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Formation of foreign language communicative competence among students in non-linguistic groups

The article is devoted to the formation of communicative competence among students in non-language groups in the process of studying a professionally oriented foreign language. It presents a model for forming communicative competence and describes the results of an experiment on implementing this model into the educational process. The research on the formation of communicative competence was conducted during the 2021-2025 academic years at an agricultural university in an agricultural region within the discipline "Professionally oriented foreign language (English)". The study involved students from non-language groups whose instruction was in Kazakh and Russian. The experiment revealed that the formation of communicative competence among students in non-language groups directly depends on their level of academic preparation, practical skills and personal abilities. This competence is a fundamental factor for future competitiveness in the professional field. It is important for students to develop communicative competence specifically in the use of professional vocabulary not only during classroom activities but also through increasing the number of tasks related to speech activity during professional internships, including international ones. It is equally important for educators to develop communicative competence themselves, as it holds essential pedagogical and social significance. This competence enables students to model, analyze and control the educational process to achieve better assimilation not only of the foreign language but also of the general educational program in the field of agriculture.

Keywords: communicativeness, competencies, non-language groups, pedagogy, specialization, higher education, students.

Introduction

Kazakhstan's society modernization along a competitiveness-driven scenario increases the demand for highly qualified and professional specialists who are capable of transforming acquired skills and creating innovative tools that meet international standards. Kazakhstan's societal modernization along a competitiveness-driven scenario increases the demand for highly qualified and professional specialists who are capable of transforming acquired skills and creating innovative tools that meet international standards. This certainly significantly affects the prestige of the general education bachelor's program "Foreign language: two foreign languages" in non-specialized educational institutions, since fluency in a foreign language enables students to access information from various global sources. This, in turn, significantly broadens opportunities for professional development and enhances the competitiveness of specialists across a wide range of fields. However, the situation is more complex when it comes to developing communicative competence among students in non-language groups studying under educational programs in agricultural and biological fields.

In the current context, students enrolled in educational programs outside the field of foreign philology — whether they are future doctors, geologists, higher mathematics instructors, or other prospective qualified specialists — need to develop aspects of foreign language communicative competence for further in-depth study to align with modern professional requirements in their fields.

It is worth noting that the widespread introduction of foreign language instruction in non-linguistic universities, as part of the higher education internationalization strategy, reflects the recognition of foreign language knowledge as an essential component of professional training, where communicative competence in a foreign language becomes an integral element not only of professional but also of intercultural competence [1].

The signing of the Bologna Convention was followed by a rapid growth in the number of international educational programs, which in turn requires students to develop skills in using foreign languages within both professional and academic contexts during their higher education.

Kazakhstan's integration into the global intellectual space provides local students with opportunities to gain an education and exchange experience with foreign universities through joint curricula at a level comparable to Western institutions, leading to the awarding of dual bachelor's or master's degrees.

Therefore, the modernization of foreign language learning, in line with the "Future of education and skills: Education 2030" project, has become an urgent issue. The model for enhancing the quality of Kazakhstani education calls for certain innovations aimed at shaping students as individuals with their own worldview and critical thinking skills. This reconceptualization is reflected in academic outcomes, where the focus shifts from concepts such as "teaching", "educational process", and "preparedness" to "competence" and "student competence" [2].

Materials and methods

The object of research was the process of formation of communicative competence among students in non-language groups during the study of a professional foreign language. The research on the formation of communicative competence was conducted during the 2021–2025 academic years at an agricultural university in the agricultural region within the discipline "Professionally oriented foreign language (English)". The study involved 68 students from non-language groups whose instruction was in Kazakh (34) and Russian (34). The research was based on test answers (68), questionnaire results (68) and these students' learning in English language classes. At the beginning of the experiment, there were tasks of weak, average, and difficult levels. The tasks were defined in the following sense: weak from 1st to 4th, average from 5th to 8th, difficult from 9th to 12th tasks. The educational level of the contingent of students in the specialty of hunting was determined by a point system (100 is the highest).

Educational methods were used based on their universal competences: cognitive, creative, communicative, methodological. This classification corresponds to our questionnaire studies of the aspirations, activities and personal qualities of students. We supplemented the methods of Khutorskoy A.V. [3; 23] by creating a list of universal behaviors for independent foreign language study according to the IWS (independent work of the student) plan. The methods of analysis of videos, testing, and questionnaires (also used by the author Khutorskoy A.V. [3; 39]), as well as common teaching methods, were also employed (Fig. 1).

The methods of analysis of videos, testing and also used by the author Khutorskoy A.V. [3; 39] questionnaires and common teaching methods (Fig. 1).

