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SCIENTIFIC AND PRACTICAL PLATFORM FOR THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE-SECTORAL COMPETENCE OF STUDENTS OF THE SPECIALTY “STATE AND LOCAL GOVERNMENT”

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ABSTRACT

This article discusses the scientific and practical platform for the formation of foreign language communicative-sectoral competence of students of the specialty ‘State and local government’.

The content of the article reflects basic approaches and principles for the development of foreign language communicative-sectoral competence of future public servants. The content of the article is based on the analysis of a foreign language complex of exercises related to the changing needs of society and the labor market in modern conditions. The study is aimed at identifying didactic features of the content of the discipline of a professionally-oriented foreign language in the training of civil servants.

The importance of developing professional and communicative competences of future civil servants is determined by the fact that in the conditions of the Republic of Kazakhstan, knowledge of a foreign language is the most important requirement in the training of specialists.

Keywords: vocational education, foreign communicative-sectoral competence, intercultural communication, communicative strategies, foreign language, sectoral metalanguage.

INTRODUCTION

Practical knowledge of a foreign language by future specialists in the field of training civil servants as a language of international communication and as a means of professional and personal development within higher professional education is especially relevant today. One of the most important areas of reforming higher professional education is a high quality training program for specialists who speak a foreign language, which implies the development of not only professional, but also foreign language communicative competence of students. The goal of this research is to introduce students of the specialty 'State and local government' to professional activity through the sectoral metalanguage of the foreign-language being studied. In this case, we form the students of the specialty 'State and local government' foreign language communicative-sectoral competence, by which we mean the student's ability to master communication skills in a foreign language, as well as to operate with the metalanguage and communicative strategies of a foreign language for professional purposes. It is necessary to clarify what 'metalanguage skills' are; it is the possession of the language's term system and its conscious use in the implementation of professional activities in linguistic situations of intercultural communication. For this purpose, students are given classes in a professional and sectoral foreign language.

The problem of foreign language communicative-sectoral competence and its formation in the sphere of 'State and local government' is largely unexplored. It requires, first of all, some integration of problems of professional metalanguage and foreign language proficiency at a level at which it is not difficult to solve professional tasks associated with knowledge of a foreign language. The teacher is in search of new educational resources that he draws from the professional course of disciplines, he directs students to create a metalanguage dictionary that would help everyone navigate the metalanguage of state and local management. The need to create a dictionary that reflects a metalanguage of state and local government managers is dictated by the objectives of this research, which would make it possible to create an intercultural and sectoral complex for intercultural communication and its implementation.

LITERATURE REVIEW.

State policy in the field of modernization of the education system has led to the study of the social order of our society and development of studies that consider the possibility of improving the quality of foreign language education. Leading scientists led by S.S. Kunanbaeva, Professor of National Academy of Sciences of the Republic of Kazakhstan, developed and introduced an adapted national-level model of language learning in the framework of the national project 'The Trinity Unity of Languages of the Republic of Kazakhstan'.

The transition to a new educational paradigm requires the qualitative development of communicative abilities, which allows functioning successfully in a new world space. Works on the problem of formation of foreign language communicative competence are aimed at revealing its structure, which includes a system of communicative skills and abilities, the allocation of communication tools and aspects of human communication that

are associated with knowledge of cultural norms and restrictions, customs and traditions. The works of scientists (N.I. Gez, G.V. Kolshansky, Yu.I. Kuzmitskaya, R.P. Milrud, and others) provide a set of competences that make up the structure of teaching foreign languages, as well as foreign language communicative competence, but do not form a conceptual and cultural component, which is emphasized by S.S. Kunanbayeva in her cognitive-linguistic-cultural methodology, where the 'linguistic picture of the world' is an important element of the result of learning a foreign language.

The analysis of scientific literature allows stating the fact that at the end of the 20th century - the beginning of the 21st century in the field of vocational education, the problem of forming foreign language competence among students of non-linguistic specialties began to be realized. The works of many scientists are devoted to the problem of the formation and development of foreign language communicative competence (M.N. Vyatyutnev, I.A. Zimnyaya, N.I. Gez, E.I. Passov, I.L. Bim, J. Savignon, D. Hymes, Faruk Kural, Mart van Dinther, Terry Hyland and others). In the existing works on the problem of the formation of foreign language communicative competence stands out its structure, which is based on a system of communication skills, the choice of communicative tools and aspects of human communication, based on knowledge of intercultural norms and rules for their application.

The reform of higher education in Kazakhstan is associated with a change in the content of foreign language education (S.S. Kunanbayeva) and the creation of pedagogical conditions conducive to the development of the student's personality and mastering effective intercultural communication strategies. At this stage, the consideration of the problem of professional foreign language training is reflected in the research works of S.S. Kunanbayeva ('Modern Foreign Language Education: Methodology and Theories'), T.A. Kulgildinova ('Cognitive linguodidactic approach'), A.T. Chaklikova ('Scientific and theoretical foundations of the formation of the ICC in the conditions of informatization of foreign language education'), D.N. Kulibayeva ('Methods of Formation of International Standard Levels of Proficiency in a Foreign Language in the Conditions of Schools of International Type'), A.B. Tynyshtykbayeva ('Methods of Forming the Skills of Professional Communication in a Foreign Language Among Students of a Technical College'), and many others.

