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THE USE OF INTERGRADED-SKILLS APPROACH FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH

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Abstract

The relevance of this theme is due to the process of globalization of the world community, which has a particular impact on the socio-economic development of countries and individuals. Globalization has led to direct changes in the existing educational systems of most countries (adoption of the Bologna Declaration, shift to a two-tier higher education system, academic mobility, etc.). Therefore, in addition to providing academic perspectives and professional skills, it is necessary to train and develop communication skills that will enable students to become competitive professionals and adapt to modern society. This article describes the process of applying an integrative approach to teaching communication skills. In the scientific and pedagogical literature, the integrative approach is considered a pedagogical tool that integrates the knowledge acquired by students into the process of developing interdisciplinary skills. In the conclusion of the article the problems faced by teachers of English, as well as ways.

Key words: integrated approach, English, development, use, competitiveness, communicative competence.

ИСПОЛЬЗОВАНИЕ ИНТЕГРИРОВАННОГО ПОДХОДА ДЛЯ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация

Актуальность данной темы обусловлена процессом глобализации мирового сообщества, который оказывает особое влияние на социально-экономическое развитие стран и отдельных людей. Глобализация привела к непосредственным изменениям в существующих образовательных системах большинства стран (принятие Болонской декларации, переход на двухуровневую систему высшего образования, академическая мобильность и т.д.). Поэтому, помимо обучения академическим перспективам и профессиональным навыкам, необходимо обучать и развивать коммуникативные навыки, которые позволят студентам стать конкурентоспособными специалистами и адаптироваться в современном обществе. В данной статье описывается процесс применения интегративного подхода к обучению коммуникативным навыкам. В научно-педагогической литературе интегративный подход рассматривается как педагогический инструмент, который интегрирует полученные студентами знания в процесс развития междисциплинарных навыков. В заключении статьи рассматриваются проблемы, с которыми сталкиваются преподаватели английского языка, а также способы.

Ключевые слова: интегрированный подход, английский язык, развитие, использование, конкурентоспособность, коммуникативная компетенция.

АҒЫЛШЫН ТІЛІН ОҚЫТУДА КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ ҮШІН ИНТЕГРАЦИЯЛАНҒАН ТӘСІЛДІ ҚОЛДАНУ

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Андатпа

Бұл тақырыптың өзектілігі елдер мен жеке адамдардың әлеуметтік-экономикалық дамуына ерекше әсер ететін әлемдік қоғамдастықтың жаһандану процесіне байланысты. Жаһандану көптеген елдердің қолданыстағы білім беру жүйелерінде тікелей өзгерістерге алып келді (Болон декларациясын қабылдау, жоғары білім берудің екі деңгейлі жүйесіне көшу, академиялық ұтқырлық және т.б.). Сондықтан, академиялық перспективалар мен кәсіби дағдыларды оқытудан басқа, студенттерге бәсекеге қабілетті маман болуға және қазіргі қоғамға бейімделуге мүмкіндік беретін коммуникативтік дағдыларды үйрету, дамыту қажет. Бұл мақалада коммуникативтік дағдыларды оқытуға интегративті тәсілді қолдану процесі сипатталған. Ғылыми-педагогикалық әдебиетте интегративті тәсіл студенттердің алған білімдерін пәнаралық дағдыларды дамыту процесіне біріктіретін педагогикалық құрал ретінде қарастырылады. Мақаланың соңында ағылшын тілі мұғалімдерінің проблемалары, сондай-ақ жолдары қарастырылады.

Түйінді сөздер: интеграцияланған тәсіл, ағылшын тілі, даму, пайдалану, бәсекеге қабілеттілік, коммуникативтік құзыреттілік.

Introduction

Modern society is characterized by a trend toward integration, and put into practice the problem of training professionals with English language skills. Modern employers are experiencing a serious shortage of skilled workers and are interested in professionals who know at least one foreign language and can solve tasks at a professional level and can adapt to a variety of rapid changes. The main purpose of English language teaching is the development of communication skills, but in the practice of many schools the academic aspect of language teaching is often secondary. In the vocational training of modern professionals, special attention should be paid to imparting sound future professional must have knowledge, skills and competences in his/her future field of activity. The future professional must show initiative and responsibility in the performance of his/her professional activities and must be proficient in at least one foreign language. An integrated approach is applied to the training of communication skills.

