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### PROFESSIONAL AND PROJECT ACTIVITIES OF STUDENTS IN THE IMPLEMENTATION OF A COMPETENCE-BASED APPROACH IN TEACHING A FOREIGN LANGUAGE

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#### **ABSTRACT:**

This article discusses the specificity of the competence approach in the field of higher professional education. The effectiveness of professional project activities, which is one of the effective methods for the development of students' professional pedagogical activity, ensures the unity of professional training and intercultural professional communication, which most effectively contributes to the formation of professional communicative competence of students of a pedagogical university.

The aim of this research is to analyze professional and project activities of students in the implementation of a competence-based approach in teaching a foreign language.

During experimental work we use the project method in the process of learning a foreign language and presented data how experimental groups enhanced their skills. The practical application of professional project activities proves the effectiveness of interactive learning, its influence on the formation and improvement of professional competencies among students.

It is possible to conclude that a competence based approach for foreign language professional education for students of a pedagogical university is a prerequisite for developing an effective foreign language teaching program, since its methodological basis provides the teacher with an opportunity to fill the educational process with value related and personal is oriented content, to build a learning process conducive to the development of socially significant competencies that realize communicative orientation of training.

#### **INTRODUCTION**

The active participation of Kazakhstan in international economic processes, the expansion of business contacts and the establishment of partnerships with

foreign companies put special demands on the training of future professionals. Since, vocational education designed to form a new specialist for a qualitatively new level of the innovative and professional potential of the country, capable of imparting new impetus to technology transfer in the strategic development of the country.

One of the priority conceptual directions of modernization of Kazakhstan's higher professional education is the competence approach. In vocational education in the implementation of the competence approach, the goal is the formation of competence, which bind together the acquisition of theoretical knowledge and their practical use in solving specific problems and problem situations of a professional nature. At the same time, the competence is based approach puts in the first place the lack of awareness of the student, and the ability to solve problems that arise in real life situations. In the words of N. F. Koryakovtseva new demands are also being put on the level of professional competence of a foreign language teacher (and we work with future foreign language teachers), to his professional and personal qualities.

These requirements include the ability to think independently and critically; openness to pedagogical innovation;

The ability to adapt their knowledge and skills to the conditions of educational variability (to the constantly changing conditions of the social and professional environment);

The ability to solve new problems and take professional responsibility; ability to autonomy and social activity; ability for professional reflection, research and creative activity;

The ability to professional self is education and self is development [1].

Consequently, for a modern teacher, the most relevant is the awareness of the goals of higher education, which are associated not only with the acquisition of knowledge and skills, but also with the formation of specialized professional activities. One of the effective conditions for the development of pedagogical activity is the design, which corresponds to modern trends in the development of education. Professional design activity is a universal means of professional and personal development, improvement of the surrounding reality and yourself.

Vocational and design activities contribute to establishing contact with the real world, which requires the involvement of existing knowledge, skills and personal experience of students;

The disclosure of the various facets of student talents; integration of all activities;

Creating conditions and motivation for students to study the problem of their interest, increasing their independence and autonomy;

The development of intellectual, creative and, importantly, communicative skills;

Development of professional orientation, skills and abilities of professional and pedagogical activity and the formation of professional communicative competence of future teachers.

Competence is based approach as a system of research procedures appears in the design of educational systems as:

Methodological regulation of building and transferring to the content of education models of effectively performing human sociocultural and professional functions;

The theoretical basis for building competence is based educational content; systems of design technologies that ensure the formation of competencies is key, basic, special, meeting the requirements of the educational standard; criteria base for evaluating the effectiveness and quality management of vocational education [2].

In this regard, the works of S.Kunanbayeva seem to be innovative, in which, based on the new theoretical and methodological positions, the conceptual basis and structure of all components of the system of foreign language education.

The content of the educational process modeled with the result, with the solution of the problems of transition to a new educational competence stun model that focuses on the formation and development of the personality of the subject of intercultural communication and future careers.

Within the framework of the Kazakh scientific school of foreign language education, this methodology paved the way for a number of theoretical studies on the concretization of the content and technology of teaching foreign languages.