At the same time, researchers are actively developing issues related to professional communicative behavior, due to the mutual influence of language and profession, the formation of foreign communicative and professional consciousness among representatives of individual social and professional groups.

Considering the definitions of the above scientists, we understand foreign language communicative competence as the ability and readiness of a future specialist to act as a subject of intercultural communication in various professional situations of communication with representatives of other cultures, i.e. participate in intercultural communication. The analysis of these works indicates a growing interest in the problem of professional foreign

language training and the recognition of the need to implement communicative-sectoral foreign language complexes for educational purposes.

Consequently, the problem of developing communicative-sectoral foreign language complexes for the formation of foreign language communicative-sectoral competence of students of the specialty 'State and local government' is due to the peculiarities of intercultural communication in a multinational state, the priority directions of modern educational policy and the expansion of state attention to the issue of forming foreign language communicative competence in students of nonlinguistic specialties; it has become an urgent problem that researchers and methodologists of the modern level are called to solve.

MATERIALS AND METHODS.

A theoretical analysis, based on the study of pedagogical and methodological literature, identified methods for the analysis of educational programs, qualification characteristics for identifying the content of English classes for future specialists-managers; a method for organizing and comparing the problem as a whole; systematic analysis of industry activities.

The developing communicative-sectoral foreign language technologies for the formation of foreign language communicative-sectoral competence of students of the specialty 'State and local government' is due to the social order of society, the peculiarities of intercultural communication in a multinational state, the priority directions of modern educational policy and the expansion of state attention to the issue of forming foreign language communicative competence in students of nonlinguistic specialties.

To implement the expected results of using communicative-sectoral foreign language complexes, the following methods are used: a theoretical analysis of the research problem, based on the study of pedagogical and methodological literature; analysis of educational standards, qualification characteristics of metalanguage content of the work of future specialists; the method of metalanguage considering the problem as a whole; systematic analysis of industry activities in the process of foreign language teaching.

The essence of this approach is the need to comprehend linguistic capabilities of knowledge of the future specialist in the field of related sciences and the ability to apply them comprehensively in solving professional problems. The integration of linguistic and practical knowledge is carried out on the basis of cyclic, interdisciplinary and intradisciplinary connection and is a logically complete structure for mastering a foreign language. Such integration does not simply supplement the content of one discipline with knowledge from another, but unites them and provides not narrowly disciplinary training, but activity-based, shaping professionally important skills and qualities of the individual in intercultural communication.

The pedagogical and psychological-pedagogical conditions for the formation of foreign language communicative-sectoral competence of a specialist in a number of areas of learning a foreign language – adaptive, intensive,

communicative, etc. They are considered by many researchers from the perspective of an activity approach – unity of personality, consciousness and activity, interconnectedness of activity and communication. An analysis of pedagogical researches shows that the activity approach is still the dominant direction in learning a foreign language. At the same time, it can be noted that this approach does not completely solve the problems of training students of non-linguistic universities. Therefore, we consider it appropriate to solve the problems of a foreign language in the aspect of professional and sectoral activities, didactically integrating professional, sectoral and foreign language activities through the contextual-sectorial approach to the training of future specialists in the field of foreign languages.

To define the concept of ‘contextual-sectorial approach’, it is necessary to look at the origins of the contextual approach, which has been developing in recent decades in the methodology of foreign languages. Contextual is ‘training, in which, with the help of the entire system of didactic forms, methods and teaching aids, the subject content of the future professional activity of a specialist and assimilation of linguistic knowledge as iconic systems of this activity are successively modeled’, it is obvious that specialist training provides necessary professional and methodological skills.

The theory and technology of contextual education was developed by A.A. Verbitsky and his school, he notes that in relation to the problems of vocational education, he built a theory based on 3 fundamental methodologies:

- (1) the activity theory of assimilation of social experience;
- (2) a theoretical generalization of the practical experience of ‘active learning’;
- (3) the semantic category ‘context’, reflecting the influence of subject and social contexts of the student’s future professional activity on the process and results of his educational activity.

Contextual learning creates favorable conditions for the formation of skills for using the necessary system of exercises that adequately reflect the thesaurus of future professional activity, which contributes to the targeted formation of scientific concepts, generalized and special skills, abilities and competencies. For contextual learning, the concept of “context”, given its complex nature, is a semantic category, and the use of diverse contexts of professional activity in the educational process ensures mastering of future professional activities and the knowledge of languages of the manager’s specialty.

Of the various interpretations of the concept of ‘context’, a definition from linguistics and logic is not suitable for us, where the context is understood as a relatively meaningful passage of a text or speech in which the sense and meaning of words or sentences included in it are revealed, as the linguistic environment of language units. The closest to our study, the definition of context, which is interpreted as a system of internal and external conditions of life and human activity affecting perception, understanding and transformation of a particular situation. In this case, it is necessary to distinguish internal and external contexts. Under the internal context understand individual psychological characteristics, knowledge and experience of a person. The

external context includes subject, spatiotemporal and other characteristics of circumstances in which a person acts.

Moreover, the content and educational process should provide not only substantive and foreign language training for a future specialist, but also develop professional motivation. One of the conditions for this, according to A.A. Verbitsky, is the inclusion in the educational process of various elements of future professional activity, which can be implemented in the context of the approach in professional education.