Listening		Speaking
	METHODS OF FORMING COMMUNICATIVE COMPETENCE	
Reading		Writing

Figure 1. Methods we used to develop communicative competence

Results and discussion

The modern methodology of teaching a foreign language in non-language groups has studies containing a coherent system of communicative skills, without which communication cannot take place. The modern methodology of teaching a foreign language in non-language groups involves studies containing a coherent system of communicative skills, without which communication cannot take place. Among the communicative skills, it is useful to distinguish skills that facilitate perception, understanding, interpretation and transformation of presented information, and speech-thinking actions that ensure the production of information. These methods of action, used in receptive activities, relate to information reception by the addressee; in productive types — from the author to the information produced. Communicative skills are important for understanding speech and language functions in professional communication. Communicative skills enable the speaker to carry out speech activities.

Khutorskoy A.V. emphasizes the importance of educational competencies and defines them as a set of interconnected semantic orientations, knowledge, skills, abilities and experience of students' activities, necessary for the implementation of personally and socially significant productive activities in relation to objects of reality, and characterizes the student's communicative skills. The interaction with colleagues, teachers and other people proposed by Khutorskoy, as well as interaction with objects of study, the ability to conduct a dialogue with the object of study, and to choose methods of cognition adequate to the object open up broad opportunities for our research. We used group work with project communication. This included the following types of work distribution on the project, performing the functions of a manager and an executor; the ability to understand and evaluate the point of view of the student sitting next to them. When analyzing the questionnaires, students shared that they can enter into a meaningful dialogue or debate, and also revealed the ability to interact with other subjects of education and the surrounding world. The ability to defend one's ideas, endure rejection from others, and handle setbacks plays an important role in the formation of competencies. The survey revealed the ability to foster creativity, other organizational and pedagogical qualities, joint learning and generation of ideas. When processing the testing results, the analysis revealed that the students learned to organize a brainstorming session, participate in it, compare and contrast ideas, and engage in debates and discussions, can work with remote communication, information and communication technologies, and they have the skills to work in forums, social networks [3; 21].

According to Zimnya I.A., competence is represented through the following fundamental specifications:

1) the desire to demonstrate knowledge (motivational spectrum);

2) understanding the essence of competence (cognitive spectrum);

3) mastery of competency skills in all sorts of foreseen and unforeseen circumstances (behavioral spectrum);

4) perception of the essence of competence and the subject of its focus (value-sense spectrum);

5) psycho-emotional stabilization of action and completion of competence [4; 72].

The above-mentioned properties are perceived by the author as socially oriented aspects of competence assessment.

Milrud R.P. characterizes competence as a certain system of competencies, that monitors the successful achievement of a productive process, and also emphasizes the fact that "competence is a complex personal resource that provides the possibility of effective interaction with the surrounding world in a certain area and depends on the necessary competencies" [5; 31]. Along with this, studies have shown that several key elements of communicative competence are identified, such as "pragmatic (fulfillment of the communicative intent of language learning), sociocultural (awareness of moral principles in the collective approach of learning, as well as teacher-student relationships), linguistic (understanding of grammatical and lexical rules), discursive (verbal interaction) and strategic (overcoming language difficulties) [5; 32].

Belenkova Yu.S. describes the foreign-language qualification of the learner as "an integrative personal education combining a value understanding of reality, specific language knowledge acting as a tool, subjective ability to achieve self-determination and interaction with representatives of other societies, personal ability to solve private and professional tasks with the involvement of a foreign language" [6; 103].

Pedagogical approaches to teaching communicative competence, as research has shown, requires of both teachers and future specialists a long involvement and great concentration. The formation of communicative competence is based on specific linguistic skills and the level of language education: the ability to read original material (analyzing, scanning, surface reading); to debate and give a monologue to defend one's own views; to conduct business correspondence, to express thoughts in a letter, to design postcards; to grasp the essence of non-adapted texts and correspondence.

Gadaev R.V. and Altamirova Z.A. outlined the relevance of the problem in the context of internationalization of higher education and globalization of the labor market by studying the development of foreign-language professional competence in students of non-linguistic specialties of higher education institutions. The aim of their research was theoretical substantiation and experimental testing of the model for the formation of foreign-language professional competence of future specialists in a technical university. The methodological basis of the work was formed by the competence-based, communicative-action, and interdisciplinary approach [7]. We considered it necessary to apply such approaches in our research at an agrarian higher education institution. In our opinion, students in agrarian universities have a lower level of communicative competence development.

This study has shown that the integration of traditional practices with advanced technology not only increases the accuracy and efficiency of fieldwork but also immensely supports the scientific formulation of conservation plans [8].

The authors Chirkova E., Zorina E., and Maron A. have proposed a special methodology for developing skills through digital teaching aids. The course takes place smoothly and without undue stress, which gives positive results in the acquisition of communicative skills.

When studying a foreign language, students used the terminology of this work, since these terms are important for understanding the specific professional significance of the educational program "Hunting and fur farming".

This study investigated the development of students' social communication skills through computer science education in higher education institutions. In today's digital era, effective communication and appropriate use of information technology (IT) are critical for student success. Computer science, as an academic discipline, offers unique opportunities to combine technological and social skills [9].

The authors drew attention on linguistic and methodological aspects of professionally oriented foreign language training by Barbasov V.P. and Klimova I.I. [10]. Because we cannot continue work if we do not address issues of philological-methodical work in forming communicative competences among students in foreign language classes, especially in non-language groups.