Currently, the global goal of mastering a foreign language is the introduction to a different culture and participation in the dialogue of cultures. This goal achieved through the formation of the ability to intercultural communication. It is the teaching based on the knowledge of a communicative nature, the teaching of intercultural communication, using all the necessary methods and techniques for this, is a distinctive feature of a foreign language lesson. The whole learning process is subordinated to the main task is the formation of intercultural communicative competence, which requires a comprehensive reflection in the subject-specific and technological terms of cumulative application and reflection of methodological principles, such as cognitive, communicative, sociocultural, linguocultural, conceptual, developing is reflexive in the formation of "the subject of intercultural communication [3]. Based on intercultural communicative competence, the process of professional activity of a teacher of a foreign language implemented; therefore, we understand this competence more broadly, as an opportunity to implement the fundamental professional functions of a teacher of a foreign language. More precisely, the intercultural communicative competence of a teacher of a foreign language understood as professional communicative. The implementation of all sub competencies that are part of the intercultural communicative competence based on the professional communicative competence of a foreign language teacher. This group determines the structure of didactic activities to prepare students for real intercultural communication. This competence understood as an opportunity to implement the basic professional functions of a foreign language teacher. It most accurately and vividly conveys the specifics of a teacher's activity in the process of foreign language student preparation.

When implementing a competence-based approach to teaching foreign languages, the educational program focused on the needs of both professional and general cultural, socially important for the development of personality. Thus, it is possible to talk about the individualization of the process of foreign language education, about the mobility and adaptive capacity of the educational

program and the educational process based on its implementation, with the aim of fully satisfying the needs of the subject of educational activity [4].

At the present stage in higher education institutions, the method of projects, which is one personally is oriented teaching method and considered one of the most accessible methods of self is education, is gaining wider acceptance. The application of the project method of entering the educational process allows you to maintain interest in the subject and effectively develop students' internal motives for learning a foreign language.

According to the researchers (Panaeva L.I., Polat E.S.), the project activity of students should base on analytical, research work and characterized as follows: "In terms of content, this is an intellectually loaded learning activity;

In the form of presentation of the material is problematic, in the form of acquiring knowledge is independent "[5] contributing to the development of research skills: analyze the problem situation, identify problems, select the necessary information from the literature, conduct observations of practical situations, record and analyze their results, build hypotheses, verify them, summarize, draw conclusions [6].

E.I. Passes distinguishes the collective communicative interaction as a meaningful part of the project. It is interaction (relationships) that, in his opinion, acquires a personal character, determines motivation and forces to relate actively to surrounding reality, to joint activities [7].

Analyzing the above is mentioned advantages of the method of projects when teaching a foreign language, N.F. Koryakovtseva notes that he has indisputable advantages, the main ones of which are:

- Integration of all types of speech activity in the target language;
- Involuntary memorization of lexical and grammatical structures;
- Selection of language material, types of tasks and work sequence in accordance with the theme and purpose of the project;
- A visual representation of the project's extra is language outcome;
- Use of a foreign language in situations as close as possible to real communication;
- Creation of internal and external motivation to learn a foreign language;
- Consideration of the interests and characteristics of students;
- Intensive interpersonal communication of students [8].

The goals of teaching a foreign language formulated by us from the perspective of a professionally is oriented orientation of the process of preparing a foreign language teacher in a pedagogical university, as well as the professional communicative competence we have identified as the basis for the implementation of the competency is based approach, require closer attention to the problem of determining the content of teaching foreign language undergraduate students in Foreign language: Two foreign languages.

The selection of training content carried out in accordance with the educational order, the features of educational programs, considering their real communication needs in practical, intellectual, professional and other fields. In addition, the content of training must meet such requirements, as a communicative is motivating orientation, in formativeness, high educational value, authenticity and accessibility [9]. The selection of teaching content in the framework of the disciplines studied is in accordance with the principles of scientific, systematic, professional orientation, integration of the native

language and culture in the learning content. To create a quasi is professional environment; authentic, professionally oriented materials are used. For more effective development of linguistic professional competence, which is part of professional communicative competence thesauruses are used. In connection with the ever is increasing need for practical knowledge of a foreign language, the problem of mastering the language of a specialty or the term system of a certain field of activity has become particularly relevant. In the light of this, the teacher's task is to teach adequate perception and self is expression both in oral and written forms of the necessary information for the implementation of intercultural professional communication, which can be done with students' professional design activities [9].