Thus, by a contextual approach we mean a form of active learning intended for use in higher education, focused on vocational training of students. The contextual approach is implemented through the systematic use of a professional context, which gradually fills the educational process with elements of professional activity.

Having defined the features of the contextual approach, we turn to the consideration of the concept of 'sectoral'. According to the modern explanatory dictionary of the Russian language (by T.F. Efremova), 'sectoral: (1) - characteristic of any industry;(2) - belonging to any industry'(Modern explanatory dictionary of the Russian Language, T.F. Efremova, 2000).

Vocational education includes, among other things, sectoral training. Sectoral training of future specialists in any field is a training process aimed at the formation of sectoral competencies necessary for the implementation of professional training, i.e., readiness (ability) to apply a set of practice-oriented knowledge and skills in the process of professional communication, while showing such important qualities as professional thinking, creativity, activity and independence.

The main goal of sectoral education is to prepare a specialist who is able to use foreign languages in professional and social spheres, providing intercultural communication. For a successful professional in a new information society, a young specialist needs such professional and personal qualities as the ability to professionally approach problems, skills to identify priority solutions to problems taking into account intercultural aspects of activities, and the ability to develop your own personality creatively and professionally.

We have chosen the discipline 'Professionally-Oriented Foreign Language' as an experimental base for the research, which allows increasing the level of knowledge within our specialty and the formation of a sectoral foreign language. In conditions when a modern specialist can't work without proficiency in a certain level of language, it is necessary to specify and actualize the purpose of sectoral foreign language training. The authors formulated it as follows: integration of the focus on developing the ability to communicate professionally in a multicultural space and focusing attention on the professional industry component

The authors formulated it as follows: taking into account the focus on the formation of the ability to communicate professionally in the multicultural

space and focusing attention on the professional sectoral component of the specialist's foreign language training. The program of the discipline 'Professionally-Oriented Foreign Language' is aimed at taking into account professional specifics in the study of a foreign language, its focus on implementation of tasks of the future professional activity of graduates. As a result, the sectoral approach to teaching a foreign language in non-linguistic universities, which provides students with the ability to communicate in professional, business, scientific fields and situations based on peculiarities of professional thinking, that is, sectoral training of a foreign language, is particularly relevant.

By sectoral training we mean training based on the needs of students in the study of a foreign language, dictated by characteristics of the future sector of professional activity. The term 'branch teaching a foreign language' can be used to refer to the process of teaching a professional foreign language in a non-linguistic university, focused on reading specialized literature, studying professional vocabulary and terminology, as well as regarding communication in the field of professional activity. The essence of sectoral training of a foreign language is in its integration with special disciplines in order to obtain additional professional knowledge and the formation of professionally significant personality traits. Training of specialists in non-linguistic universities consists in the formation of communicative skills that would allow having professional and foreign contacts in various fields and situations. The sectoral approach helps to shape the aspiration and ability of a future specialist to function as a subject of intercultural communication, which has high linguistic competence in professionally significant speech events of various types, in various modes, registers, forms, styles, types and genres of sectoral, professional, verbal and cognitive activity.

Sectoral foreign language training includes a professional focus not only on the content of educational materials, but also on activities that include methods and techniques that shape professional skills.

The sectoral focus requires:

- integration of the discipline 'Professionally-Oriented Foreign Language' with majors;
- sets the task for a foreign language tutor to teach a future specialist on the basis of interdisciplinary connections, to use a foreign language as a means of systematically replenishing his professional knowledge, as well as a means of forming professional skills;
- involves the use of forms and training methods that can ensure the formation of necessary professional skills of future specialists.

Sectoral foreign language training at non-linguistic faculties of universities requires a new approach to the selection of content. It should be focused on the latest achievements in a particular economic sector, timely reflect scientific achievements in various fields of activity that directly affect professional interests of students, and provide them with opportunities for professional growth. Thus, it will be legitimate to consider the content of sectoral foreign language training at non-linguistic faculties of universities as a combination of

what students must learn during the training so that the quality and level of proficiency in a professional foreign language meets their needs and goals. The selection of content should contribute to a comprehensive and holistic formation of the student's personality, its preparation for future professional activities.

Many scientists (S. S. Kunanbaeva, M.M. Bakhtin, A.A. Verbitsky, G.V. Lavrentyev, V.F. Tenishcheva, E.P. Kobeleva, N.V. Silkina, E.A. Pimenova etc.) rightly note that the system of transition from professional activity to training and from training to professional activity can be implemented precisely through the vocational context of individual sectors and emphasize that contextual education in individual industries should be attributed to active educational technologies; their main task consists in optimizing teaching and learning, relying not on the processes of perception or memory, but primarily on creative, productive thinking, behavior, communication, vocational training of students, and implemented through the systematic use of professional context in specific industries, the gradual saturation of the educational process with elements of professional activity. Thus, by 'professional sectoral context' we understand the totality of subject tasks, organizational, technological forms and methods of activity, situations of socio-psychological interaction, characteristic of a certain sphere of professional activity. Our contextual-sectoral approach to teaching a foreign language suggests the formation of students' ability to use a foreign language in professional, business, scientific fields and situations, taking into account characteristics of a particular sector of professional activity and professional thinking, while organizing motivational, incentive and orienting research activities. The training of specialists in non-linguistic specialties consists in the formation of such communicative skills that would allow having professional contacts in a foreign language in various situations. At the same time, foreign language communication can occur both in official and informal forms, during individual and group contacts, in the form of speeches at conferences, when discussing contracts, projects, and writing business letters.

