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EDUCATIONAL TECHNOLOGIES IN THE IMPLEMENTATION OF THE PROCEDURAL-TECHNOLOGICAL COMPONENT OF THE FORMATION OF COGNITIVE-COMMUNICATIVE COMPETENCE IN A FOREIGN LANGUAGE EDUCATIONAL ENVIRONMENT

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Abstract: *This article examines the didactic possibilities of modern information - communication technologies in the formation of educational and cognitive component of cognitive -communicative competence of students studying English. Pedagogical technology is a scientifically-based choice of the nature of the impact on the learning process, which is made in order to maximize the development of the individual as a subject of the surrounding reality. In the framework of this study, of particular interest are technologies such as: technology of student-centered learning, game technology, active teaching methods, problem-based learning, debate technology, blog technology, wiki technology, podcasts, as in the process of implementing the methodology for teaching a foreign language on the basis of each of the selected technologies, students develop educational skills, cognitive-communicative competence and abilities.*

Keywords: *cognitive-communicative competence, student-centered learning, game technology, active learning methods, problem-based learning, information-communication technologies, debate technology, blog, wiki-technology, podcast*

ШЕТ ТІЛДІ БІЛІМ БЕРУ ОРТАСЫНДАҒЫ КОГНИТИВТІ-КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУДЫҢ ПРОЦЕССУАЛДЫ-ТЕХНОЛОГИЯЛЫҚ КОМПОНЕНТІН ЖҮЗЕГЕ АСЫРУДАҒЫ БІЛІМ БЕРУ ТЕХНОЛОГИЯЛАРЫ

Аңдатпа: *Бұл мақала ағылшын тілін оқитын оқушылардың когнитивті-коммуникативтік құзыреттілігінің оқу-танымдық компонентін қалыптастырудағы заманауи ақпараттық және коммуникативтік технологиялардың дидактикалық мүмкіндіктерін қарастырады. Педагогикалық технология – бұл қоршаған болмыстың субъектісі ретінде тұлғаны барынша дамыту мақсатында жүргізілетін оқу процесіне әсер ету сипатын ғылыми негізделген таңдау. Аталған зерттеу шеңберінде жеке тұлғаға бағытталған оқыту технологиясы, ойын технологиялары, оқытудың белсенді әдістері, проблемалық оқыту, дебат технологиясы, блог-технология, вики-технология, подкаст сияқты технологиялар ерекше қызығушылық тудырады, өйткені таңдалған технологиялардың әрбірі негізінде шет тілін оқыту әдістемесін жүзеге асыру барысында білім алушылар оқу-танымдық іскерліктері мен қабілеттерін дамытады.*

Түйінді сөздер: *когнитивті-коммуникативтік құзыреттілік, жеке тұлғаға бағытталған оқыту, ойын технологиялары, оқытудың белсенді әдістері, проблемалық оқыту, ақпараттық-коммуникациялық технологиялар, дебаттық технология, блог, вики-технология, подкаст*

ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ В РЕАЛИЗАЦИИ ПРОЦЕССУАЛЬНО-ТЕХНОЛОГИЧЕСКОГО КОМПОНЕНТА ФОРМИРОВАНИЯ КОГНИТИВНО-КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В ИНОЯЗЫЧНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

Аннотация: *Данная статья рассматривает дидактические возможности современных информационных и коммуникативных технологий в формировании учебно-познавательного компонента когнитивно-коммуникативной компетенции учащихся, изучающих английский язык. Педагогической технологией является научно-обоснованный выбор характера воздействия на процесс обучения, который производится с целью максимального развития личности в качестве субъекта окружающей реальности. В рамках данного исследования особый интерес представляют такие технологии как: технология личностно-ориентированного обучения, игровые технологии, активные методы обучения, проблемное обучение, дебатная технология, блог-технология, вики-технология, подкасты, так как в процессе реализации методики по обучению иностранному языку на основе каждой из выбранных технологий обучающиеся развивают учебно-познавательные умения и способности.*

Ключевые слова: *когнитивно-коммуникативная компетенция, личностно-ориентированное обучение, игровые технологии, активные методы обучения, проблемное обучение, информационно-коммуникационные технологии, дебатная технология, блог, вики-технология, подкасты*

Currently, educational technologies take into account many factors that affect the learning process, so the role of the teacher in this process changes. In the world of pedagogical science the teacher is considered as a manager who manages the development of students' activity. This situation implies the need for the teacher to possess all the tools of teaching methods, respectively, the role of pedagogical technologies in achieving high quality education in the proposed conditions increases [1].