Chirkova E.I., Zorina E.M., Chernovets E.G. revealed difficulties in perceiving tasks compared to students in language groups during Edubreak with augmented reality in a foreign language class at a non-linguistic university [11].

The trend of modern English language preparedness of future specialists in the field of professional education has discrepancies between the expected results and the level of communicative competence of undergraduate students in real specialized activities and the actual degree of students' readiness [12]. In this regard, we have revealed that the possession of communicative competence is a key component for the realization of the set tasks by students through the possibility of further applying a foreign language in interpersonal communication and in a large professional team. Communicative skills have two methodical approaches: intro-subjective communicative skills, or communicative skills of the addressee of information, and extra-subjective communicative skills, or communicative skills of the author — producer of information [12]. Therefore, our research has shown the formation of communicative competence not only in the learner, but also in the teacher.

A model should be developed that corresponds to the educational program for the graduate and includes interrelated principles, goals, tasks, forms, and content of the teaching discipline when forming competences in systemic learning.

We reached conclusions about the possibility of creating a model for the formation of communicative competences in the methodology of teaching a foreign language on the basis of the mechanisms of interdependence and interrelation among the elements of the triad: skill — thinking — competence, informed by the results of the study.

The model of communicative competence development includes the learner's ability to perform analytical operations in language learning; normative skills, defined as communicative abilities to comply with the norms of all levels of language learning in the process of competence formation. We believe that it is necessary to study pedagogical and scientific approaches and develop a competence model depending on the communicative competences of learners in higher education institutions (Fig. 2).

This model made it possible to organize work with students and develop in students a targeted research result regarding the formation of communicative competencies.

The components of the multilingual competence of a foreign language teacher are fully consistent with the vectors of regional education development and have a positive effect on the implementation of priority tasks, which allows us to classify this type of competence as a significant aspect of teacher training in the regional system of linguistic education [13-18].

For example, when teaching a foreign language to students of an agrarian university within the credit volume stipulated by the curriculum, it is essential for the teacher to possess the skills necessary to design and implement educational activities based on individual direction. This approach should be aligned with current demands and requirements regarding the level of communicative competence of future specialists for their further career development.

The experiment showed that the combination of pedagogical, psychological, linguistic and social forms of education provides an answer to how and what to teach.
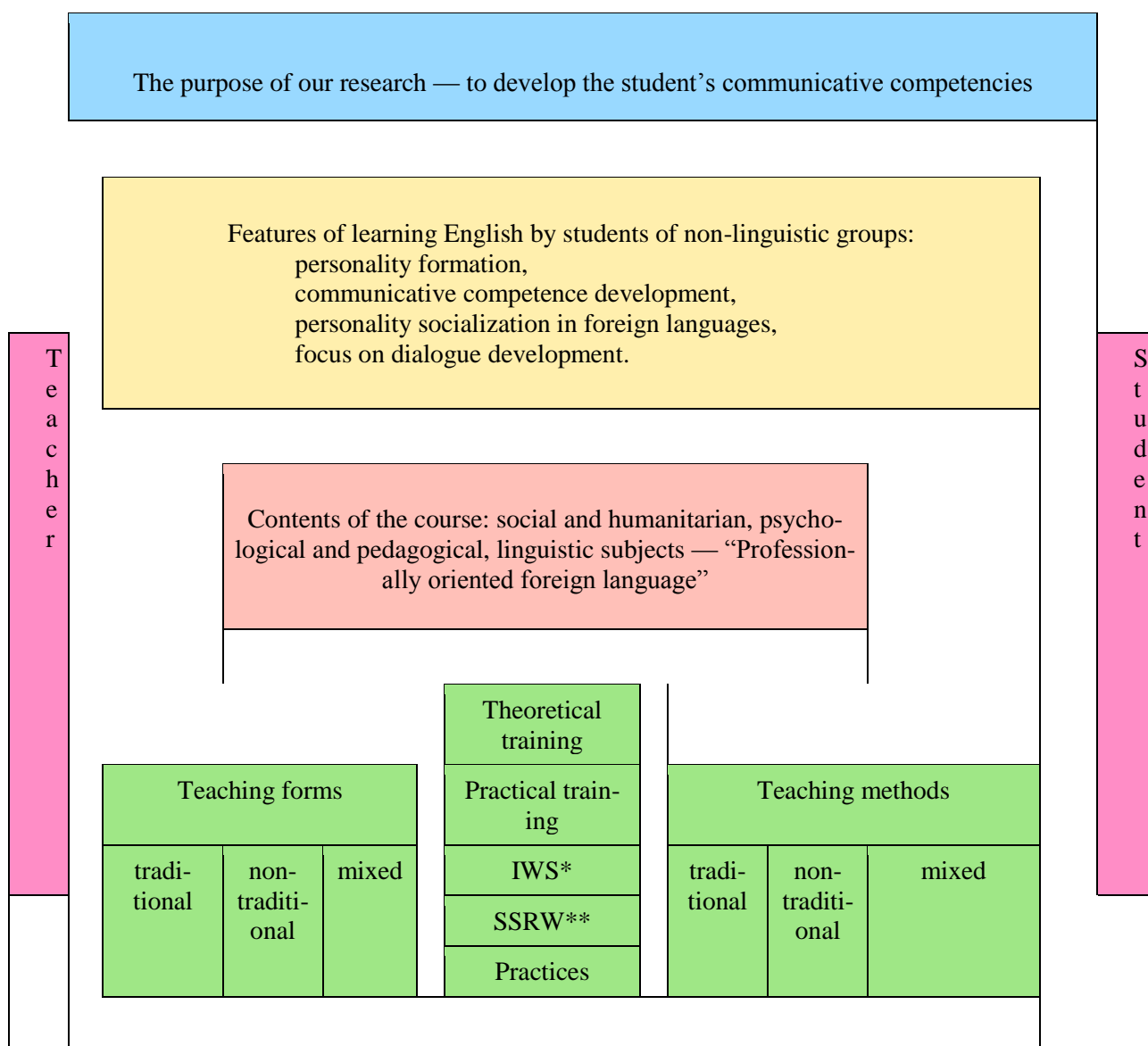
In conclusion, emphasis was placed on the defining pedagogical, psychological, and social foundations. However, the system of methods showed that the training of the same student can be formed as a result of the action of different systems.