The concept of 'contextual-sectoral approach' is used by the authors as a system of didactic tools for organizing the educational process in a foreign language, including changing the purpose, content, process and forms, and orienting the foreign language course towards the profession acquired by students and possible areas of its real use in sectoral activities. We consider the contextual-sectoral approach as a complex pedagogical phenomenon that determines the effectiveness of teaching a foreign language and assumes an active role of the subject of educational activity. The conditions for the successful implementation of the presented approach are differentiation, which is expressed in students' initial language training, setting goals that are personally significant for students, developing sustainable and rational skills for independent work and the ability to implement a systematic approach to mastering knowledge.

The essence of the contextual-sectoral approach to teaching a foreign language is in its integration with special disciplines in order to obtain additional professional knowledge in a particular industry and the formation of

professionally significant personality traits. Training of specialists in non-linguistic universities consists in the formation of communicative skills that would allow having professional contacts in a foreign language in various fields and situations. With a contextual-sectoral approach to teaching, a foreign language acts as a means of increasing the professional competence, personal and professional development of students and it is a prerequisite for the successful professional activity of a future specialist who is able to carry out professional activities in a foreign language in the field of specialization. Learning a foreign language with this approach helps to resolve a number of contradictions between traditional and innovative forms of learning and performs the following functions:

- creates conditions for the formation of professional motivation and cognitive activity in specialization;
- helps students see the relationship, as well as systematically use the knowledge gained from different disciplines in relation to the field of future professional activity;
- contributes to the development of a holistic personality that owns not only information (a given semiotic system, form and means of representing the theory according to A. Verbitsky), but knowledge (the image of the real world reflected in the human mind), which are used dynamically in time and space in accordance with the technological process in the industry of specialization;
- stimulates students to show personal initiative and activity with intensive interaction with both a teacher and other students;
- enables students through collective, joint activities to achieve more effective educational results, while each participant in the educational process feels his individual responsibility for achieving the goals.

In the contextual-sectoral process of teaching a foreign language, conditions are created that contribute to a more creative and effective approach of students to their future professional activities. Through problematic learning situations of a sectoral focus, conditions under which students develop research skills related to analysis, interpretation, processing of printed or oral materials are created. Teaching a foreign language in a sectoral context also serves as the basis for successful socialization of a person. According to this approach, the educational process is built in accordance with the principle of joint activity, interpersonal interaction and dialogical communication of subjects of the educational process. In the course of joint activities in solving communicative professional tasks of a sectoral focus in a foreign language, students have the opportunity to show professionally significant personal qualities, appropriate the experience of existing socio-economic relations. Being involved in solving a professional problem, students acquire the skills of partnership, mutual assistance, tolerant attitude to the point of view of a communication partner, the skills of independent search for new knowledge in the industry, as well as the need for self-realization and self-affirmation. Thus, professionally-oriented foreign language training is aimed at the social and communicative development of the personality, contributes to the upbringing of intellectual, moral and business qualities through a foreign language and a professional sectoral context.

According to S.S. Kunanbaeva, 'the transition to the so-called competence-based paradigm and competence-based education model is a methodological approach rather than a technological scheme for developing standards and models of education (with reference to V.D. Shchadrikov), since not only the category "educational content" is not completely defined, but the conceptual essence of final results and, accordingly, the educational goals are at the stage of refinement and development'.

According to A.V. Khutorskoy, the competence-based approach enhances the practical orientation of education, emphasizes the need to gain experience, the ability to put knowledge into practice and it is expressed in the following:

- mastering at a high level of content of the subject area related to the scope of the proposed professional activity;
- mastering the methods of activity (initial professional skills) necessary for successful socialization at the beginning of labor activity in the specialty.

A.T. Chaklikova emphasizes that "the choice of a competence-based approach is not accidental – it has a number of advantages compared to other scientific approaches, allows the subject to internalize fundamental knowledge, and makes it possible to systematically and purposefully form a competent subject with an acquired orientation to permanent educational activity".

With a competence-based approach, a completely different organization of the educational process is necessary, because the formation of competencies requires the creation of certain problematic situations that allow modeling future professional activities. Thus, the competence-based approach allows us to consider the content of education as a system of educational competences, which integrates a set of interconnected semantic orientations, skills and knowledge for the effective solution of personality-significant and socially relevant problems in certain industries and activities.

The personality-centered approach is determined by the subject content of a foreign language, based on motives and needs of the student (D.N. Kulibaeva, P. Rogers, I.I. Ignatenko). The founder of the theory of personality-centered approach is the humanist and educator Carl Rogers. In the framework of a personality-centered approach, a foreign language also serves as a tool for educating and developing the learner's personality. The main goal of a foreign language is to master foreign language communication and the development of the learner's personality and to support processes of self-knowledge, self-development and self-realization of the learner's personality.

Consequently, the personality-centered approach transforms the learner's activity into self-managed, self-regulating cognitive and communicative activity, allowing him to choose his own content, strategy and learning outcomes, as well as conduct self-assessment of his achievements in mastering a foreign language. The focus of the personality-centered approach is the student's unique holistic personality that lives, develops, creates, has its own goals and objectives, strives for the maximum realization of abilities and capabilities, is open to everything new, is capable of conscious and responsible choice in various life situations.

