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**RELEVANCE OF FOREIGN LANGUAGE TRAINING OF FUTURE  
TEACHERS IN THE CONTEXT OF UPDATING THE CONTENT OF  
EDUCATION**

***Abstract.** The changes which are taking place in the national education system of the Republic of Kazakhstan require a revision of the priorities in the professional trainings of future teachers. This article raises the problem of foreign language trainings system of future teachers who will work in the new continually changing environment of school education.*

***Keywords:** competence, future school teachers, foreign language, metasubject potential, learning.*

Nowadays, there are an increasing number of people who focuses on learning English as a foreign language. English is the language of an international communications. A person, who is fluent in English is tented to adapt in another country a way easier, than the one who does not know English. A foreign language helps to fulfill personal needs related to an employment. A person with knowledge of a foreign language can be competitive on the world labor market and improve their career skills. English is the way of expressing ideas in media industries and most of the world's largest companies are based in English-speaking countries.

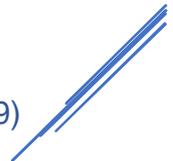
National education systems of various countries include English in educational processes. In the Republic of Kazakhstan, implementation of a trilingualism policy has led to the fact that schoolchildren learn English to study other disciplines. This article discusses, the issue of the value of learning English for future teachers at a pedagogical university.

Reforms in school educational systems are connected with updating its content. School disciplines have become more integrated. Both for teachers and students, the existing system of communication and interaction is changing. Teaching methods are focused on collaboration and communication. The assessment system includes self-assessment and peer assessment, the aim of these types of assessment is to exchange opinions. The main difference is in the philosophy of teaching - all knowledge about the world, man, society complements each other creates integrity. According to this philosophy, the expected learning outcomes are not associated with only a limited range of knowledge, abilities, skills, competencies, but are part of a general, whole scientific and cultural knowledge. Meta-subject is a result of learning in this modified system, which influences the choice of methods and resources for learning and teaching. A foreign language has a high meta-subject potential.

We can notice the understanding of the importance of a foreign language in teaching by scientists from different countries. I. Fandrych believes that English as a basic skill is essential for people, especially in developing countries. In his article, I. Fandrych points out that it is important that government - local, regional and national educators, employers, employees, parents and students use the necessary resources, time and space available for an adequate and appropriate teaching of English and communication [1]. This orientation of all subjects influencing education policy can solve the urgent problems of education.

Chang Y. J. writes that China's economic development attracts investors all around the world, especially those who want to run a business in the country. Chang Y. J. recognizes the importance of language and culture in international business, by offering an analysis of the functions of English language as a language of international communication in the Chinese business [2].

Valdés G. believes that learning English while schooling, contributes to the development of critical thinking skills [3]. Students might apply communication skills in English not only to gain knowledge, but also to discuss and develop new ideas and to present their points of view on a particular issue.



The problems of teaching a foreign language to future teachers take an important place in the system of modern education. In the environment of new modified content of education, teachers who teach subjects in English must not only have communication skills, knowledge of grammar, but also met-subject competence. The use of the meta-subject approach in the training of teaching staff contributes to the formation of new abilities.

Sizova E.V. writes that in the system of higher education, meta-subject results represented as “over-professional” skills that make it easier to adapt to a new profession, also they help to acquire knowledge and contribute to the successful socialization of the individual [4]. According to various classifications, this group includes cognitive, personal and interpersonal skills and abilities, communicative competencies, the ability for self-organization and reflection, critical and analytical thinking, leadership qualities, creativity, dedication, creative attitude to professional responsibilities, responsibility, ability to work in a team, etc. To form this kind of competence, teachers of higher education suggest using modern methods. For example, Kolochkova A.E. considers CLIL as suitable method, since it is aimed to the development and formation of professionals who are competent enough to perform a new type of professional activity in the field of integrated teaching of an academic discipline and a foreign language using modern methods of bilingual education. Problem-based learning methods, various strategies for group work, project method and case studies are actively used.

On the basis of Pavlodar Pedagogical University, the experimental work was carried out, during which the above technologies were used. The study examines the issues of the effectiveness of the meta-subject approach when designing classes for students of pedagogical majors in English. The current situation of trainings of teachers is characterized by the revision of educational programs. In the context of modernization of the system of professional pedagogical education, where teachers are given with the task of predicting the achievement, meta-subject and subject results that would allow students to act in new conditions at a completely new level. During the experiment, there



were made some changes to the biological faculty students' curriculum. In the process of teaching, students were given tasks that reflect the requirements of a systemic, competence-based and activity-based approach. According to the target component of the educational program, the content of the discipline required the use of a sufficiently high level of proficiency in a foreign language, at least B1 of the CEFR system. Students actively used authentic resources, developing special competencies related to future professional activities. At the end of the course, students showed an increased level of motivation to learn a foreign language, increased the level of language skills, and received a higher level of meta-subject competence. In their individual reviews of the course, students note the practical orientation. In general, the pragmatic goals of mastering a foreign language make it possible to speak of the high productivity of the idea of introducing a meta-subject approach in the training of teaching staff.

Thus, a foreign language education based on a meta-subject approach in the process of training pedagogical staff provides an opportunity for the development of competencies necessary for teaching in secondary school. Working with the competencies of students, aimed at achieving meta-subject educational results, is a mechanism for improving the entire national education system of the Republic of Kazakhstan.

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