The processes of international integration and globalization of the main spheres of society determine the need for specialists who act as intermediaries between their own and other professional cultures, carrying out the necessary mediation activities both in written and oral forms [10].

Foreign-language abilities are seen as a complex structure, including the quality of mental processes (auditory comprehension, aural and eye memory, verbal and cognitive activity, imitating abilities) and students' personal qualities (communicative and emotional). Abilities as specific qualities of cognitive processes that directly contribute to the acquisition of materials considerably determine the activity success. Psychological difficulties in the process of foreign language teaching, which are determined by motivational, emotional, cognitive, and personal factors [11].

## RESEARCH METHODOLOGY

Project training involves the selection and processing of necessary didactic information by students, analyzing previous empirical experience, searching for and accumulating information on the method of projects, testing planned methodological and communicative actions, developing visibility, and handout material [12].

In the course of the study, we founded the work of E.S. Polat, where the following basic requirements for using the project method highlighted:

1. Presence of a problem / task that is significant in a research, creative plan, requiring an integrated value, research search for its solution (for example, a study of the history of the occurrence of various holidays in countries speaking a foreign language, the problem of intergenerational relations, etc.)
2. The practical, theoretical significance of the intended results (for example, a joint publication of a newspaper, an almanac, etc.);
3. Independent (individual, steam room, group) activities of students in the classroom or outside school hours;
4. Structuring the substantive part of the project (with indication of step-by-step results and distribution of roles);
5. The use of research methods: the definition of the problem, the research problems arising from it; hypothesize their solution; discussion of research methods; final results; data analysis; summing up, adjustments, conclusions (use during the joint study of the method of "brainstorming", "round table", creative reports, project protection, etc.) [12].

Based on these requirements, according to the author, it is possible to determine the stages of project structure development and its implementation:

1. Presentation of situations that allow identifying one or more problems on the subject under discussion.
2. Putting forward hypotheses for solving the problem posed, discussing and substantiating each of the hypotheses.
3. Discussion of methods for testing accepted hypotheses in small groups (one hypothesis in each group), possible sources of information for testing the proposed hypothesis; registration of results.
4. Work in groups to search for facts, arguments, supporting or refuting the hypothesis.
5. Protection of projects of each of the groups with opposition from all those present.
6. Identify new problems.

When drawing up the idea of a professionally oriented project, it is necessary to clearly define the goals and objectives of the proposed activity, and at this stage it is possible to include not only the theoretical development of the stated theme, but also experimental work in this area with further discussion and presentation of the results. Of course, the work on the project begins with the study of authentic popular science and scientific literature, discussion of the project in small groups, and consultation with the teacher. Students actively ask questions, help identify problems, offer their versions and hypotheses. Thus, there is a discussion and specification of the project objectives. In addition, students taught the order of the research work, learn to analyze the material, select the necessary data, discuss, and draw conclusions.

The results of the work presented in the form of an abstract, which provides a literature review, describes the methods of the experiment, shows the data obtained in the form of tables, graphs, etc. This essay defended in class in the form of a presentation, and a report on this topic can be included in a student conference on a specific professional problem. An oral presentation always has a certain amount of risk for students, so most of them need counseling and sometimes preliminary rehearsals to help eliminate mistakes, succeed, and avoid disappointment. Each group has the right to a free choice of how to present the project.

The presentation begins with several introductory questions that help prepare the rest of the group for the proposed topic. It also contributes to the awareness of the actualization of problems, since all of them are close and understandable to students. For those who make a presentation, these questions are an opportunity to highlight key points, to highlight the main points in their material. Then there is a direct presentation of the obtained research materials, their analysis. The form of presentation of the material is arbitrary and depends on the desire of students. The only requirement here is a logical presentation. At the end of the presentation, questions are prepared for the final discussion based on the material presented. Such work is extremely important and necessary for learning foreign professional communication.