The foreign language is English, a modern language and the language of international communication. One of the main tasks of English teachers is therefore to is to teach their students the language they need for their professional life, i.e. to give them the necessary and sufficient competence for their future field of work. Today, the content of English language teaching should be aimed at improving students' professional and communicative competence. In this regard, one of the most important aspects of the educational process is to motivate students to acquire a high professional level of English [1]. Future professionals should be aware of the need to learn English and the possibility of using it in their lives to increase their chances of getting more profitable and better-paying jobs, etc. If future professionals know this, they will work harder to improve their knowledge and skills and be more motivated and interested in learning languages. In order to train professionals, we need to integrate English into their fields. We also need to carefully select the content of our training, including achievements and innovations in specific fields, so that future professionals can develop professionally. In other words, English teaching should be work-oriented and focused on solving specific problems, e.g.

- it should be geared towards different language activities (public speaking, being able to correctly identify others in a foreign language, etc.);
- language education: grammar, phonetics, vocabulary, semantics, word formation (ability and means to use language);
- socio-cultural education: cultures, values and traditions of other countries;
- organization of acquiring the minimum vocabulary required for the subject, including technical terms and specific concepts (ability to use dictionaries, reference books, sources of information, etc.) [2, 85].

Unfortunately, one of the factors that makes teaching English difficult is that many teachers simply do not know the terminology or the subject knowledge, and universities lack literature on teaching in their field. To teach English in a more discipline-specific way, university teachers need to be familiar with terminology and have an understanding of key aspects of their students' acquisition of their subject area. This is necessary, for example, when translating original texts in their field to ensure that their meaning is not distorted. These problems can be addressed by:

1. Designing the learning content as follows:
 - english texts should include content from the learner's previous subject area;
 - familiarizing teachers with the terminology and familiarising students with the fundamentals of their chosen profession;
2. Create a learning environment that encourages students to apply their knowledge from previous subjects.
3. Encourage students to correct teachers' mistakes in their subject area (they like it).
4. Cooperate with subject teachers.

Methods of research

In 1983 for the first time the topic of integration in education is considered in the collection of scientific papers «Integrative processes in pedagogical science and practice of communist upbringing and education». According to foreign authors (Canale M., Brown H.D., Rivers W.M., Akram A., Brumfit C., Richards J.C.) the first attempt was made to reflect the essence of this process in pedagogical science. In modern education the integrated approach continues to develop. We believe that this approach is most appropriate when studying different subjects, especially foreign languages. L. Betakova writes that the exercises offered in the textbooks should have a real practical value, which makes them look informal and arouse students' interest using the computer to solve practical problems, perform lexical, phonetic exercises [3, 101]. The use of technological tools in the exercises reinforces the practical orientation of the foreign language and computer science subjects. It should be noted that the integrated approach reflects the latest research methods in these scientific fields and contributes to a sustained interest in the subject studied. Learning activities, aimed at the formation of cognitive qualities and motivation to obtain information as a sign system. The integrative approach is also reflected in the works of Widodo H.G., Nunan D., Hanusova S. where the process of integration is characterized as a state of coherence of differentiated elements, as well as the process leading to such a state. In their studies, researchers point to the importance of the foreign language itself in the whole process of educational integration. This is due to the fact that in the presence of different cultures and languages, not knowing a foreign language can make communication difficult.

Results of research

In order to develop students' professional competence and optimize the English learning process, teachers must be innovative in their approach and focus on the practical application of professional knowledge through English.

One of the factors that make the use of business English a reality is the expansion of the communication circle and the rapid development of written communication on the Internet. Therefore, in professional life it is very important there are many ways in which students can improve their English language skills. Communicating with partners abroad, communicating with colleagues abroad by e-mail, searching for foreign language information on the Internet, and reading books and novels in English. From the point of view of training future professionals, these factors can lead to significant changes in the content of English language teaching. Another important stage of English language teaching is the development of communication skills, including writing [4]. For future professionals to learn to write at a professional level, the following stages of ELT should start early with everyday writing skills and gradually transition to the development of writing skills at a professional level.