I.I. Ignatenko proposes to apply a personality-centered approach to learning a foreign language, which can be an important factor in the formation of a free creative personality due to the building potential of a foreign language as a discipline based on communication and developing reflective thinking, professional culture and self-awareness, and the general competence of future specialists. Therefore, influencing the content of the educational process, a personality-oriented approach, contributes to the development of mechanisms of self-realization, adaptation, self-regulation, self-defense, self-education and others, necessary for the formation of a person who is ready for continuous self-development throughout life.

A professionally-oriented approach to teaching a foreign language is currently becoming increasingly important, since foreign language communication is becoming an important component of the future professional activity of a specialist. A distinctive feature of professionally-oriented teaching of a foreign language is the consideration of specifics of the professional sphere: its concepts and terminology, lexical-syntactic and grammatical features, the format of oral and written texts, and situational features. Therefore, training is built in accordance with specific professionally significant goals and objectives based on thematically selected materials that reflect modern professional problems and ways to solve them. In addition, situations of possible communicative interaction with representatives of another culture are used.

The main goal of the course 'Professionally-oriented foreign language' is the formation of intercultural and communicative competence of students and, as its component, professionally-based intercultural communicative competence of students, allowing them to integrate into the international professional environment and use professional foreign language as a means of intercultural, scientific and professional communication. The objectives of the course 'Professionally-oriented foreign language' are also intended to provide:

- expansion of the terminological apparatus in the professional field, expansion of the register of language skills and speech skills, as well as an increase in the volume of knowledge about the diversity of cultures and civilizations;
- development of skills to correlate language tools with specific areas, situations, conditions and tasks of professional communication;
- improving the skills of search, analysis, synthesis, establishment of causal relationships, argumentation and systematization of data on the study, including finding sources and their individual and semantic processing (commenting, annotating and abstracting of special scientific texts);
- implementation of scientific and practical activities in the field of international cooperation and intercultural communication.

The competences of the student, formed as a result of mastering the course:

In the process of implementing intercultural-sectoral communicative complexes, it is also necessary to take into account the strategies for the formation of communicative-sectoral foreign language complexes. In our study, we distinguish the following strategies: communicative (CS) and

intercultural-sectoral communication strategies (ISCS) (associated with the metalanguage of specialization) (MOS).

Communicative strategies (CS) are aimed at solving the main goal of communication such as overcoming communication difficulties. These include:

1. CS-development aimed at reaching an agreement when expressing two different points of view in subject-subjectival communication. For example:

A: - I think that the Digest of Laws is needed for every state, so every state has a constitution.

B: - Let me disagree, some countries are doing fine without the constitution.

C: - Perhaps both of you are right, since each state has a constitution, it's just that in some countries the constitution is codified, and in some it is uncodified.

Statements A (first) and B (second) represent different points of view (related as a thesis and an antithesis); Statement C seeks to synthesize, harmonize the two previous points of view. CS-development is built in accordance with the norm of the 'dialogue of consent' (M. Bakhtin) as an ideal way of interaction (basically having the triad 'thesis - antithesis - synthesis').

2. CS-interpretation aimed at clarifying the meaning of the statement in the context of communication. For example:

C: - The usual constitution is called codified.

A: - And what is a codified constitution?

C: - A codified constitution is a single document, which is the basis of the state system. A distinctive feature of the codified constitution is that it has supremacy throughout the state, regardless of regional laws of districts, regions and federations.

The original statement (thesis) is characterized by obscurity, and subsequent statements interpret it, striving for the semantic identity of the original thesis and interpretation thesis.

3. CS-rewriting aimed at finding a new, more expressive, accurate form for the expression of the same (original) meaning.

A: - *Recently I found out that a constitution can have codified and non-codified forms.*

B: - *Really? I thought that a constitution always has only one form.*

A: - *In some countries, such as the United States, the constitution is a legal written document, i.e. codified; in others, such as the United Kingdom, it is a collection of documents, statutes and traditional practices that are usually adopted as governing political issues, i.e. not codified.*

In this example, the process of meaning formation is associated with the search for a more expressive, accurate form for expressing the original meaning.

4. CS-denial aimed at denying the meaning of the original statement and bringing the argument regarding the denial of the original statement.

A: - A constitution is a document that cannot be changed.

B: - Really? But I know for sure that some countries have amended the constitution.

A: - Yes, I agree with you that some countries, including Kazakhstan, introduced amendments to the constitution. These amendments most often had the character of additions and were necessary for developing Kazakhstan.

Thus, in relation to the initial thesis, the antithesis unfolds and argumentation is given to it.

5. CS-appliance aimed at the application of the original statement in a new private communication situation. For example: (when discussing the constitution)

B: - That is, it can be argued that the constitution defines a set of rules established for regulating the system of public administration, and therefore can be supplemented for more effective governance of the state.

6. CS-evaluation aimed at evaluating someone else's opinion, with a positive or negative comment. For example:

C: - I like the definition of B. Not only because I agree with it, but because it is clear – what a constitution is.

7. CS-redefinition aimed at the new definition of a known concept/representation in the context of differential features.

C: - Is anyone else ready to give their definition of the word 'Constitution'?

A: - In my opinion, a constitution is a normative document that regulates the activities of all authorities and is aimed at protecting the interests of citizens.

