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ЗАМАНАУИ КОММУНИКАЦИЯНЫҢ СТРАТЕГИЯЛАРЫ МЕН ТАКТИКАСЫ: ЕУРОПАЛЫҚ ЖӘНЕ АЗИЯЛЫҚ ТӘЖІРИБЕ

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ЗАМАНАУИ КОММУНИКАЦИЯНЫҢ СТРАТЕГИЯЛАРЫ МЕН ТАКТИКАСЫ: ЕУРОПАЛЫҚ ЖӘНЕ АЗИЯЛЫҚ ТӘЖІРИБЕ. Халықаралық ғылыми-практикалық конференция жинағы. – Астана: Л.Н. Гумилев атындағы ЕҰУ, 2025. – 255 б.

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Осылайша, тыңдау дағдыларын қалыптастыру оқытудың бастапқы кезеңінде маңызды рөл атқаратынын және мектепте ағылшын тілін оқытудың тиімді әдісі ретінде қызмет ететінін көреміз.

Сонымен қатар, тыңдау дағдыларын қалыптастырудың маңызды шарты — мотивация. Егер тыңдаушы тыңдаудың қажеттілігін сезінсе, бұл оның психикалық әлеуетін толық жұмылдыруға мүмкіндік береді: сөйлеуді есту, сезім мүшелерінің сезімталдығы артуы, зейіннің шоғырлануы және ойлау процестерінің қарқындылығы күшейеді.

Жоғарыда айтылғандай, тыңдау – қарым-қатынастың негізі, ауызша сөйлеуді меңгеру содан басталады. Тыңдау сияқты сөйлеу әрекетінің бұл түрін меңгеру адамға өзіне не айтылып жатқанын түсінуге және айтылғанға адекватты жауап беруге мүмкіндік береді, оның қарсыласына жауабын дұрыс айтуға көмектеседі, бұл диалогтік сөйлеудің негізі болып табылады. Бұл жағдайда тыңдау сөйлеу мәдениетіне үйретеді: әңгімелесушіңізді мұқият тыңдаңыз және әрқашан аяғына дейін тыңдаңыз, бұл тек ағылшын тілінде ғана емес, ана тілінде де маңызды. Қазіргі кезеңде тыңдау IELTS, TOEFL, CEFR және т.б. халықаралық сертификаттарды көрсететін ағылшын тілін меңгеру деңгейіне арналған барлық емтихандарға енгізілген.

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ONLINE FORMATION OF FOREIGN LANGUAGE PROFESSIONAL COMMUNICATIVE COMPETENCIES IN AGROTECHNICAL EDUCATION

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Түйіндеме: Берілген мақала агротехникалық бағыт бойынша білім алатын мамандардың шеттілдік кәсіби-коммуникативті құзіреттіліктерін онлайн жағдайда қалыптастыру мәселесін қарастырады. Қазіргі таңда, білікті маманды даярлау мәселесі ғылыми дискурстың күнтізбесінде тұрған өзекті сұрақтардың бірі. Авторлар мақалада сандық және сапалық зерттеу әдістерін қолдана отырып осынау мәселенің шешімін ұсынады.

Түйін сөздер: шеттілдік кәсіби-коммуникативті құзіреттіліктер, онлайн, агротехникалық бағыт, сандық және сапалық зерттеу әдістері, білікті маман.