Thus, the presentation is a kind of mini-conference, where there is a start of action, a new information is presented, there is a discussion, a summary is made. During the presentation, any visual materials can be used. At the end of this activity, the students of the group analyze the project, comment on it, make suggestions, and mark winning and not entirely successful places. It is very important that the group presenting the project see a positive experience in the

presentation process. In addition, the process of presenting and discussing the results of the project is a good imitation of the form of real communication, in which the skills of foreign language professional discourse, formed in conditional is communicative exercises based on learning and speech situations, consolidated.

Analyzing the research, is necessary to indicate to students the importance of using foreign literature in the research work of any scientist, to show how knowledge of a foreign language can expand the scientific horizons of students, to realize the possibility of publishing research results in foreign journals. After completion of the project, a self is analysis of students of their activities in it is needed, which takes place in accordance with the seventh step of the developed algorithm.

Evaluation of project activities seems to be quite a difficult point, since its implementation, on the one hand, is aimed at forming the linguistic competence of the students, and on the other hand, it contributes to the overall development of students with a possible bias in their narrow professional activities. In this regard, it is not possible to evaluate the implementation of the project only based on its linguistic correctness. The assessment should be made for the project as a whole, for the diversity of its nature, the relevance of the chosen topic, the completeness of its research. It is also necessary to take into account the level of creativity, clarity and organization of the presentation [13].

In order to prove the effectiveness of this technology, the technology of using the project methodology in the process of learning a foreign language was justified. Experimental work took place at the Arkalyk State Pedagogical Institute, the purpose of which was to determine the effectiveness of using the project methodology in the process of teaching intercultural professional communication. The experiment was conducted among students of the Faculty of Philology. 65 students attended it.

During the implementation of the developed model of the formation of professional communicative competence, students carried out two collective projects “The Role of English language teacher” and “English lesson. My first teaching experience. Students carried out the selection of material independently; the teacher was assigned the role of a consultant.

After being acquainted with the text of the instruction on the project, prepared by the teacher, the average duration discussion of the procedure and tasks concerned the following points:

Independent division into groups in which the project activity will be carried out;

Selection of a topic for development as an integral part of the implementation of a common project;

Distribution of responsibilities between students in each group;

Timing of submissions for the interim discussion.

The presented professionally oriented project was implemented both in the classroom in a foreign language classroom and as part of the independent work of students. The selection and analysis of authentic material in English took place outside the classroom, was carried out during the independent work of students. Intermediate results were discussed directly in the classroom; the ways for further development of the project’s constituent themes were outlined.

During the main stage of the project, students selected the necessary information from English language sources. The results of the work with the literature were presented weekly by different groups of students participating in the project to exchange information with other groups, discuss the presented material, the possibility of including the most important points in the final material on the project. According to the results of the study, a summary was presented in English, in which the following provisions were present: the relevance of the study, hypothesis, problem analysis, conclusions.

The final stage was carried out at the last lesson, which was held in the computer class, where students demonstrated the final materials and made presentations in English about the results of the work done. Each group spoke about its role in the project implementation, discussed the main provisions and conclusions, made a conclusion on the work, and outlined ways for further research.

To enhance students' communication during the presentation and discussion of the results of the project assignment, the participants of the groups representing the project had to compose questions or assignments that were supposed to be discussed before and after the presentation. It should be noted that such questions not only helped students to get into the essence of the proposed problem, but also contributed to the intensification of interest during listening to the presentation and more intensive and lively discussion after the presentation of the material.

Students evaluated the presentations of their colleagues by the following parameters:

- Degree of ownership of the submitted material;
- Accuracy of answers to the questions posed;
- Consistency of conclusions and the construction of the presentation;
- Participation of partners in the group;
- Originality in the design of slides.

The teacher recorded the ability of students to work with information, interact in a team, their activity in the implementation of the project. In addition, the compliance of the chosen communication tools with the communication situation and the degree of achievement of the communication goal, i.e. the level of professional communicative competence formation was assessed in accordance with the descriptors presented in the developed model.