8. CS-commenting aimed at commenting on the subject meaning based on the logical-semantic component of the discussed concepts/views.

B: - I completely agree with the definition of A. A constitution is the main law of the state regulating its activities.

C: - What forms of a constitution exist?

A: - Codified and non-codified forms. Such countries as, for example, Great Britain, Canada, Israel, etc. have an unmodified form.

B: - Most countries, including Kazakhstan, have a codified form.

C: - Thus, in spite of the form, the Constitution proclaims and guarantees the rights and freedoms of a citizen, determines the basis of the social system in the state, its form of government and territorial structure.

Intercultural-sectoral communication strategies in contrast to communicative ones, are considered by us as linguistic reflection, i.e. a conscious attitude to one's own and another's speech from the point of view of the normative, communicative and ethical aspects of speech culture. Awareness of the importance of developing intercultural-sectoral communication strategies will lead to the development of skills in sectoral foreign languages, management of speech behavior, which are important in future professional and sectoral activities. Intercultural-sectoral communication strategies (ISCS) include:

1. ISCS-interpretation, in which an unfamiliar foreign language statement related to the sectoral interpretation of a foreign language is not translated into the native language, but explained by means of synonyms or familiar expressions in the context of communication.

ISCS-interpretation can have different types of activities. Denote some of them:

A. Which of the following definitions gives the correct interpretation of the concept of "public policy"?

- The direction of state policy aimed at improving the legal regulation of economic relations;
- purposeful activities of public authorities to solve public problems, achieve and implement the generally accepted development goals of society or its individual areas;
- The system of principles of state power for making decisions and achieving optimal results.

B. What is the essence of the legitimacy of state power?

- harmonious unity and effectiveness of functioning of all institutions of power;
- active participation of the people in political life;
- recognition of laws and support for power by the majority of population, lack of resistance to it from citizens.

2. ISCS-rewriting, in which the meaning of an unfamiliar foreign language statement associated with the metalanguage of the industry, is formed through the search for a new, more expressive, accurate and even extraordinary form to express the same (original) meaning.

For example, students are given the task of comparing concepts, finding common ground in them.

A. Compare:

Politics is a way of organizing society with the help of power, its functioning.

Politics is an activity related to issues of power, public administration and international relations.

Politics is the art of government, the conduct of public affairs, the essence of activities of government.

B. If politics is a social phenomenon created by people to consciously regulate social processes, then how can the concept of 'state policy' be defined?

3. ISCS-appliance, in which a foreign language statement is applied in a new sense related to the sectoral interpretation of a foreign language in a private situation of communication.

A. Write a paragraph describing the concept of 'Public Policy' and its meaning.

B. Discuss the public policy of Kazakhstan as a form of government in the modern world.

5. ISCS-commenting, where the subject of discussion is any particular (in relation to the specialty metalanguage), secondary (relative to the main meaning) component of the original foreign language utterance, subject to comment.

A. Do you agree with the statement 'The best rule of politics is not to control too much' (Jean Paul)? Justify your opinion.

B. Read the article "Overview of Public Policy: The Public And Its Policies", by Robert E. Goodin, Martin Rein, and Michael Moran and comment on the opinion of the author.

These communicative and intercultural-sectoral communicative strategies are reflected in professional-sectoral problem-oriented educational language tasks, the solution of which is the assimilation of educational material, its consolidation, repetition, expansion, the unification of knowledge and ideas about future professional activities, as well as the development of skills and abilities foreign language communication industry specialization. All tasks are based on gaming, imitation and free communication.

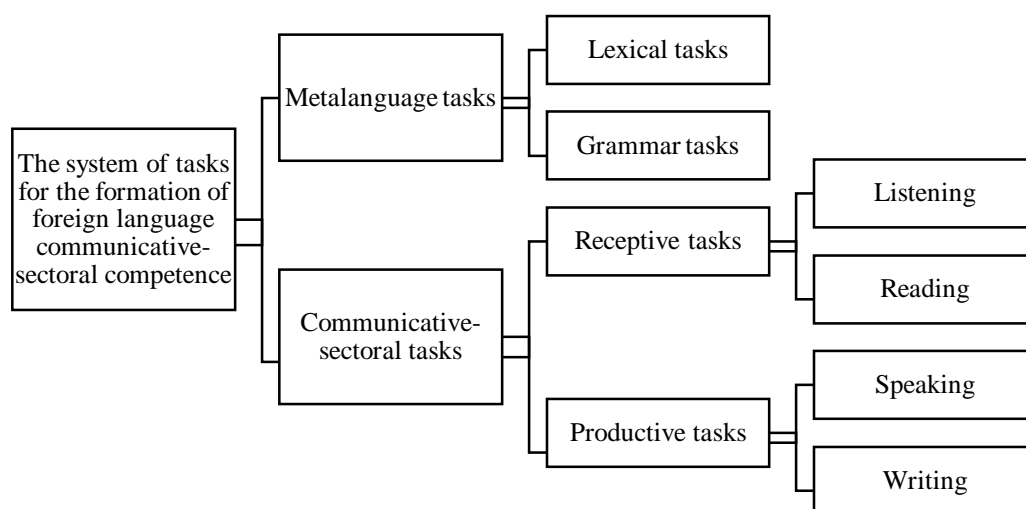
The tasks of the following types are highlighted:

- communicative-sectoral games in a foreign language;
- communicative imitations of foreign language business communication in the field of industry specialization;
- free foreign language communication in the field of industry specialization.

