is sufficient to refer to one of the general documents in the field of education that is the State Program of Education and Science Development of the Republic of Kazakhstan for 2016-2019 (SPESD) where the main objectives in the system of vocational and technical education are noted to be enhancing prestige, ensuring availability and quality of training the specialists, updating the contents taking into account inquiries of industrial innovative development of the country. Such statement of the problems is connected with the fact that involvement of vocational education and training (VET) in Kazakhstan is much lower than indicators of the developed countries, there is observed non-prestigious education level (VET is considered to be prestigious only by 22% of the country population). Besides, as it is specified in SPESD and according to the poll results by Organization for Economic Co-operation and Development (OECD) 70% of Kazakhstani companies consider the low level of training the specialists to be a serious obstacle for business development. Blue-collar workers in the country do not have skills for dealing with computer-aided design, work with complex welding schemes, technical English.

Thus, evolution of labor market has demonstrated new challenges before the VET system which is designed to play a key role in the context of social benefits, first of all, for the person and society in general. In this regard in Kazakhstan there is adopted the State obligatory standard of vocational and technical education to let educational institutions change contents of Standard curricula according to requirements of employers, to introduce modular, credit, dual training.

In the context of our research the analysis of a number of Standard curricula on technical college specialties reveals that they contain 2 disciplines focused on formation of foreign language communicative competence: “Foreign language” and “Professional foreign language”. Regarding to several specialties the foreign language training is carried out only within the discipline “Professional foreign language” which is directed to mastering the students skills in specialty terminology, technology of translating the professionally oriented texts (with the dictionary), development of professional communication. Content is determined by Standard training programs of vocational and technical education by specialties and there are only knowledge and abilities reflected in the programs. Moreover, the training programs on foreign languages do not specify the level learning therefore not to provide continuity of foreign language education between school, college and higher education institution. Teaching special disciplines in English is in very short supply in national colleges.

The practice of foreign language teaching developed for many years on technical specialties of Kazakhstan’s colleges is characterized by these facts:

– first, continuity of foreign languages training between education levels (school and college, school and higher education institution, college and higher education institution) is not fully provided that is an obstacle to form the whole complex of foreign language competences and achieve a certain level of language proficiency. According to the state normative documents in the sphere of foreign language education, continuity and succession of foreign languages training at various education stages has to be reached through the system of level learning the languages regarding to the Common European Framework of Reference for Languages (CEFR), the system of assessment of foreign language proficiency level;

– secondly, the purpose of foreign languages training at college means to be training of specialists who know a language as the instrument of communication in future professional activity. However achievement of this purpose is complicated by the volume of academic hours appropriate for foreign languages training of the students of technical college specialties.

Practice of vocational education and training in colleges of Kazakhstan demonstrates also that training the students of technical specialties is aimed, first of all, at acquiring of professional knowledge, skills, abilities and means to be a form of development of highly specialized consciousness and thinking while the working activity of graduates requires good professional as well as communicative knowledge, abilities, skills and personal qualities. As a result the technician who does not have the appropriate language training and well-formed communicative skills experiences serious difficulties in the sphere of professional communication and interaction.

Further, it resulted in need for new selecting the content of foreign language education, defining the trajectory and principles of foreign languages training taking into account professional specifics, development of special techniques and technologies, appropriate specialized educational and methodical literature, etc.

The complete solution of above mentioned problems is merely to make possible the development of effective system of professional foreign language training, to achieve effect in regulating the contradiction between high requirements to professional foreign language competence of the specialist by employers and its actual low level.

The problem of our research was considered in various contexts regarding to the theory and methodology of foreign language education. However, studying more than 150 works by available sources let us see that the scientists have not taken into due consideration the problem of foreign language training the students of technical college specialties in the context of education modernization in Kazakhstan.

In this regard it can be said that there are **contradictions** 1) *between* the need for improvement of quality training the specialists for VET organizations taking into account formation of foreign language and cross-cultural and communicative competence and the actual low level of foreign language training in colleges of the country; 2) *between* objective need for strengthening the foreign language training of the students of college technical specialties and lack of necessary didactic conditions for organization of the process of foreign language training in the colleges.

Regulation of these contradictions formed the main **problem** which determined the choice **of the research theme** in the following wording: “**Didactic conditions of foreign language training the students of technical college specialties**”.

The purpose of the research: scientific justification and development of the system of didactic conditions of foreign language training the students of technical college specialties.

The object of research: foreign language training the students of technical college specialties.

The subject of research: system of didactic conditions of foreign language training the students of technical college specialties.

Research hypothesis: *if* the system of didactic conditions of foreign language training the students of technical college specialties is an organic part of conceptual model as the system by higher order, *then* introduction of these conditions into educational process of colleges will provide effective dynamics of the results of required training *as* under this approach to develop the system of didactic conditions there will be observed main pedagogical regularities and the principles of integrity, complexity, continuity and consistency.

Research objectives:

1) to disclose essence of foreign language training the students of technical college specialties in the context of a modern education paradigm;

2) to design conceptual model of foreign language training the students of technical college specialties;

3) to develop the system of didactic conditions of foreign language training the students of technical college specialties;

4) to approve the developed system of didactic conditions of required training in real educational process of college.

To solve the set tasks and test the hypothesis the following **research methods** were used: the theoretical analysis of scientific literature in the field of theory and methodology of foreign language education, diagnostic methods, method of modeling and pedagogical design, method of pedagogical experiment, methods of mathematical processing of statistical data, methods of questioning, questionnaire, testing, formal review.

