

ANNOTATION

on the dissertation work for degree of Doctor of Philosophy (PhD) in specialty 6D010300 - Pedagogy and psychology Mutanova Dinara Yuldashbaevna on the theme "Development of communicative culture of future English language teachers".

Actuality of the research. At the present stage, society is at the forefront of a revolution that drastically changes our normal living skills, and the world is stepping into a phase of deep and intense change in technological, economic and social spheres. This situation is related to the fourth industrial revolution, which has undergone a tremendous change in size and complexity. The Fourth Industrial Revolution allows us to achieve the most ambitious technological breakthroughs in robotization, biomarketing, biotechnology and various industries.

Claus Schwab writes in his "Fourth Industrial Revolution: " ... The ability to predict future trends and needs in employment from the point of view of knowledge and skills that requires rapid adaptation in a constantly changing environment is of special importance for all people. "

Kazakhstan's Strategy for Kazakhstan-2050 development has been adopted in the forecast for ensuring global readiness for global challenges and targets, the country has set a goal to enter the top thirty developed countries. "100 real steps - the nation's plan" is being implemented.

An important part of human capital is education, access and quality. Determining the concept of human capital, Nobel Prize laureates G. Bekker and T.Schulz underlined the importance of their knowledge, which had a strong impact on the economic development in the late 50s of the last century. They can be viewed as equity, as it allows them to increase satisfaction and profitability in the future. At that, T. Schultz attaches great importance to investing in human capital not only as direct costs for education in secondary and higher education, but also for self-education, work-related experience, and capital investments in education, science and health. Today, the role of education in the context of the global process of development of the new scientific and technological revolution continues to grow. At the moment, the competitive advantages are not determined by the country's size, natural resources and financial capital. Now everything is solved by the level of knowledge and the amount of knowledge the society has accumulated.

In the Message of the First President of the Republic of Kazakhstan N.A.Nazarbayev from January 10, 2018 "New Opportunities for Development in the Case of the Fourth Industrial Revolution", he stated: "... as global trends show, Kazakhstan firstly joined the ranks of the new world leaders, risks and opportunities should be widely implemented ". As part of the 7th task "Human Capital - the basis for modernization" is related to the development of the education system, the main priority of educational programs should be continual adaptation to changes and development of new knowledge acquisition; it is necessary to reconsider the ways in which teachers are trained and improved their qualifications; The future of Kazakhstan belongs to the fluency of the Kazakh, Russian and English languages;

higher education institutions should have more rights to develop educational programs and to legally establish their academic freedom ".

The main goals and objectives of the development of education are formulated in the State Program of Education Development in the Republic of Kazakhstan for 2011-2020: "Enhancing competitiveness of education, development of human capital to improve the material and spiritual well-being of citizens, ensuring access to quality education for all sustainable growth of the economy. "

Human capital is a key factor for the successful development of the country. Today, Kazakhstan has entered the latest trends in the modernization of education through the introduction of new technologies in order to improve the content of education, improve infrastructure and material and technical base, technical equipment, and create a highly educated intellectual nation. The success of education modernization in Kazakhstan is recognized in the UNESCO Education Monitoring Report.

In the new millennium, in the context of intensive integration processes, there is a complex of problems and tasks related to the formation of a professional pedagogical elite capable of multicultural intercultural consciousness in the modern world, capable of perceiving the diversity of cultural spaces on their own personality with global professionalism of modern civilization.

In addressing this issue, we are based on international quality standards that base the need for changes in the global trends and the education system. Among them, the transition to the main and most obvious-post-industrial information society, significant expansion of intercultural collaboration, requires such qualities as communication and tolerance.

It is understood by the ability to communicate and communicate with a partner, to predict the behavior of the interpreter, and to build a relationship trajectory, to get the necessary information. At present, it is important to develop a communicative culture that is based on the need for a future English language teacher to master intercultural professional-focused communication and a need to adapt to a new context of education that is highly professional in the highly competent, competitive, autonomous, creative and pedagogical area.

Different aspects of culture and culture formation were studied in the research of V.S.Bibler, G.N. Volkov, B.M. Bim-Bad, A.V. Petrovsky, A.A. Belik, L.P.Bueva, domestic scientists A. Nysanbayev, D. Kshibekov, T. Gabitov.

Problems of communication structures, services and communication components, intercultural communication, pedagogical communication have become a subject of research of many foreign, Russian and domestic scientists: N.Homski, E.Holle, M. Bayram, M. Canale, D. Deordorf, A.A. Leontiev, I.A.Zimnyaya, Sh.Taubayeva, M.M. Kudaykulov, S.S. Kunanbayeva, K.Kudaybergenova and others.

The communicative culture of a future teachers as a kind of professional and pedagogical culture was studied by E.B. Belozertsev, E.V. Bondarevskaya, V.Belozertsev, N. Kartashova, V.P. Kuzovlev, I.F. Isaev, I. Ya. Lerner, A.V.Mudrik, N.N. Nikitina, V.A. Slasten, I.Smanov, S.Kozybaeva, A.Begimova, S.K.Berkimbayeva, A. Nurzhanova, A. Kajjyn.

Theoretical analysis of the work of the above-mentioned scientists about communicative culture of the future English language teachers in the higher pedagogical education revealed that the specific aspects of the development of the communicative culture of future English language teachers were not specifically investigated, and the aspects of the present day were not studied.

In this regard, theoretical-methodological justification of the content of the development of communicative culture in the higher education and the development of the communicative culture of the future English language teachers, it is evident that future English language teachers have a clear contradiction between the clear need for vocational education and the lack of a systematic, uniformly structured, meaningful model of communicative culture development.