Within the framework of the experiment, we used questionnaire methods with an emphasis on the categories of students, initial conditions of training, as well as the following components of training : timing, goals, objectives, principles, means, content, methods, and results. The work was monitored and evaluated at the end of the training.

Regardless of individual characteristics, the formation of communicative competence of students in the educational program "Hunting and fur farming" results in the mastering of the material of the discipline "Professionally-oriented foreign language (English)" through a systematic approach (Fig. 2).

The model characterizes the path for the formation of communicative competencies in the learner. Here the features of mastering English in non-linguistic groups were the formation of personality, the development of communicative competencies, the socialization of personality in a foreign language, and an orientation towards the development of dialogue. The relationship was formed between the teacher and the student, where the content of the training included social and humanitarian, psychological and pedagogical, and linguistic subjects, namely "Professionally oriented foreign language".

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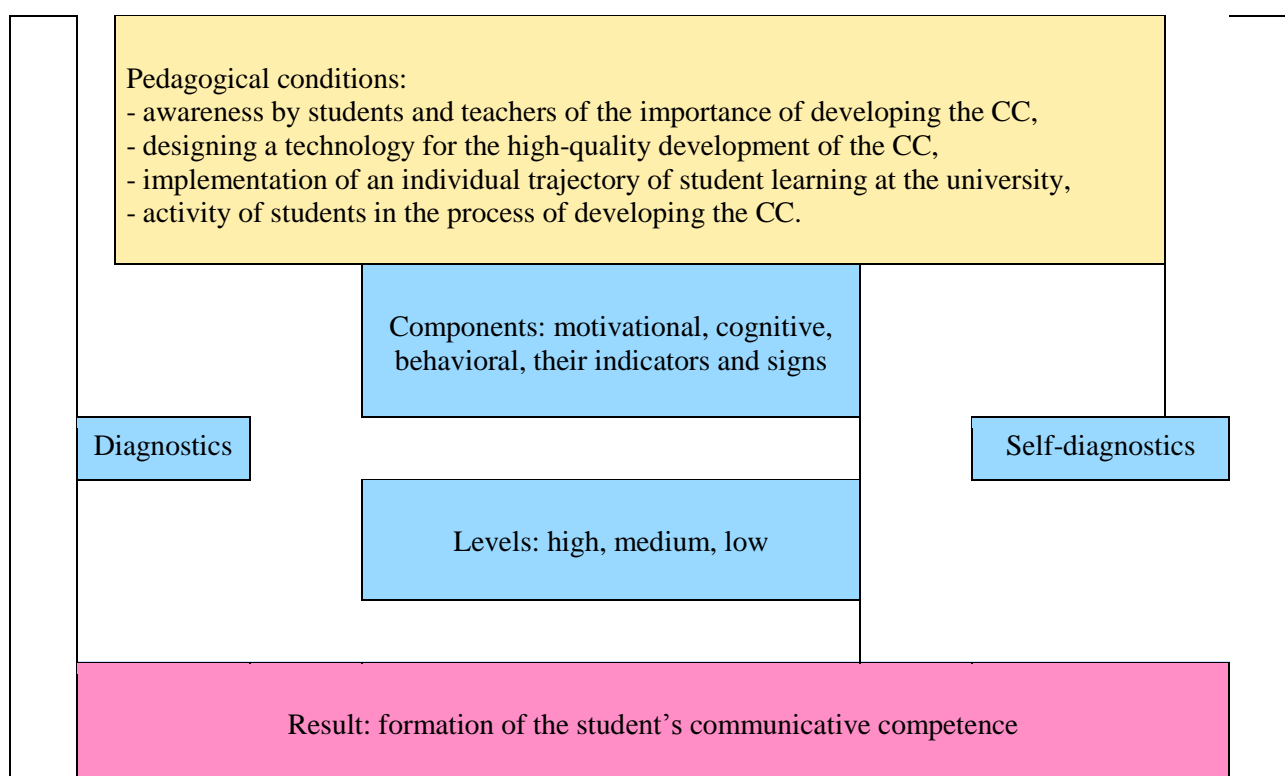
The purpose of our research — to develop the student's communicative competencies