The system of tasks for the formation of a foreign language communicative and sectoral competency of bachelor students was implemented on the basis of principles of communicativeness, problematicity, industry orientation, functionality, situationality, novelty, personal orientation, and collective interaction.

The system of exercises developed by the authors includes: (1) metalanguagetasks and (2) communicative-sectoral tasks. The system of tasks for the formation of foreign language communicative and sectoral competence of students of the specialty 'Governmental and Local Management' is presented in Figure 1.

Figure 1. The system of tasks for the formation of foreign language communicative-sectoral competence



The system of tasks that we propose is systematized in such a way that their quality, quantity, sequence and correlation of types and subspecies provide an optimal effect in the process of forming a foreign language communicative-sectoral competence. The exercises were compiled taking into account the development of each of the previously identified components of foreign language communicative-sectoral competence, as well as taking into account a number of factors affecting the success of the study of linguistic phenomena:

- purpose;
- communicative actions of the student;
- linguistic form and content;
- the principle of increasing difficulty, the sequence of speech skills and abilities;
- product (result) of the task;
- material (verbal and non-verbal: text, diagrams, maps);
- method of performing the exercise (oral, written);
- organizational forms (individually, in pairs, in a group).

Now we give an example of the communicative imitation of foreign language business communication in the field of industry specialization: ‘Pinwheel of complainers’.

Purpose: the development of business communication skills and foreign language communication when working with the public.

Time: 25–30 minutes.

A number of participants: any.

Two circles are made up of chairs such as external and internal. One chair in the outer circle should be opposite one chair in the inner circle. The total number of chairs must match the number of participants. One group is given the role of ‘experts’, they occupy places in the inner circle. The second group receives the role of ‘complainers’, they occupy places in the outer circle.

The task of the teacher is to regulate the stages of the action, and therefore reports the conditions of the game. One of the conditions is that the participant acts as a ‘plaintiff’; he must appeal to several ‘experts’ with a statement in

which he sets out the essence of the claim. To do this, during each minute all the 'complainants' amicably rise and change to the next place (clockwise). The 'plaintiff' must very quickly and accurately state the essence of his complaint.

It is desirable that the complaint had a real basis, but you can use a fictional situation. Subject claims are announced in advance so that students can prepare clichés for a specific situation. The teacher distributes the group in the following areas such as complaints of a social nature as well as a scientific one (denunciation of plagiarism). The basis of a complaint may be a ready-made application, the form of which must be correctly filled out, which requires the student to be skilled in the preparation of documents of this kind. The same plaintiff should address each expert with the same problem, but each of the 'experts' should find his own solution and quickly issue his recommendation on how to resolve the issue, in a statement. At this stage, language training is checked for professional purposes of several participants in the game. Such a plan is aimed at implementing an intercultural-sectoral communicative commenting strategy, where the opinion of one of the experts is chosen as the subject of discussion and arguments are given to refute this version and substantiate recommendations, both points of view being commented on.

At the next stage, the 'plaintiff' retells the answers of other 'experts' that he managed to hear. The task of an 'expert' at this stage is to agree or refute the recommendations of other experts. One minute is also allotted to this and it takes 5-6 shifts.

It implements an intercultural-sectoral communication strategy – rewriting, which requires the transfer of the meaning of an unfamiliar foreign language utterance associated with the metalanguage of the industry. A participant in a business game needs to rephrase what he heard through a search for a new, more expressive, accurate, and even extraordinary form to express the same (original) meaning.

After the second round, 'complainers' and 'experts' switch roles.

At the end there is a discussion:

- What individual differences in the manner of speaking, listening, in non-verbal behavior did the participants notice from each other?
- How much can you say and hear in one minute?

These tasks contribute to the development of foreign language communication skills of a sectoral focus, and in them, we can observe the implementation of all the above-mentioned communicative and intercultural-sectoral communicative strategies. In the process of active interaction in the framework of intercultural-sectoral communication strategies, each participant learns to relate his interests to the interests of partners in the formulation and solution of professional-sectoral educational language tasks. Each individual responds differently to the same information, which gives rise to dialogue, coordination of positions and interests. Thus, these tasks enable the student to master the communication situation, to realize the skills of designing communicative-sectoral situations and the manifestation of creative initiative. Situations of future professional activities aimed at the development of communicative-

sectoral competence are realized in the form of imitation of business communication and professional communicative games.

RESULTS AND DISCUSSION.

It is widely practiced to use the design method to organize the process of learning a foreign language. The design process includes the development of an integrated system, which consists of interconnected components, stages, states of the pedagogical process and the actions of its participants. Designing the process of teaching a professional foreign language is based on the integration of several existing approaches to the teaching of foreign languages such as competency-based, cognitive-lingual-cultural, and context-specific approaches.

The use of a contextual-sectoral approach, integrated into the system of higher education, is a single complex of constructive, organizational and communicative components aimed at the development of foreign language communicative-sectoral competence. The use of contextual-sectoral approach aimed at the formation of foreign language communicative-sectoral competence in the system of professional foreign language training more effectively when implementing the following didactic conditions such as the structure and content of the generated foreign language communicative industry skills are determined by the target orientation, content and character of the professional-sectoral activity of the future graduate of the specialty 'State and local government'; the logic of the process of designing intercultural-sectoral communicative complexes, its stages, methods, procedures are due to the peculiarities of the structure and content of foreign language communicative-sectoral abilities of the graduate in the specialty 'Governmental and Local Management'; the process of forming foreign language communicative-sectoral competence is built on a subject-subject relationship using active forms of organization, methods, and means of training.