In this regard, future professionals will also be trained in sociolinguistic and linguistic approaches. This is because many university applicants enter without adequate grammatical and communication skills and are therefore unable to handle written and oral tasks. The use of Internet resources in English language teaching can help to address this problem. Sites should be selected based on content and information. Educational and information resources on the Internet should allow students to focus on independent work to practice and acquire the English language skills needed for future professional work. In addition, source documents should be brief and include references. In addition, future professionals will find other interesting information on the Internet that will help them in their future professional activities. In order for students to easily navigate the vast amount of information available in a foreign language and make use of their knowledge, skills and competencies, they must first be equipped with a minimum vocabulary.

Today, the need for integrated learning, the need to connect all disciplines to a common holistic content, and the need to develop common skills and behaviors are becoming increasingly problematic. Unified learning skills and abilities is the reason why it is possible and necessary to create an integrated system of forming communicative competence when teaching English. The combination of different language subjects (English, Kazakh and Russian) and disciplines helps to effectively shape students' communication skills, which in turn contributes to the development of a harmonious and excellent personality. Today there is a need to educate young people who have a meaningful attitude toward the study of English. It is very important to motivate students to interpersonal, intercultural understanding and to form their professional and communicative skills, including the ability to search for necessary information [5, 121].

The teaching and learning process must be close to reality, the teacher must be in the background and the students must actively participate in the learning activities. In this way, students are prepared for their personal development in life and career. That is why we take a holistic approach to teaching English, based on terminology and text research. The integrated approach is an innovative method in which the academic part plays a primary role and the linguistic part a secondary role in a professional system of communicative foreign language teaching. Professional English teaching is designed to combine the language with a specific discipline, so more attention should be paid to the choice of content. The content should be based on achievements and innovations in the field and provide opportunities for students to develop professionally. Note that the principle of integration requires a combination of language and professional knowledge and skills, i.e. creative tasks in English that require the activation of speaking and thinking activities.

The integration of English into the subject and the performance of creative tasks enable the development of professional and communication skills. Applying the principle of integration in the teaching process is one of the most important prerequisites for developing a global perspective in students. In order to achieve the desired goal of training qualified professionals, teachers should use creative methods in teaching foreign languages, such as combining traditional and innovative teaching methods and using information and communication technologies. At the same time, English language teaching should be communicative and based on the application of the principle of integration of cross-curricular content [6, 78]. The integration of foreign language teaching enables students to learn and develop their language skills. Interactive learning contexts in foreign language teaching can be used at different stages of education and contribute to the development of students' language skills.

The integrative theory of foreign language teaching is an important and essential part of foreign language teaching in the theory of modern communication. The linguocountry study aspect of teaching foreign languages is a necessary component of the teaching content and contributes to a more successful implementation of practical, educational, educational and developmental learning objectives and dictates the need to establish interdisciplinary links with other subjects of the humanities cycle.

Integrated learning in foreign language teaching creates new opportunities for pupils to improve their communication skills, encourages students to independently search for new things, to use a variety of sources of information (including in their native language). The role of the same teacher assumes and activities as a psychologist, it should be carefully thought out and professional [7, 184]. The use of educational games in a foreign language increases the effectiveness of learning and gives a distinct practical orientation, contributes to the development of professionally relevant skills.

The main goal of professionally-oriented teaching of English to students is the solution of professional tasks through the formation of integrated foreign language communicative competence. Consequently, we can conclude that integrated foreign language communicative competence is the result of professionally oriented training of students, it is the ability and readiness of an individual to fruitful foreign language communication in professional sphere. The common structure of the links between students' educational and professional activities help to distinguish between these two types of activities. The content components of training and vocational activities are different. Vocational activities are characterized by work focused on knowledge creation or material value.

In the second stage of higher education, an integrated approach is actively pursued. Through this approach, students' professional qualities can be actively formed. The study of foreign languages as a basis for integration in education develops an understanding of the outside world and its integrity. Therefore, the general cultural significance of a particular scientific worldview and the possibility of its understanding by scientists from different sciences are prerequisites for its integration into the overall scientific worldview [8, 45]. Modern education is constantly improving its methods of integration, and interdisciplinary connections are becoming increasingly important. A similar integration process occurs when academic subjects and complex thematic communication are combined in a single curriculum. Most linguists agree that an integrated curriculum has distinct advantages. One of the undeniable benefits is that students acquire skills in more than one subject in addition to English, including integrated subjects.