## **DISCUSSION**

Data In accordance with the results of observations in the implementation of professionally oriented projects, students' activity increased in terms of finding the necessary information in a foreign language, the ability to analyze the data obtained, to put forward a research hypothesis, to process results, to draw conclusions and conclusions. It was also noted the growth of correctly shaped expanded statements according to the type of the communicative task, the rate of speech and the volume of the statement, the ability to perform the act of communication, analyze the situation, understand the communicative task of the partner and achieve a communicative goal in the process of communication. The positive dynamics of students' proficiency in professional terminology has been revealed, the use of waste phrases in speech that contribute to the development of the communication process, which generally indicates the success of the formation of professional communicative competence.

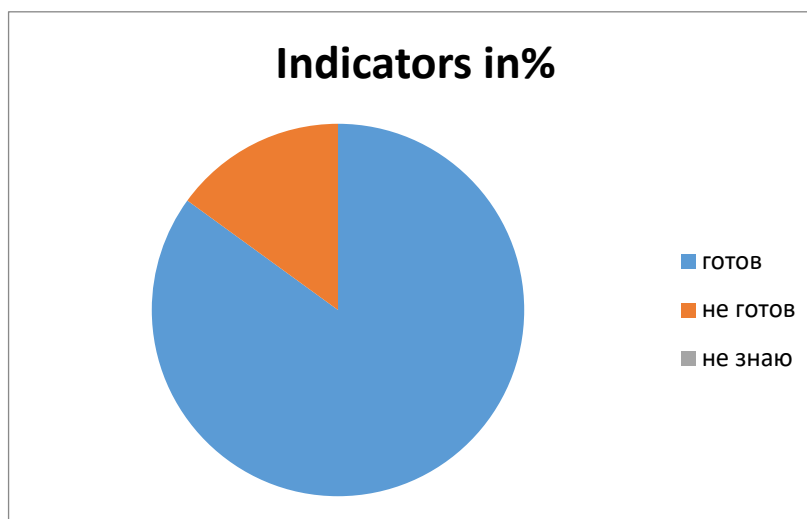


Thus, because of observing the participation of students in the implementation of professionally oriented projects, it can be argued that students are interested in such activities, which reveal to them the possibility of using a foreign language in their professional implementation. It should be noted that even students who had a rather weak level of English proficiency and for whom the initial stage of work in projects caused great difficulties in terms of working with the material, spoke in favor of continuing such activities in the classroom and offered new topics for study. In the course of working on the themes of projects and discussion of the results obtained, students learned to perceive and build communication, vary language statements in accordance with the communicative task and achieve the goal of communication.

When analyzing the results of the survey on the relationship to project activities, experience with general and professional projects, more than half of the students in the experimental group (from 70 to 100%) had certain difficulties in working with foreign language professional information. In addition, from 50 to 70% of respondents had trouble in the process of communication when choosing the appropriate means of communication. However, it should be noted that most of the students were ready to perform tasks of a problem and creative nature, had some experience in working on projects.

The results of the survey showed the willingness of students of the experimental group to work in professional-oriented projects, their desire and confidence that this activity will improve their knowledge of a foreign language, will contribute to mastering the means of communication and will help further in their professional activities (Table 1).

**Table 1:** Student readiness for professional project activities



Each of the stages of the implementation of project activities has its own purpose in the formation of professional communicative competence. The first stage contributes to the formation of goal setting skills, develops the ability to plan their activities, systematize the knowledge of professional terminology, and skills to search for information in foreign sources.

The second stage not only contributes to the development of linguistic and sociolinguistic competences when working with foreign language texts, but also

allows you to develop skills in such operations as analysis, synthesis, and classification. In addition, in the discussion of the interim results of the assignment, students learn the art of discussion, expression, denial, and disagreement or agreement with the interlocutor's opinion, thus building a strategy of communicative behavior when discussing professional is oriented topics.

The third stage contributes to the optimization of the educational and cognitive process, since it involves the adjustment by students of their own activities in carrying out a design task, taking into account additional issues that have arisen during the discussion of intermediate results of the work. This stage is also practical in nature, since it forms certain oratorical skills, reinforces the skills of mastering a foreign language at the level of formulating one's thoughts, fluency in the material studied, and the ability to enter into discussion and defend one's point of view.