The implementation of intercultural-sectoral communication complexes can be implemented using a number of tasks, such as:

- the formation and development of foreign language communicative-sectoral competence,
- establishing the level of motivation for mastering a foreign metalanguage of the industry specialization,
- personality development of future industry sectors in the field of intercultural communication,
- achievement of the level when the student is considered as a 'subject of intercultural communication'.

Our experiment involves students of economic specialty who will work in state structures of local and international management. In the control and experimental groups, students of the specialty 'State and local government' were trained. Our experiment was conducted in the framework of the discipline 'Professionally-oriented Foreign Language' (2 credits), in which 46 people participated 2 courses from the experimental group and 20 students of the

control group. For checking and confirming the results, we attracted the same 46 students who continued their studies in the discipline 'Specialized Foreign Language', for which 4 credits for the 3rd year and 2 credits for the 4th year are allocated from the university component. 92 students of the 3rd course from the experimental group and 40 students of the control group participated at the exit. Such a number of hours makes it possible to fully ensure that a student has foreign language communicative-sectoral competence in various professionally defined situations.

The authors have developed intercultural-sectoral communication complexes that reveal the essence, internal structure, and logic of a complex educational process, the unity of all its elements, which are interconnected and interdependent. In the educational process, the implementation of intercultural and sectoral communication complexes ensures successful training of future specialists in the field of business and foreign language professional-sectoral communication. Intercultural-sectoral communication complexes prepared by the authors represent an open development system that allows you to flexibly change its structure and parameters when you accumulate new information and change the requirements for a professional sectoral metalanguage. The introduction of intercultural-sectoral communication complexes into the pilot study was organized in stages, and the content was chosen considering the future professional-sectoral activities of students.

In the context of the formation of foreign language communicative-sectoral competence of students of the specialty 'State and local government', the work implies two ways of forming foreign language communicative-sectoral competence of students: 'the way of deepening into a profession through differentiating the metalanguage', that is, a deeper understanding of a foreign language, which includes blocks according to certain concepts, thereby expanding the range of possibilities metalinguistic and communicative professional understanding of the language for the specialty 'State and local government' of the basic setting for the adoption of alternative allows you to see at a variety of approaches to the problem. The second way to use intercultural-sectoral communication strategies that reflect the essence of all the exercises included in the complex, which is clearly developed in the examples of CS in this article. We obtained results that reflect the conceptual characteristics of our intercultural-sectoral communication complex and regulate the entire educational process, being guidelines for its construction.

1. The formation of foreign language communicative-sectoral competence of students of the specialty 'State and local government' is based on an activity approach that assumes the guiding principle of dialogic professional communication, which is confirmed by the goal of mastering a foreign language and ways to achieve this goal.
2. The principle of a foreign language didactic professional orientation reflects the process of linguistic and professional enrichment of the worldview of future managers in their communicative preparation for intercultural communication, which fully reflects the entire process of mastering a foreign language.

3. The principle of a communicative-sectoral orientation, which determines the external and internal activity of students and the professional and sectoral nature of their speech and cognitive activity, is the most optimal for the most complete entry into educational and foreign language speech activities.

The process of the formation of foreign language communicative-sectoral competence in the field of professional-sectoral communication is quite long and has its own dynamics. Thus, the process of forming a foreign language communicative-sectoral competence of a future civil servant is structured in accordance with the steps that contribute to increasing the level of language acquisition by students through the use of various methods of communication, group and individual work, solving problems and making decisions on communication strategies.

CONCLUSION.

According to the methodological base of the study (personality-centered, cognitive-linguistic-cultural and contextual-industry approach), the authors adhere to the position that the process of formation of foreign language communicative-sectoral competence in the field of professional communication can be described as an open developing system with specific interaction included in its structures.

Conceptual-activity sub-competence implies mastery of the conceptual apparatus of the professional sphere and understanding of the special thesaurus used in typical situations in a foreign language. Due to the fact that the system of methodological and professional terminology is difficult for students, professional foreign language training should be built on the base of restructuring of the concept of preparation for the thesaurus of civil servants. In the practical course of a foreign language, a common language is taken as the basis, and in the study of a professionally-oriented foreign language, a foreign language communicative-sectoral competence is formed, which in its structure contains conceptual-activity sub-competence and contextual-discursive competence.

Their formation puts the language training in the profession of a civil servant at the English lessons in the first place with an awareness of the specifics of their profession, expressed in generalized speech skills, which reveal the ability of students to make life, study, and in the future professional decisions, develop and present their own interests and programs various areas of human communication. This is precisely the essence of the strategies described above for the formation of a foreign language communicative-sectoral competence of a future public servant, the presented optimization of the process of teaching a foreign language at universities. Contextual-discursive competence is formed on tasks that develop the ability to isolate microthemes, to distinguish and use initial and final constructions to form a coherent whole text, to accurately and correctly use various means of interphrase communication, to observe specific temporal correlation, to choose an appropriate word order.

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