Integrated learning draws on experience from other activities to provide new knowledge, skills and competences and to enhance the content, resources and methods of learning. It also has the potential to personalize learning. The integration of integrated learning into the learning process has important implications: it activates learners, promotes their autonomy in learning English, and deepens and broadens their interest in knowledge. At the same time, integrated teaching has the effect of increasing learners' interest in learning the subject.

Integrated teaching of the English language in school forms the basis for further teaching of vocabulary, basic grammatical concepts, pronunciation and intonation. Integrated English language instruction provides the communicative and cognitive impetus that contributes to the development of vocational skills and success in the workplace [9, 63]. The process involves the development of an overall model and strategy for the teaching and learning process, as well as a systematic analysis of the activities. Pedagogical issues include the selection of teaching materials, the choice of specific chapters and topics, interdisciplinary collaboration, and an overview of the principles of integration with regard to teaching and learning. Integrated English courses contribute to the acquisition of theoretical knowledge and its practical application in professional activities.

In an integrated course, English becomes a means of acquiring knowledge in other subjects. Integrated learning leads to a comprehensive set of knowledge, skills and competences to enhance students' communicative competence. In integrated education, students learn the communicative functions of speech acts without separating them from reality and are able to use everyday situations to express and retrieve different types of information. A feature of the foreign language component of the Labor Integration course is the introduction of a specific vocabulary that takes into account the specific nature of reading and writing academic texts, solving academic problems and discussing academic topics. Integrated learning takes place in the context of active academic communication on the topics studied. However, the vocabulary that students acquire in foreign language courses is often not reused in their professional activities because it does not correspond to their professional skills or was learned in unrelated courses. The solution to this problem is to combine the scientific knowledge of the field with elements of the foreign language and introduce vocabulary and work information directly related to the social knowledge of the field.

As humanity has developed, the amount of scientific knowledge has also increased. The development of scientific knowledge has led to complex interactions between disciplines and overlapping educational content. This has led to a slowdown in the development, exploration (teaching) and application of scientific knowledge, despite the need to disseminate skills and thus knowledge [10]. An integrated approach is now being used to address the interactions between related disciplines. The integrated approach is also used in foreign language teaching.

An integrative approach implies equality and equitable relationships in the teaching of foreign languages of related topics of all disciplines, the study of which is mutually intertwined at each stage of students' learning. The use of the integrative approach in the educational process aimed at the formation of students' professional competence by means of English with the use of interdisciplinary links is preceded by:

- determination of structural and logical connections of academic disciplines of the profile and language cycle;
- identification of components to be integrated;
- determination of conditions, ways and depth of integration. Integration of several disciplines (foreign language and professional discipline) becomes possible in the process of English professionalization [11, 156].

The range of subjects that can provide significant support for integrated English language learning can be represented as follows (fig. 1).