The last, fourth, stage activates the mechanisms of self is control, realizes the ability to implement self is analysis, adequate assessment of the work of communication partners. At this stage of experiential learning, basic measurements carried out based on the teacher's observation of the learning process of intercultural professional communication, according to the descriptors presented in the developed learning model.

After the completion of the work of students in two professionally oriented projects, a final section of experimental training was conducted. Comparison of the results of this slice with the slice at the initial stage of experiential learning revealed quantitative and qualitative changes in the level of proficiency in professional communication among students and, thus, helped to evaluate the effectiveness of the proposed project methodology for teaching intercultural professional communication. For the final slice, we used similar input tests for the possession of the mental professional lexicon and for the possession of communication tools appropriate to the context of the situation. Indicators of the level of formation of professional communicative competence in the course of experimental learning consecrated in Table 2.

**Table 2:** Indicators of the level of formation of professional communicative competence of students (in%)

№	Indicators	Stages of the experiment	Levels					
			Low		Average		Tall	
			EG	KG	EG	KG	EG	KG
1.	Completeness of use of professional terms	Start	35,2	45,2	49,8	40,4	15,0	14,4
		the end	6,3	44,0	63,2	40,4	30,5	15,6
2.	Accuracy of achieving the communicative goal	Start	20,9	36,3	63,2	54,6	15,9	9,1
		the end	the end	the end	the end	the end	the end	the end
3.	The amount of recoverable information in the process with the materials of the project	Start	15,8	18,5	67,0	68,0	17,2	13,5
		the end	3,2	19,0	68,5	67,5	28,3	13,5
4.	Student activity in the work on the project	Start	11,5	12,4	63,4	66,5	25,1	21,1
		the end	-	14,2	45,6	67,3	54,4	18,5

From the results presented in table 2 it can be concluded that the level of formation of the professional communicative competence of students of experimental groups has increased significantly. So for example, if at the beginning of the experimental work a low level in the achievements in the EG showed 20.9%, and in the CG 28.1%, then at the end of the experiment there were practically no students with a low level in the EG (only 4.1%) while in the CG there was practically no change:

The beginning –28.1%, the end –28.3%.

Given the above results, professionally oriented projects were carried out systematically and systematically. Following them, first students learned how to work independently, and after that, they acquired the necessary knowledge, skills and abilities when working on project tasks. At the same time, they not only carried out projects of different types (depending on the stage of work), but also received all the necessary information for organizing such work in their professional activities [14], [15], [16], [17], [18].

The teaching approaches are a mixture of problem solving and practical workshops that incorporate teamwork, collaborative learning, and whole class input and discussion. This offers learners a flexible approach to learning with a special emphasis on peer teaching which is important given the range of abilities [14], [19] [20], [21], [22].

## CONCLUSION

Thus, on the basis of the above, we conclude that a competence based approach to building foreign language vocational education for students of a pedagogical university is a prerequisite for developing an effective foreign language teaching program, since its methodological basis provides the teacher with an opportunity to fill the educational process with value related and personal oriented content, to build a learning process conducive to the development of socially significant competencies that realize communicative orientation of training, revealing the creative potential of students, forming the skills of independent work, bring up tolerance in the process of cross is cultural interaction [23].

The socializing potential of the method of professionally oriented projects is important, since its use contributes to the formation of both common communication skills and effective interaction to solve problems in the field of professional communication, as well as an awareness of the need to learn a foreign language and increase motivation to learn it. In addition, the project methodology allows students to intensify the students' verbal thinking abilities, gives the learning process a cognitive character, and contributes to the widespread use of professional knowledge in the process of carrying out professionally oriented projects [24].

The implementation of professional project activities in the process of teaching foreign languages is of great interest from researchers and practitioners, since it reveals the possibilities of implementing a competency based approach in foreign language education, opens up great prospects for organizing students' self is study, contributes to enhancing their cognitive activity, developing personality trainees and their willingness to self is overcome barriers, inevitably arising in the process of professional communication.

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none

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