The theoretical and methodological basis of the research consisted of the provisions drafted in the works of domestic and foreign scientists in the field of: foreign language education (Kunanbayeva S.S., Chaklikova A.T., Galskova N.D., Gez N.I., Haleyeva I.I., Yelizarova G.V.), polylingual education (Zhetpisbayeva B.A., etc.); competence-based approach in education (Zimniaya I.A., Andreyev A.V., Khutorskoy A.V., Filatova L.O., Bolotov V. A., Baydenko V.I., Zeer E.F., Pavlova A.M., Symanyuk E.E., Tatur Yu.G., etc.); basic provisions of classical didactics (Nayn A.Ya., Yakovleva N.M., Ippolitova N.V., Zvereva M.V., Kupriyanov B.V., Marchuk E.G., Repeta L.M., etc.).

The base of the research: Abay Kunanbayev Saran humanitarian and technical college (Karaganda region).

Organization and stages of research.

The first stage (September, 2016 – January, 2017). There were studied theoretical bases and empirical prerequisites for updating of the foreign language training the students of college technical specialties, domestic experience and foreign practices of foreign language training under college conditions; the relevance of research was proved by means of analysis of academic documentation in the system of vocational and technical education. The scientific apparatus of the research was specified, the structure of the research was defined.

The second stage (February, 2017 – December, 2017). The initial condition of required training was studied at the base of the research. The conceptual model and the system of didactic conditions of required training were developed. The stating experiment stage on approbation of the system of didactic conditions of required training was set.

The third stage (January, 2018 – December, 2018). The forming experiment stage was carried out, diagnostics of results was performed. The experimental work on approbation of the system of didactic conditions of required training as main result of the research is completed.

The fourth stage (January, 2019 – April, 2019). The research results were summed up, conclusions were formulated. Editorial design of the thesis was carried out.

The scientific novelty of the research is that:

– the problem of foreign language training the students of college technical specialties is considered in the context of modernization processes in the Kazakhstan education system and within paradigm shift of foreign language education for the first time in domestic pedagogical science;

– the conceptual model of foreign language training the students of technical college specialties is developed for the first time in the theory of foreign language education;

– the system of didactic conditions of foreign language training the students of technical college specialties is developed for the first time in the methodology of foreign language training.

The theoretical significance of the research is that the concepts of foreign language education, foreign language training, secondary language personality, subject of cross-cultural communication, foreign language and cross-cultural and communicative competences were revealed in the context of English teaching the students of technical college specialties that made possible to develop conceptual model of required training.

The practical significance of the research is defined by the fact that following didactic materials are offered for a wide range of specialists, namely: the special course for English teachers named “Foreign language training the students of technical specialties of colleges”; syllabus on “Elective course of a professional foreign language” discipline; textbook “English for Technical College Specialties”; methodological operating instructions for the textbook “English for Technical College Specialties”.

The following provisions are submitted for defense.

1. Scientific bases of foreign language training the students of college technical specialties which are defined by the following conclusions:

1) the concepts “foreign language preparation” and “foreign language education” are identical as both processes are focused on a foreign language learning to be aimed at formation of the secondary language personality, and to be a means of cross-cultural communication;

2) modern foreign language education is paradigmatically focused on the co-learning of language and culture and in this connection, the result of foreign language education, as well as foreign language training, is connected with formation of the subject of cross-cultural communication;

3) “the subject of cross-cultural communication” and “the secondary language personality” represent the concepts by associative not synonymic field as in the first case the determinant attribute is “the cross-cultural and communicative competence”, in the latter case it is “the foreign language competence”;

4) the ratio of the specified types of competences is defined by the fact that both concepts: a) are crossed in the plane of cross-cultural communication; b) contain such components in structural structure as cognitive (knowledge), operational and efficient (skills, practical experience) and emotional and valuable (the valuable relations); c) include a phenomenon of communicativeness and are focused on personal and professional self-determination and self-realization of students; d) mean to be the results of foreign language education.

2. The conceptual model of foreign language training the students of technical college specialties as the mechanism of transforming the purposes to the required results contains three blocks corresponding to widely known and standard classification of pedagogical conditions, namely: psychology and pedagogical,

organizational and pedagogical and didactic conditions. These are initial positions for development of this model:

a) understanding the essence of foreign language training (foreign language education) as the process focused on a foreign language learning;

b) specifying the formation of secondary language personality and/or subject of cross-cultural communication as the purpose of foreign language training;

c) projecting the foreign language and cross-cultural and communicative competences to promoting personal and professional self-determination and self-realization of students as result of foreign language training.

3. The system of didactic conditions of required training is based on the units of the first two blocks of Conceptual model of foreign language training the students of technical college specialties. In other words, the system of didactic conditions of foreign language training the students of technical college specialties is an organic part of conceptual model as the system by higher order where the units of the 1st Block (pedagogical regularities of foreign language education, general and specific principles of foreign languages training and also methodologically significant strategies for foreign language training in the VET system) and the 2nd Block (the purpose and result, terms and forms of required training) provide scientific validity and reliability of the 3rd Block, i.e. the system of didactic conditions of required training which contains: a) special course for English teachers named “Foreign language training the students of technical specialties of colleges”; b) syllabus on “Elective course of a professional foreign language” discipline; c) textbook “English for Technical College Specialties”; d) methodological operating instructions for the textbook “English for Technical College Specialties”.

4. The results of experimental work on foreign language training the students of technical college specialties, which confirm the efficiency of the developed system of didactic conditions of required training.

Approbation and implementation of the research results. Research results were reported at scientific and practical conferences by international level (Republic of Kazakhstan, Russia, Republic of Belarus), basic provisions are reflected in scientific articles, including 3 articles in the journals recommended by the Committee for the Control of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan, 1 article in the scientific reviewed publications by SCOPUS database, and presented in released textbooks by printed and electronic format.