The available scientific literature identifies the following modern learning technologies:

1. Technology of student-centered learning
2. Game technology
3. Active learning methods
4. Problem-based learning
5. Information-communication technologies

Technology of student-centered learning. This technology is focused on the unique personality of the child, who seeks to maximize his capabilities, and is open to new knowledge, and is capable of making conscious and responsible decisions in various situations. Traditional technologies transfer knowledge and social norms to students in a formalized form, while in the technology of personality-oriented learning the main purpose of training and education is the achievement of these qualities by the student.

The basis of the traditional didactic system of each pedagogical technology is an explanation, and in the student-centered education understanding and mutual understanding appear as the basis.

The main idea is the transition from explanation to understanding, from monologue to dialogue, from social control to development, from management to self-management. The main orientation of the teacher is not the knowledge of the subject, but the development of communication, mutual understanding, and students' openness to creativity. Thus, creativity and research are the main ways of being a child in personality-oriented learning. However, children do not have a sufficient set of spiritual, physical and intellectual opportunities to independently solve creative educational and vital problems. The child requires pedagogical assistance and support.

In student-oriented technologies the focus prevails on the search for such methods and means of training and education that will meet the individual characteristics of each child, i.e. used methods of psychodiagnosis, changing the attitude and organization of children, apply a variety of means of education (including technical), which contribute to the adjustment of the content of education.

The peculiarity of personality-oriented technologies is their focus on the characteristics of the individual, its formation and development not by someone's order, but in accordance with natural abilities. The content of education is the environment in which the child's personality is formed and developed. This education is characterized by a humanistic orientation, appeal to man, humanistic norms and ideals [2].

Game technology. The game is the kind of activity that develops in situations aimed at the assimilation of social experience, which is formed, and then improved self-government behavior.

Most games have the following features:

– free developmental activity, which is undertaken only at the request of the student, for the sake of receiving pleasure from the process of the activity itself, and not only from the result (procedural pleasure);

– creative, to a large extent, activity based on improvisation, quite active ("the field of creativity");

– emotionally-uplifted activity, there is rivalry, competition, competition ("emotional stress");

– the presence of direct or indirect rules that reflect the content of the game, the sequence of its development [3].

Educational games are a fairly extensive group of methods and techniques of formation of the learning process. The main difference between the pedagogical games from the game as a whole is that the first has a characteristic feature – it clearly sets the goal of education and the corresponding pedagogical result, which can be justified, highlighted in a specific form and is characterized by educational and cognitive orientation.

Until recently, in the curriculum of schools the use of the game was practically limited, at the present time in the educational process teachers often turn to games activities for the revitalization and intensification of the educational process, the game is used in the following cases:

– as an amateur technology in the development of concepts, themes and sections of the academic subject;

– as components of (sometimes very significant) more extensive technology;

– in the form of a lesson or its part (introduction, explanation, revision, exercise, control);

– as technologies of extracurricular work (collective creative work).

The role and place of the game in the educational process depends on the teacher. The specificity of the gaming technology is determined by the gaming environment: depending on whether it is a game with objects and without objects, desktop, room, street, on the ground, computer, with different means of transportation, etc. For example, for high school age, it can be a game aimed at self-assertion in society, the desire to draw, as well as focused on speech activity.

Teachers use role-play in solving complex problems. With the help of the game, students learn new material, consolidate the previous one, develop creative skills, and form general educational skills, which give the educational process diversity.

Active learning methods. The method of personality activation does not aim to increase the amount of information transmitted or to strengthen and increase the number of controlling measures, but, on the contrary, seeks to create didactic and psychological conditions for meaningful learning, taking into account the intellectual, personal and social activity of students.

Verbitsky defines the essence of active learning as a kind of transition from regulated, traditional forms to forms of learning in which a student develops; learning is more problematic, research, exploratory, providing students with motivation, conditions for creativity [4].