Teacher

Student

Features of learning English by students of non-linguistic groups:
personality formation,
communicative competence development,
personality socialization in foreign languages,
focus on dialogue development.

Contents of the course: social and humanitarian, psychological and pedagogical, linguistic subjects — "Professionally oriented foreign language"

Theoretical training

Teaching forms

Practical training

Teaching methods

traditional | non-traditional | mixed

IWS*

traditional | non-traditional | mixed

SSRW**

Practices

Pedagogical conditions:
- awareness by students and teachers of the importance of developing the CC,
- designing a technology for the high-quality development of the CC,
- implementation of an individual trajectory of student learning at the university,
- activity of students in the process of developing the CC.

Components: motivational, cognitive, behavioral, their indicators and signs

Diagnostics

Self-diagnostics

Levels: high, medium, low

Result: formation of the student's communicative competence

Figure 2. Model "Formation of communicative competence of students of the educational program"
"Hunting and fur farming" in the study of English:
*SSRW — students' scientific research work,
**IWS — independent work of students.

Using traditional, non-traditional and mixed methods and forms of teaching in theoretical, practical, independent student work, research work and all types of practices, we have created pedagogical conditions. These are: awareness by students and teaching staff of the importance of developing the CC, designing a technology for the high-quality development of the CC, implementing an individual trajectory for student learning at a university, and the activity of students in the process of developing the CC. We conducted diagnostics and self-diagnostics through the analysis of indicators and signs of motivational, cognitive and behavioral components and determined the levels of formation of the student's CC. This is all deciphered in the model of formation of the CC.

In the process of studying a foreign language, we discovered that the relationship between the subjects giving and receiving knowledge is not taken into account. In the process of studying a foreign language, we discovered that the relationship between the subjects giving and receiving knowledge is not taken into account. This is where the problem lies: the incompetence of the foreign language teacher becomes apparent when working with students. The professional approach to agricultural specialties requires the teacher to have competence in a narrowly specialized approach to teaching a foreign language in non-language groups of non-pedagogical specialties, in our case, in the field of agriculture.

It should be emphasized that the degree of consolidation of linguistic knowledge directly depends on the system of holistic professional education covering the full spectrum of speech interaction. The educational modules of the programs "Foreign language: two foreign languages", "Translation studies" are quite extensive and divided into stages, each of which is allocated a certain number of credits. Meanwhile, undergraduate agricultural and biological educational programs, such as "Hunting and fur farming", and doctoral programs, such as "Wildlife", in the issue we study, follow a more complex path in developing communicative competence when learning the professional foreign language. This results in an unequal assimilation of the professional foreign language compared to students of language-focused educational programs.

Describing the importance of a foreign language, the author characterized it as follows: "Its main purpose is the expansion, deepening, and improvement of both subject knowledge and further development of various types of speech activity in a foreign language" [14]. The authors Chirkova E., Zorina E., Maron, A. proposed a special methodology for developing skills using digital pedagogical prompts [15].

In the course of the experimental work, emphasis was placed on the key pedagogical, psychological, and social foundations. Teaching does not always lead to positive results if elements of educational work are not incorporated. Therefore, educational and character-building issues are closely intertwined. Regardless of individual personality traits, the formation of communicative competence among students of the educational program "Hunting and fur farming" yields positive results in mastering the material of the discipline "Professionally-oriented foreign language (English)" with a systematic approach.

The development of foreign language communicative competence is a multi-level and complex process. The basic stage can be referred to as the period of integration and assimilation of new data, followed by the learner's own interpretation of the material through retelling and oral transmission of the acquired information. The second stage is called the reproductive stage, since the assimilated material can not only be passed on to others but can also be supplemented and used in other contexts. The modeling level of communicative competence incorporates the above-mentioned stages and is determined by students' ability to create models of language activity within the chosen direction, taking into account the diversity of events.

The ability of higher education students to demonstrate their communicative knowledge and skills in various speech situations corresponds to the system-modeling stage. It is important to note that each stage of foreign language skills and abilities requires the use of appropriate ways of preparing students in academic conditions.

To effectively introduce the most optimal linguistic types and structures in particular contexts, it is necessary to have extensive educational experience in addressing a broad spectrum of communicative, non-communicative and communicative-oriented tasks.