Introduction

In this rapidly changing modern world, there is a demand for highly qualified and professionally competent specialists in every sphere of human endeavor. As a result, large companies and organizations have established various criteria for the successful recruitment of applicants. These criteria include aim identification, strategies to accomplish the identified aim, and specific skills that should be acquired before applying for a vacant position. These skills encompass not only subject-specific knowledge but also foreign language professional communicative-competencies, which are considered as an indispensable part of an applicant's curriculum vitae. These requirements are based on the current condition of the global economy, as globalization has led to the dissolution of borders between countries, and specialists are working to build partnership bridges between them. Consequently, the successful construction of these bridges depends on efficient communication among stakeholders. Thus, specialists are encouraged to acquire foreign language professional communicative competencies. Kazakhstan, as a member of the global economy procedure, is paying attention to the foreign language education in educational institutions of the country, including higher education. At this point, the president of Kazakhstan, Kassym-Zhomart Tokayev highlighted the importance of foreign language competencies in professional sphere and reckoned that knowledge of the language of another state allows finding points of contact, understanding the interlocutor's position and principles. This, in turn, enables the search for common ground and compromise, even during complex negotiations [1]. Foreign language professional-communicative competencies are vital in every sphere, including, medicine, tourism and agriculture. However, it especially needs a careful attention in agricultural field. Since, based on the review of agricultural development in Kazakhstan provided by "Halyk finance" Analytical center specialists Sanjar Kaldarov and Murat Temirkhanov, it was revealed that agriculture is one of the most important sources of growth for long-term sustainable development, economic diversification, and improvement of the standard of living of the population in Kazakhstan. The country has significant agricultural potential due to its territory and the availability of important resources [2]. Moreover,

every year, the agricultural sector contributes almost 38% of the revenue to the budget. Approximately 16% of the country's total workforce is employed in this industry [3].

Moreover, in the context of modern realia, where digitalization plays a vital role, it is important to consider the aspects of online education. Since, at the largest conference on new technologies in education, EdCrunch Glocal, which was held in Almaty at the end of the last year, more than 300 speakers from 25 countries spoke about the significance of online teaching. All of them noted that the covid era allowed the world to understand the possibilities of online education. Furthermore, the co-founder and managing director of HolonIQ, Maria Spis claims that during the extreme transition to online, they only took care to connect the teacher and the student, and did not think through other elements of education: student support, methodological guide, social and emotional learning, socialization and mental health. This, of course, is related to big data, data analysis and artificial intelligence. Data is becoming much more important for student assessment- and here the academic and the analytical component is decisive [4]. In this regard, the national center for the development of higher education of the republic Kazakhstan, monitored the condition of implementation of distance (online) learning in universities of Kazakhstan in 2023, and revealed that in the country, in 2023, the number of students studying only in the distance format amounted to 18 729 people. Of these, 18 691 are in bachelor's degree, 36 in master's degree, 2 in doctoral studies. In addition, it is identified that, to effectively conduct online classes and submit educational material on electronic (distance learning) platforms, a modern methodological approach is needed, ensuring maximum activity of students and feedback on the subject [5]. Thus, this article speculates upon the formation of foreign language professional communicative competencies of students in Agrotechnical university named after S. Seifullin during the online education.

Theoretical background

Several scientists, including foreign and Kazakhstani made a profound contribution to the investigation into the procedure of online formation of students' foreign language professional communicative competencies:

Scientists from Japan, Izumi Walker, Daniel K. G. Chan, Masanori Nagami and Claire Bourguignon published their book "New perspectives on the development of communicative and related competence in Foreign language education" and provided analysis on the common european framework reference.

According to the definition, which was provided by common european framework reference (CEFR), the term "competence" encompasses a collection of knowledge areas, aptitudes, skills, attitudes, and existential competencies. The CEFR distinguishes between people's general competences and communicative language competences. In this regard, general competencies are divided into:

- a) Psycho-social competence or existential competences
- b) Socio-cultural competence
- c) Transversal competence

While, communicative language competence has a number of component parts:

- a) Linguistic

- b) Socio-linguistic
- c) Pragmatic competences

Consequently, Izumi Walker, Daniel K. G. Chan, Masanori Nagami and Claire Bourguignon highlighted that communication in foreign languages is believed to be one of the key competences and it must be acquired by people, who need a personal achievement, active citizenship, social inclusion and perspective employment [6].