Novik et al. highlighted some distinctive features of the process of active learning [5]:

- the presence of forced activation of thinking – when the activity of the student does not depend on his desire;
- involvement of students in the educational process takes a long period of time, which is associated with the need for sustainability and duration of activity of students throughout the class;
- independent creative development of solutions, which is associated with a high degree of motivation and emotionality of students.

Active teaching methods have different classifications. M. M. Novik divides active groups into non-simulation and simulation. These groups of methods form the types of classes: non-simulation or simulation.

Non-simulation exercises are characterized by the absence of a model of the process or activity being studied. Learning becomes active through direct and feedback between the student and the teacher.

A distinctive feature of simulation classes is the presence of the model of the studied process (imitation of individual or collective professional activity). Also feature of simulation methods is their division into gaming and non-gaming.

Let's consider some active learning methods:

Problem lecture is a form of lecture, in the process of which students' cognitive activity is close to search, research activity. The success of this method is achieved through joint activities of the teacher and students. The main task of the lecturer is not only the transfer of information, but the introduction of students to the objective contradictions of the development of scientific knowledge and ways to resolve them. In collaboration with a teacher, students acquire new knowledge in the theoretical field of their profession or a separate science.

The analysis of specific situations (*case-study*) is one of the most effective and widespread methods of the organization of active cognitive activity of students as allows to develop ability to the analysis of non-standard vital and production tasks.

Faced with a specific situation, the student must determine whether there is a problem in it, what it is, and determine their attitude to this situation.

Simulation exercises are an active method of learning, a distinctive feature of which is the presence of a pre-known teacher (but not students) the correct or optimal solution to the problem. It does not model a specific activity, but it models the environment (legal, economic), which determines the behavior of people, their interaction in a particular simulated situation.

Brainstorming is a widespread way of generating new ideas for solving scientific and practical problems. Its goal is the organization of collective mental activity in the search for innovative ways to solve problems.

The problem, which is formulated in the classroom by the method of brainstorming, should have a theoretical or practical relevance and cause active interest of students. A common requirement when choosing a problem for brainstorming is the possibility of many solutions to the problem [6].

Problem-based learning. Problem-based education is the type of learning in which the teacher periodically creates problem situations and organizes the activities of students to solve educational problems, providing the optimal combination of their independent search activity with the assimilation of the ready conclusions of science.

The problem situation is the main element of problem-based learning, through which the thought and the cognitive need of students awakens; there is an activation of thinking.

Matyushkin describes the problem situation as a kind of mental interaction between the subject and the object, which is characterized by such a mental state that occurs in the subject (student) when performing a task that requires finding (or mastering) new, previously unknown to the subject of knowledge or methods of action [7]. An unexpected obstacle first surprises, puzzles the student stimulating mental search. Educational problem forms a verbal expression of the problem situation. The way out of a problematic situation is almost always associated with the awareness of the problem (what is unknown), its formulation and solution.

For adequate implication of the problem situation in the learning process, the teacher needs to know the types of problem situations.

There are more than 20 typologies of problem situations. The greatest recognition in teaching practice is the Makhmutov's classification [8]. He specifies the following ways to create problem situations and, accordingly, determines their types:

- when students face the realities of life, the facts that require theoretical explanation;
- in the organization of practical work of students;

- when motivating students to analyze life phenomena that lead them into a collision with the old everyday ideas about common phenomena;
- when formulating hypotheses;
- when encouraging students to compare and contrast;
- when motivating students to pre-generalize new facts;
- in research assignments.

In addition, there are other modern pedagogical technologies that demonstrate their effectiveness and have proven themselves in practice. These include:

– developmental educational technologies, which are aimed at the disclosure of potential intellectual abilities in students;

– technologies of integrative learning which involve various options for a holistic approach to learning.

The basic psychological principles of developmental education include:

- problematic learning;
- optimal development of various types of mental activity (visual-effective, practical, visual-figurative, abstract, theoretical);
- individualization and differentiation of learning;
- special formation of both algorithmic and heuristic methods of mental activity;
- special organization of mnemonic activities [9].

The debate is universal educational technology. It can be filled with any content, used in the study of any discipline, including a foreign language, as it is one of the ways of development of foreign language communicative competence.