Practicing communicative and non-communicative tasks helps future specialists become more qualified and sought-after thanks to the development of lexical literacy skills. For example, such exercises may include research work involving the interpretation or analysis of definitions and formulations. Although word-combination writing exercises are non-communicative by nature, they aim to optimize the teaching of lexical aspects and enhance communicative-speech skills.

In the context of the educational process, communicative and communication-oriented exercises are especially popular. In particular, they include tasks such as diagnosing correct and incorrect phrases and quotations; filling in gaps with frequently used lexemes from texts of certain topics, systematizing data, and reflecting one's own vision on solving specific issues.

Researchers [19–24] emphasize the methodology and structure of student training, which incorporate both academic and functionally necessary forms and types of activities. These play a key role in developing communicative competence through the construction and imitation of interactive educational scenarios. Among them are joint or collective activities in which participants are not informed of the content in advance; linguistic, situational, strategic games; many types of public opinion research; practice-oriented methods; the preparation of language skills portfolios; problem-based discussions; the implementation of creative exercises with in-depth thematic orientation; and the use of teaching aids, multimedia information tools, Internet platforms.

The formation of communicative competence in the process of higher education is based on the practical use of tasks and scenarios that simultaneously incorporate monologic and dialogic, as well as productive and reproductive speech activity.

In the study of a foreign language at a university, retelling is identified as the most common type of productive speech. Within the educational process of foreign language communication, oral transmission of information can be interpreted not only as a method of assessing the perception of learned or heard information (through reading and listening), but also as a type of reproductive speech (speaking). Recalling and narrating from memory represents a fundamental speech practice among students and requires them to provide a meaningful presentation of the material while using word combinations and formulations from the considered text. Tasks and scenarios aimed at improving communicative competence help students practice imitation-speech communication and adapt it to real-life conditions. It is important to emphasize that using retelling in certain life circumstances is characterized by the brevity of the presented material, summarization, the addition of evaluative elements, and the transformation of linguistic tools. The above-mentioned characteristics need increased attention from listeners, particularly when, in the course of carrying out practical tasks and interactive exercises, they are expected to systematize and generalize conclusions drawn from the completed work. The implementation of a "final summary" can be organized as follows. One student acts as the "learner", while the other takes on the role of the "peer instructor". The learner's goal is to explain to the second student what knowledge they are expected to acquire, while the instructor's mission is to listen

carefully to all of the learner's wishes and, if necessary, take written notes. Later, the instructor must fully summarize what the learner has said. After this, the students switch roles and repeat the exercise following the same procedure. This type of learning activity can be effectively practiced in pairs of students and within small or large groups.

In addition, the "final summary" is considered one of the most effective ways to conclude business conversations, professional discussions, and advisory meetings. Such a summary may be performed in the following way: "You have explained that you are experiencing some difficulties with the learner when applying the newly acquired knowledge. You have also described challenges encountered during the step-by-step process of obtaining educational and methodological aids. Finally, you added that, despite all of the above circumstances, you have nevertheless recently acquired knowledge and educational materials, which in the end correspond to the original training plan with all agreed-upon details".

Considering that the goal of the educational process is to develop communicative competence among bachelor's degree students in non-linguistic fields, researchers recommend not limiting the teaching process solely to speech tools, but also incorporating techniques of psychological training. These techniques are closely connected to concept, emotion, and imagination, as they help control the ways in which a speaker verbally reproduces a creative idea.

Based on the developed system of requirements for studying the formation of communicative competencies (CC), and taking into account the principles and methods of organizing foreign language teaching, we determined a methodology for developing CC among students of the non-linguistic group of the educational program " Hunting and Fur farming" (Fig. 3).

The graph in Figure 3 shows that at the beginning of the experiment, the percentage of fulfillment was as follows: for easy tasks — 35 %, average tasks — 51 % and difficult tasks — 25 %. The tasks were categorized as follows: tasks 1–4 as easy, tasks 5–8 as medium, and tasks 9–12 as difficult. In terms of performance levels, the average indicators differed significantly between task complexities, with differences ranging from 1.5 to 2 times. The gap between easy and difficult tasks was 10 %, and between medium and difficult tasks — 26 %. A different picture emerged by the end of the course. Due to the development of communicative competence in the targeted skills and better assimilation of material, the difference in performance across task complexities became negligible — average fulfillment reached 72%, with fluctuations within 6%. This suggests that by the end of the training, students were able to complete all types of tasks confidently using the mastered material.