The search for the correct solution to these contradictions served as the basis for determining the research problem and choosing the topic: **“Development of communicative culture of future English language teachers”**.

The purpose of the research: theoretical substantiation and development of the communicative culture of future English language teachers and experimental testing of its effectiveness.

Object of research: educational process of higher education institution.

The subject of the research: development of communicative culture of future English language teachers.

The scientific findings of the research: If a structured-content model and technique of the development of communicative culture of future English teachers is developed and put into practice then the communicative culture of students will develop at the highest level, as the proposed model and methodology will be the communication culture, communication culture in pedagogy, communicative culture in pedagogy, teaching theory, English teaching methods.

Research objectives:

- to determine the scientific and practical conditions for the development of communicative culture of future English language teachers;
- to define the theoretical and methodological bases for the development of communicative culture of future English language teachers;
- construction of a structured-content model for the development of communicative culture of future English language teachers;
- to establish techniques for development of communicative culture of future English language teachers and check their effectiveness in experimental work.

The main idea of the research. The development of communicative culture of future English teachers influences the growth of competitive teachers who have developed creative, communicative culture that can demonstrate a high level of pedagogical activity in the country in line with the worldwide requirements of the spirit of the rapidly changing society and the Fourth Industrial Revolution.

Theoretical and methodological bases of research was systemic platform, competence platform, intercultural platform, personality-oriented platform, communicative and action platform, axiological base. Theoretical bases of research

include communication in the field of communication, culture, pedagogy, communicative culture, theory of professional and pedagogical knowledge, teaching methods of English.

The base of the research was conducted at the international Kazakh-Turkish University by Khoja Ahmed Yasawi, South Kazakhstan state University by M.Auezov, Kyzylorda state University by Korkyt Ata.

Scientific novelty and theoretical significance of the study:

- the scientific and practical conditions for the development of the communicative culture of future English language teachers were determined;
- theoretical and methodological bases of development of communicative culture of future English language teachers were defined;
- the structural and content model of development of communicative culture of future English language teachers was constructed;
- techniques for development of communicative culture of future English language teachers were made and their effectiveness in experimental work was checked.

Practical significance of the study

The educational and methodical result of development of communicative culture of future English language teachers is developed and introduced into educational process: the program of elective courses: "Oratory skills in English", "Communicative culture"; manuals: "English for philology specialists", "Creative pedagogy", "Let's improve our communication in English"; individual classes on the educational module were organized.

The results of the study can be used in the process of professional training of teachers of English in higher educational institutions, centers of professional development, teacher training colleges, organizations of General secondary education, additional education.

Guidelines for protection

1. Scientific and practical prerequisites for the development of communicative culture of future English language teachers was the study of communicative culture of future English language teachers from the psychological and pedagogical side, which is associated with research areas and was carried out on the basis of traditional linguistic, psycholinguistic, linguopragmatic and rhetorical methods. In our opinion, the communicative culture of the future English teacher is an integral part of the General culture of a person, which provides mutual understanding, purposeful and effective information in the organization of interpersonal communicative, oral and written communication.

2. Components of communicative culture are communicative competence, communicative tolerance in interpersonal communication with participants of educational process, empathy and effective organizational and communicative actions.

3. The structural and content model of development of communicative culture of future English language teachers consists of motivational, cognitive, behavioral components. It is measured by the need for a communicative culture, motivation, expansion of culture and communicative culture in the context of a phenomenon and

professional personality, as well as the ability to demonstrate this in a professional activity with the ability to skills and self-realization. According to these criteria, indicators are set at low, medium and high levels.

4. The content of methods of development of communicative culture of future English language teachers is carried out on the basis of such conditions as personal-developing, didactic and organizational. In addition, it provides them with communicative, linguistic and cultural identity.

Test study. The main findings, theoretical and practical results of the research were discussed at international conferences: XIII international research and practice conference "Science and education" (Munich, Germany, 2016); «Integration of science and education in the XXI century: psychology, pedagogy, defectology» (Saransk, Russia, 2016); International Conference on Science and Technology (London, England, 2017); International Scientific and Practical Conference "Topical Problems of Modern Science and Education and Innovation Trends" (Turkestan, Kazakhstan 2017).

Publications. In total, 24 works were published on the content of the dissertation: 4 articles were published in scientific journals recommended by the Education and Science Control Committee of the Ministry of Education and Science of the Republic of Kazakhstan, 1 in foreign journals included in the Scopus database, 19 in collections of international scientific and practical conferences and scientific editions (including 12 abroad).

Reliability, approval, implementation in the dissertation research results were based on theoretical and methodological findings, the use of pedestrians according to the research objective, the purpose of the experimental work, the results processing and the data analysis results.

The structure and content of the dissertation. The dissertation consists of introduction, three chapters, conclusion, list of used literature and appendices.

In the first part of the scientific and practical prerequisites for the development of communicative culture of future English language teachers, the essence of the concepts of "communication", "culture", "communicative culture" is analyzed on the basis of the analysis of psychological and pedagogical literature; the experience has been analyzed, the methodological approach to the study of the problem of communicative culture of future English language teachers were defined.

In the second part of the theoretical bases for the development of communicative culture of future English teachers, the theory of communicative culture is considered from the point of view of the professional component of vocational training of teachers of English, the concept of vocational pedagogical education in higher education institution is considered as a process basis of future English language teachers' a structured-content model of communicative culture development.

The third part, Methodological basis for the development of communicative culture for future English language teachers, describes the content and methods of developing communicative culture of future English language teachers. The results of the experimental work on the development of communicative culture of future

English language teachers are summarized and the effectiveness of the proposed method is proven in practice.