When teaching a foreign language, debates form all four basic language communication skills — listening, reading, speaking and writing. At first-hand before conducting the debate there is a need for serious preliminary training of students. At the stage of preparation, speakers and support group analyze literature, prepare reference notes, abstracts, notes, collections of quotations, and briefly write down the structure of speech, which develops reading and writing. During the debates, listening and speaking skills are improved, and rounds of cross-questions allow including not only speakers, but also the whole group in this process. The debate teaches us to be tolerant to other people's views on the problem. Since the parties of the dispute do not convince each other, but a third party, this allows them to maintain a respectful attitude to their opponents. It is very important to be able not only to speak and prove well, but also to listen and understand well, to be able to manage your emotions, to be objective and impartial. The specificity of a foreign language imposes its own characteristics on the assessment of debates [10].

When teaching a foreign language, debates can be used both for the purpose of generalization, systematization and consolidation of educational material, and for controlling the gained knowledge. It is most advisable to use the debate at the final stage of the study of any material or topic.

"Debate" technology is based on the following principles: integrity, universality, variability, focus on the democratization of the educational process, humanistic nature and humanitarian orientation; personal orientation; orientation on self-education of students. The advantages of the Debate technology include the formation of trainees' critical speech thinking, differentiation of the content of educational material, ensuring individualization of educational activities, a variety of forms and methods of teaching, the formation of generalized practical skills of students. The proposed method is universal in character, most directly aimed at the development of communicative competence and forms both speech and social skills of students [11].

Thus, the debate can be defined as an exchange of views between two groups representing opposing views on a given problem, based on the involvement of argumentation skills and logically constructed statements of participants in order to determine the truth, i.e. the point of view adopted by all or a majority of participants, or by the judges at the end of the debate.

As a pedagogical technology, "debates" serve as an effective means of learning and education, which predetermines the active use of debates in the educational process. The ability to

conduct a discussion will be useful in life, will help to develop critical thinking, learn to see things from different points of view, to question facts and ideas, to communicate, to logically build arguments and convince. To achieve a lot in science and in professional life, you need to be able to present your point of view in a reasoned manner and parry the arguments of opponents.

The following debate formats are currently used: team debates, individual debates, academic debates, online debates, controversial debates, debates between approving and denying parties, legislative debates, judicial debates, public debates, and parliamentary debates. When using debates to teach foreign languages, the following problems often arise: lack of interaction between the participants and a low level of speech polemicals, lack of speech and language tools, fear of making a mistake, and switching to the native language. Debates between approving and denying parties are most effective for teaching oral speech and their adaptation (modification) to the peculiarities of the educational process and active comprehensive preparation for the debates of the teacher and students are the key to their success.

Informatization of education in general and linguistic education in particular contributed to the active introduction of new *information - communication technologies* in the educational process.

Blog technology is one of the web 2.0 technologies that allow any Internet user to create his personal page in the form of an Internet diary or online magazine. In the implementation of Internet projects based on blog technology, students use previously formed skills and abilities of educational and cognitive nature. The main difference is the learning tool which is not a linear text (book material), but a hypertext of information and reference resources on the Internet [12].

Wiki technology is another most common web 2.0 technology that allows a group of people to work remotely on the creation of common content (written work) on its platform. Wiki technology has special didactic features and methodological functions that distinguish it from other Internet technologies. In the scientific methodical literature there is a lot of research devoted to teaching foreign language on the basis of wiki technology. And scientists were mainly interested in questions of developing students' socio-cultural abilities and writing skills on the basis of wiki-technology [13].

In addition, there is education with the help of *podcasts*, teaching blogs, certainly developing new information-communication technologies which will subsequently contribute to the formation of foreign language communicative competence of students.

In conclusion, the cognitive-communicative approach to learning theoretically justifies the communicative method of teaching foreign languages, that is, using this approach it is possible to solve methodological issues related to the selection, organization, sequence of the study of language and speech material and ways of its presentation and training taking into account the communicative needs of students and learning conditions. The use of these educational technologies for the formation of cognitive-communicative competence takes into account the personality of students. As a result, the student becomes an active participant in the process of foreign language learning. The learning process consists of models of real communication and the characteristics of the actual foreign language communication because owning only the system of language (knowledge of grammar and vocabulary) will be problematic to use foreign language in the conditions of intercultural communication.

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