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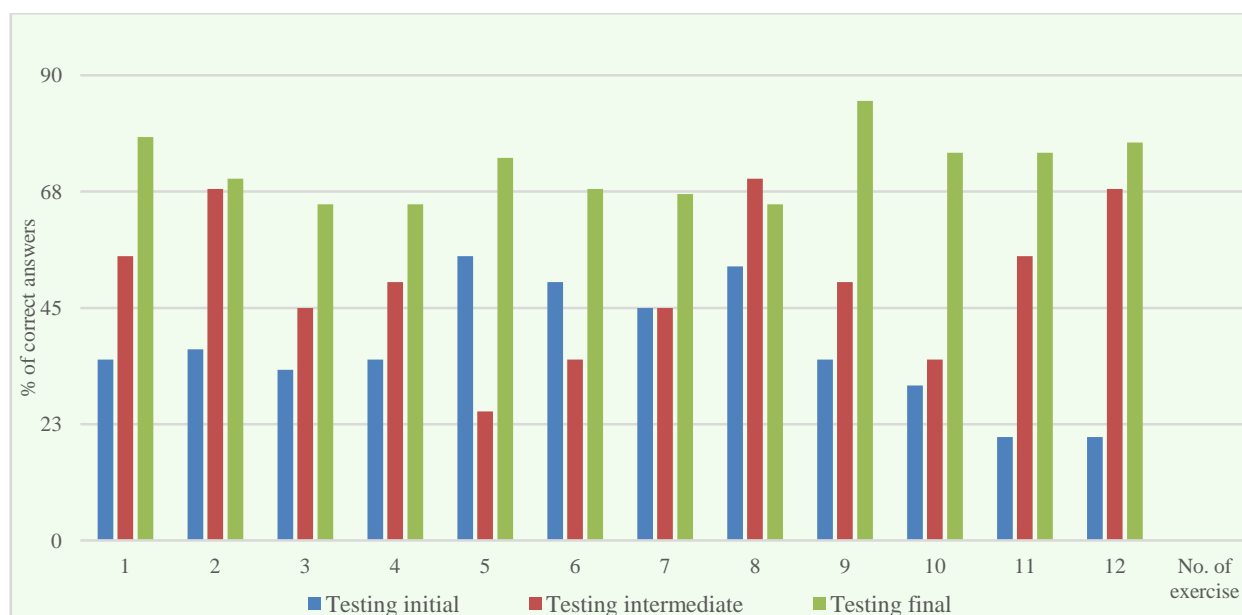
Figure 3. Student test results

Additionally, a review of the students' prior educational background in the specialty "Hunting and Fur farming" revealed relatively low scores on the Unified National Testing (UNT) — ranging from 55 to 63 points — which represents a rather weak startpoint for instructors compared to students from other specialties.

The key attributes of professional communication should be considered when modeling speech interaction as a mode of communication. These include: the exchange of information through verbal and non-verbal methods, faithful representation and the process of interpersonal communication; the function it serves (such as official conversations, expert assistance, public presentations or business negotiations); the forms of communication; the degree of formality of communication (Fig. 4).
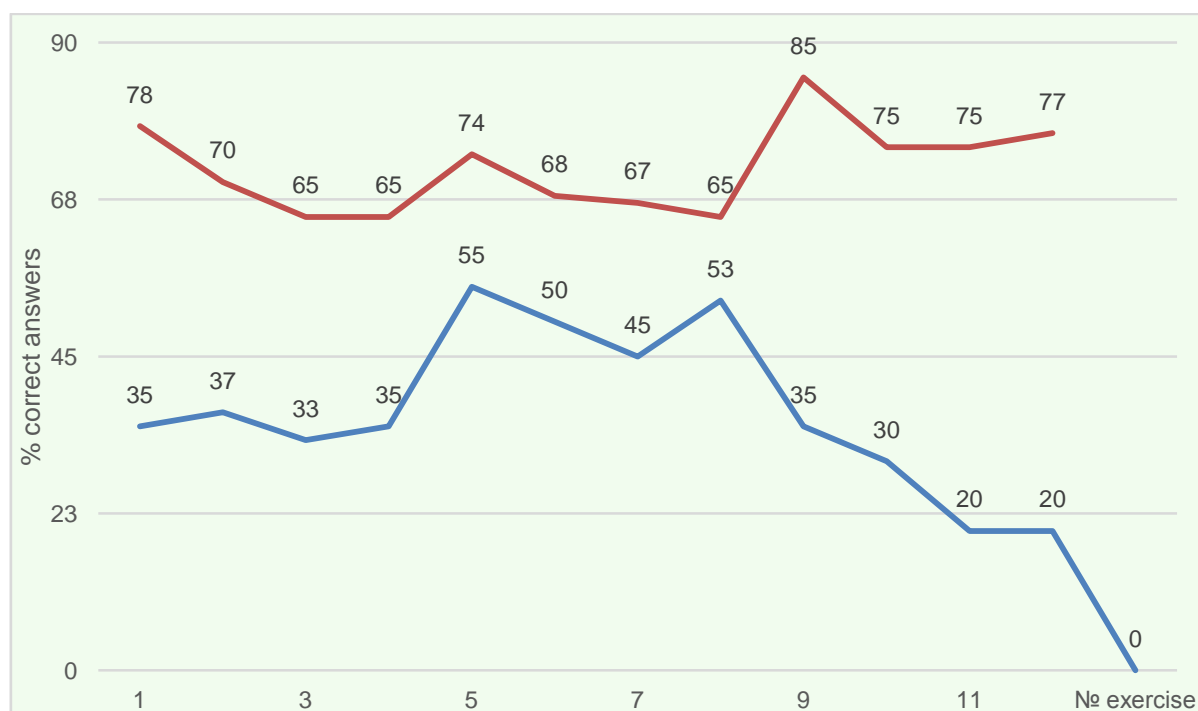

Figure 4. Results of testing students: Formation competencies of students in learning English

Figure 4 shows how students' skills and abilities developed over time. At the beginning of the experiment, the indicators varied from 20 % for students with a low level of mastery the material to 55 % for students with a high level of mastery. At the end of the experiment, the indicators were stable and high, from 65 % to 85 %. This shows a high level of communicative competence formation.