In addition, Kunanbayeva S.S. highlights that the modern definition of the quality of education and its outcomes within the comprehensive category of “competence or competencies”, the necessity to reflect this change in social requirements in the “content of education” in the “model of a specialist” in the system of preparing personnel in higher and secondary professional education, lead to ongoing active developments aiming at achieving a systematically justified correspondence and integrity of such categories within the competence paradigm of education, such as: education model, specialist model, goal, content, outcome and etc. If “competence” is tied to educational outcomes, it represents a shift from knowledge-based qualifications to emphasizing socially-professional competence, leading to a transition from qualification to competence-based education models for specialists [7].

Moreover, Maisarah Ahmad Kamil and Ahmad Mazli Muhammad made an investigation into professional communication competence in English for occupational purposes (EOP) courses, and suggested a systematic literature review and proposal of a framework. The literature for this systematic review was gathered from the online databases, such as Scopus, Web of Science and ScienceDirect. A total number of initially retrieved and evaluated articles was 159. However, following the application of quality criteria to exclude irrelevant papers, 133 articles deemed relevant to the topic and were included in the systematic review. As the result of the review, it is identified that, the communicative competence consists of productive skills: speaking and writing. Authors’ investigation results were given on the Table 1, as the list of common speaking and writing communicative tasks:

Table 1. Common speaking and writing communicative tasks

No	Common speaking communicative tasks:	Common writing communicative tasks:
1	Giving oral presentations	Writing emails
2	Providing speech at the meetings and seminars	Writing reports
3	Communicating with customers and clients	Writing business letters
4	Handling telephone calls	Writing proposals
5	Giving and receiving instructions	Writing memos
6	Participating in social conversations	Preparing texts to the presentation slides

As it is demonstrated on the Table 1, common speaking communicative tasks for the effective formation of professional communicative competence in English language, are linked with discussion, persuasion, convincing and negotiation abilities in professional sphere. Whereas, common writing communicative tasks for future specialists should be based on writing emails, responds to the business letters and proposals, and preparing texts to the presentation slides [8].

It is also investigated that graduates should possess not just proficiency in interpersonal communication, presentation, speaking, listening, writing skills and nonverbal communication but also demonstrate competence in areas such as content knowledge, culture, linguistics, critical thinking, and task-solving skills.

According to the standard program for the course of professional foreign language training of specialists developed by Abylai khan Kazakh university of international relations and world languages, key concepts and requirements such as “security of international professional interaction”, “professional foreign language competence”, “foreign language industry”, “foreign language business communication”, “professional and industry-specific foreign language linguodidactics” are proposed for inclusion in the formation of a professional model of a modern specialist. These criteria represent indispensable and sought-after elements for ensuring the high-quality training of specialists in the global labor market [9].

Furthermore, Peter Lang, the author of “Teaching academic and professional English online”, argued that integrating the principles of instructing languages for professional or academic contexts with e-learning leads to the recognition that the learning process should employ various strategies:

- a) Deep learning
- b) Integration with known concepts
- c) Long term retention

These strategies aim to facilitate profound learning by encouraging critical thinking and analysis of novel information, connecting it to familiar concepts. The ultimate goal is to promote understanding and the enduring retention of newly acquired knowledge [10]. So, the exploration of online formation of students' foreign language professional communicative competencies has seen significant contributions from both foreign and Kazakhstani scientists. The works of scholars such as Izumi Walker, Daniel K. G. Chan, Masanori Nagami, Claire Bourguignon, Maisarah Ahmad Kamil, and Ahmad Mazli Muhammad have shed light on the multifaceted nature of communicative competence.

Methods:

The investigation was based on two different methods. The first method was quantitative method, whereas the second method was qualitative. During the quantitative research, the survey was conducted among the students of Agrotechnical university located in Astana, Kazakhstan. The total number of participants was 200. The questionnaire was sent via social media to the 1st and 2nd year students of the Agrotechnical university named after S.S. Seifullin. Participants were asked to answer 15 questions related to their career, curriculum, format of education and professional development. Students were first introduced with the aim of the questionnaire and asked to feel free and express their viewpoint, since the survey was conducted

anonymously. First three questions were general questions, asking about their age, gender and year of the study. Most of the students were from 2nd course and majority of respondents were the students of the faculty of veterinary sciences and animal husbandry (55%), faculty of forestry, wildlife and environment (25%) and agronomic faculty (10%). Moreover, only the results of the survey don't fully identify the perspectives of the issue, so the interview was conducted among the pedagogical staff of Agrotechnical university in order to illustrate the precise conclusion. The aim of the interview was to investigate about professional communicative competence formation among students in an online learning environment from Agrarian University teaching staff. Understanding the viewpoints, experiences, and suggestions of teachers on the online formation of communicative competencies in professionally oriented English classes in an agrarian context will be the main emphasis of the study. The respondents were briefly introduced the aim of the interview and asked to express their perspectives independently. All in all, after conducting qualitative and quantitative research the results were analysed and conclusions were made.

Research results:

Students were asked the following question: “On a scale of 1 to 5, how comfortable are you with using online communication tools in Professionally oriented classes?”, where “1” is considered as “not so comfortable”, while “5” is counted as “very comfortable”. To this question respondents answered as follows: “1”(Not comfortable at all): 5%, “2”: 15%, “3”: 25%, “4”: 30%, “5” (Very comfortable): 25%.

As it is seen from the results, only a small percentage of participants claim that they aren't comfortable with using online communication tools in Professionally oriented classes. Then, students were asked to choose the options about how would they rate their overall experience with online language learning platforms. The results are demonstrated on the Figure 1:

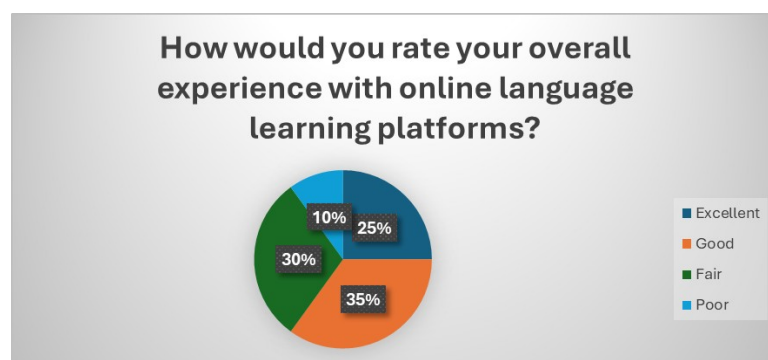


Figure 1. Survey results

As it can be seen from the Figure 1, majority of respondents divided their opinion on three positions: “good”, “fair” and “excellent”. The answers were reached almost the same percentage. So, participants chose the answers “good” (35%), “fair” (30%) and “excellent” (25%). Moreover, the next question was organised to identify to what extent do the students believe online learning has positively or negatively impacted to

the process of formation of foreign language professional- communicative competencies. The results of this question is illustrated below, on the Figure 2 below:



Figure 2. Survey results

As it is shown on the Figure 2, majority of the survey participants (45%) agreed that online learning has “positive” impact on the process of formation of foreign language professional-communicative competencies, while 35% of the students claimed that online learning has “no impact” on the process of formation of foreign language professional-communicative competencies. And only 20% of students chose the option “negatively” based on their own opinion.

Furthermore, the professor interviews at Agrarian University have yielded insightful information about the development of professional communicative ability in online learning. A wide range of viewpoints have been provided by the professors' experiences teaching online and their varied backgrounds in agricultural subjects. Positive comments have been made about the online learning experiences in general, while acknowledging certain difficulties unique to learning a foreign language in the context of agricultural education. In order to improve students' foreign language competency, professors emphasized the use of a variety of online tools and platforms, stressing the value of multimedia interaction.

Conclusion:

The modern global environment is driving an increase in the need for highly qualified professionals, which is why companies are implementing strict hiring standards. In this context, professional communicative proficiency in foreign languages has become essential, reflecting the need for efficient communication in the globalization period. In international discussions, President Kassym-Zhomart Tokayev highlights the significance of these proficiencies, especially with regard to Kazakhstan's inclusion into the global economy.