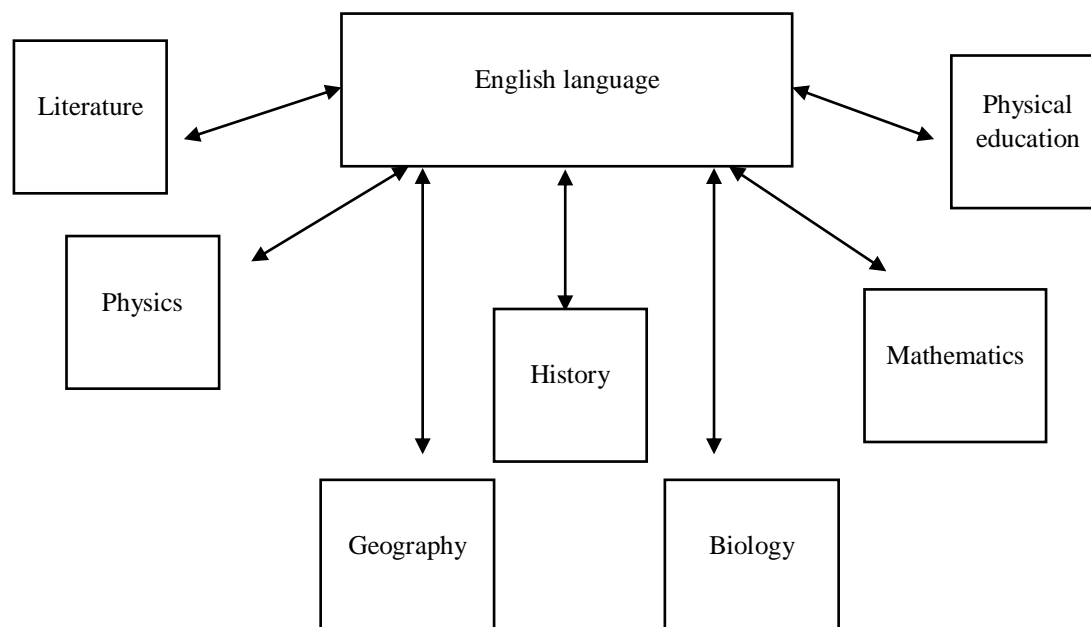


Figure 1 Model for Integrated English Language Teaching

Reliance on literature in the study of English is necessary to create favorable conditions for the assimilation of linguistic phenomena, which helps to carry out the transfer of knowledge or avoid interfering mutual influence of languages. It helps the teacher in determining the ways, methods and techniques of introducing new language material, in managing coherent speech, in correcting and improving the rhythmic-intonation and aural-pronunciation skills. From literature, important for the English language are quotations of text, scenes, poems, proverbs, sayings, sayings, sayings, logic of exposition. The use of integrated courses⁵ with other subjects is periodic, since much depends on the topic of the English lesson, which, as mentioned above, is polydisciplinary, which in itself already leads to motivation.

English to a certain extent interfaces with all other academic disciplines and opens the way for students to learn more about history, geography, literature and other subjects. For students, foreign language activities act as a means not only of learning, but also of play. For the teacher, who organizes this activity, it is the goal, and the activities integrated with it are the means of learning. It is important that the student has an internal, communicative and cognitive motive that feeds the interest in the subject «English» [12]. For this purpose, interesting tasks are set before children in the course of integrated lessons. The vital need for communication, the need to solve arising communicative problems - these are the main drivers of mastering a foreign language. The following integration options are possible in an educational institution:

- language / speech action and musical action;
- language / speech action and music, play action;
- language / speech action and movement;
- language / speech action and movement, play action;
- language / speech action and theatrical action;

- language / speech action and drawing.

The formation of pronunciation and intonation skills is carried out through the integration of phonetic exercises as part of the formation of communicative competence:

- with play activities;
- with movement games / physical activities (words are accompanied by actions), e.g;
- with music (sound and speech patterns in chanting, learning songs);
- with dramatization (plays, skits);
- with rhyming lessons;
- with role-playing.

The following exercises are recommended for the formation of lexical skills in the course of integrated teaching of English:

- word guessing;
- drawing, sculpting, appliqué with the name of what they have made;
- physical minute (naming actions and performing these actions and commands);
- game on attention and understanding;
- the choice of words, pictures on the topic;
- competition;
- bingo with pictures;
- communication in English within the proposed topics.

The following subject areas can strongly support the teaching of foreign languages:

- Russian language, literature and art: these are subjects that have an overall impact on the foreign language.

- physics, geography, history, biology, music and sports: These are subjects that tend to change the content of the foreign language, for example by using geographical data (demography, world maps, etc.). At this level of education, however, it is intended that these subjects be treated as integrated foreign language subjects and be included in the category of subjects with a complex influence on English.

Conclusion

Thus, lessons are often built on interdisciplinary links with the English language and literature, which allow for maximum efficiency of English lessons, contribute to the intellectual development of students, expand the linguistic, philological and general outlook, develop literary talent. Pupils translate excerpts from the works of great writers on their own, and it is not the accuracy of the translation that is assessed, but the style of writing.

An extremely important principle is also the principle of stativity, which in educational institutions is realized through the use of speech situations. Teaching and speech situations are a set of conditions of speech and non-speech, necessary and sufficient in order to carry out a speech action according to the plan. This is the basis for organizing activity and a way of stimulating activity on mastering the presented material. Learning and speech situation is the most effective way of introducing integration in teaching English, leading to the formation of communicative skills.

Based on the above, it can be concluded that it is only possible to identify and describe an integrated system of teaching English with a general scientific, academic and methodological orientation on the basis of an integrated study involving the whole educational team - social scientists, pedagogues, psychologists, linguists, methodologists and teachers. Integrated teaching of English allows combining the knowledge and skills acquired in different subjects into a whole and can be a source of motivation for the teaching of foreign languages.

The use of integrated teaching is a complex process that requires, at least at the functional level, the prior identification of the main forms and contents of interdisciplinary links.

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