Kazakhstan's agriculture industry, which contributes significantly to economic growth and livelihoods, emphasizes the demand for workers with communicative proficiency in foreign languages. At the EdCrunch Glocal conference, there was a focus on online education in the context of the widespread impact of digitalization. Maria Spis highlights the necessity of an all-encompassing strategy for online learning that includes methodological direction, social-emotional learning, and student assistance.

According to the evaluation conducted by the National Center for the Development of Higher Education, a significant proportion of Kazakh students are participating in distant learning, which calls for the use of modern methodology. Theoretical underpinnings from academics such as Daniel K. G. Chan and Izumi Walker emphasize the complex character of communication competence and are consistent with the requirement of global citizenship.

The study uses both quantitative and qualitative methods in its methodology. Students at Agrotechnical University seem to be generally happy with online communication tools, according to surveys. Interviews with professors highlight the value of multimedia resources in improving students' proficiency in foreign languages.

In conclusion, the study adds to our understanding of how the educational landscape is changing and highlights the critical role that professional communication competence in foreign languages plays. It promotes conversations on how to adapt education to current global concerns, shifting economic conditions, and technology breakthroughs while offering insights into successful tactics within the particular context of agricultural colleges.

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доступа: <file:///C:/Users/Ayana/Desktop/%D0%A2%D0%9F-%D0%9F%D0%BE%D0%B4%D0%B3%D0%BE%D1%82%D0%BE%D0%B2%D0%BA%D0%B0%D1%83%D1%87%D0%B8%D1%82%D0%B5%D0%BB%D0%B5%D0%B9.pdf>

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ENHANCING PRESENTATION SKILLS OF SECONDARY SCHOOL STUDENTS IN ENGLISH LESSONS

U. Yergalikyzy

№58 school-gymnasium named after Zhansugirov I.

Түйіндеме: Мақалада қазіргі заманғы технологияларды пайдалана отырып, орта мектеп оқушыларының ағылшын тілі сабағында презентациялық дағдыларын дамыту мәселелері қарастырылады. Мультимедиялық құралдарды оқыту процесіне енгізу әдістері талқыланып, бұл оқушылардың оқу мотивациясын арттыруға, қарым-қатынас дағдыларын, сыни және шығармашылық ойлауды дамытуға ықпал ететіні атап өтілген.

Түйін сөздер: презентация дағдылары, ағылшын тілі, мультимедиялық технологиялар, оқу, ойлау дағдыларын дамыту, шығармашылық, оқушылар.

Аннотация: В статье исследуется роль технологий в формировании презентационных навыков у учащихся средних школ на уроках английского языка. Рассматриваются методы интеграции мультимедийных инструментов в учебный процесс, что способствует улучшению учебной мотивации, развитию навыков общения, критического и творческого мышления.

Ключевые слова: презентационные навыки, английский язык, мультимедийные технологии, обучение, развитие мышления, креативность, школьники.

Abstract. The article explores the role of technology in developing presentation skills among secondary school students in English lessons. It discusses methods of integrating multimedia tools into the learning process, which contribute to improving students' motivation, communication skills, and the development of critical and creative thinking.

Keywords: presentation skills, English language, multimedia technology, critical and creative thinking, secondary school

Introduction

Since independence, we have boldly entered the international world and actively participated in trade, labor relations and finance. With the rapid development of economic globalization and new electronic communication technologies, international interaction has expanded, many joint ventures have emerged, and ties between business circles of different countries and continents have been strengthened [1]. In light of these changes, which have radically altered the functions of a foreign language in society, the main task of students is not only to master the language, but also to develop the abilities necessary for the effective use of the language in a professional environment. One such ability is the creation of presentations.

Since ancient times, oratory has been considered an art. Nowadays, it plays a crucial role in the work of specialists in various fields. Since the future professional activity of students will be mainly related to management and business, where effective communication directly affects the efficiency of the entire organization, the importance