The basis of situations involving speech contact lies in a set of certain behavioral responses demonstrated by course participants to educationally simulated or hypothetical conditions. Communicative scenarios function as characteristic elements of professional cooperation, mentoring and discussion. Accordingly, the coordination of communication and counseling can be structured into three consecutive phases:

1) creating a friendly environment;

2) implementing methods for seeking clarification and interviewing respondents;

3) utilizing techniques to summarize communication and the negotiation process.

It is worth emphasizing that establishing an emotionally comfortable climate for interaction between participants is of great importance. This is interpreted as a starting point for fostering open, pleasant communication among all parties involved. At this stage, a potential stimulus can be brainstorming, during which the students themselves take the initiative to build a favorable environment of interaction.

In this context, it is acceptable to distinguish the following aspects: verbal, non-verbal and psychological. Verbal aspects include: greeting and introduction, relevant moments, personal address, praise, approval, the expediency of starting the dialogue with conflict-free questions and safe topics. Non-verbal aspects include: appropriate physical distancing between students, demonstrating positive non-verbal communication, the importance of using tones to express friendly intentions, pronunciation, and the use of moderate pace of speech. The category of psychological aspects includes: building a trusting atmosphere in the conversation, attentiveness to the words of the other person, emotionally-oriented communication, establishment of stable communication, motivation to interact. It should be emphasized that the above-mentioned aspects mutually influence and complement one another, with the development of empathy serving as a central element of effective communication. Practical techniques to improve empathy include students trying to adopt the perspective of another person: this is practiced in pairs, where one student initiates a discussion, and the partner responds in ways that demonstrate emotional responsiveness. After a brief period, the roles are switched.

The focus of these tasks on fostering empathy is determined by the goal of strengthening communicative ties and establishing trusting contact with the audience. Practicing such tasks along with modeling similar communicative episodes contributes to a more extended development of skills among students of non-linguistic higher education. In a coordinated manner, this improves their speech interaction skills in order to promote a constructive and respectful dialogue among the participants of the conversation. Such initial situations encourage students to adapt to the conditions and act according to realistic behavioral patterns, use the foreign language to express their own opinions and encourage the use of established phrases, business terminology and syntactic schemes — not by focusing on them, but by directing all efforts on communication itself.

It is important for students to develop the ability to use relevant vocabulary. However, due to the limited number of classroom lessons, it is reasonable to increase the number of assignments related to project-based and public activities as individual assignments. At the same time, students should be engaged in discussing current issues relevant to society, for example: "Make a choice: would you invest in a startup or in an established business with stable income? Explain your reasons."; "Would you prefer to start your own business or become an employee?"; "Do you pay attention to historical facts about a company's development? And how has its history influenced Kazakhstan's economic and legal landscape?"; "What key criteria would you identify from the country's development strategy for the next decade?" and other similar questions.

Conclusions

Based on the analysis of the psychological and pedagogical features of developing students' communicative competence during English language learning, we developed a model for forming communicative competence among students enrolled in the "Hunting and Animal Husbandry" educational program.

According to the results of our surveys, there was a deviation in the percentage distribution toward higher assimilation of the "Professionally Oriented Foreign Language (English)" course content when using the model we proposed.

Our research has shown that the standards of linguistics and interdisciplinary communication are necessary for the study of professional terminology in English. Due to the overload in the initial stage of students'

communicative competence formation and a weak previous base, the result is achieved only at the end of training. It is desirable to achieve such formation in the middle of training.

Communicative competence has essential pedagogical, psychological, and social significance, enabling educators to model, analyze, and monitor the educational process to ensure higher assimilation not only of the foreign language but also of the entire educational program. This creates adapted motivation at the professional level.

As a result, a practical platform is established for monitoring the level of communicative competence formation among future specialists and for implementing experimental work based on the model we developed.

Thus, we conclude that the development of communicative competence among students directly depends on their level of academic preparation, the practical skills they acquire, and their personal abilities. It occurs through purposeful, methodologically organized work and serves as a fundamental factor for their future competitiveness in the professional field.

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Тілді емес оқу топтарында жоғары кәсіптік білім алу студенттерінде коммуникативтік құзыреттілікті қалыптастыру

Мақала кәсіби шет тілін үйрену процесінде тілдік емес топтардың білім алушыларында коммуникативтік құзыреттіліктерді қалыптастыру мәселелеріне арналған. Жұмыста білім алушылардың коммуникативтік құзыреттіліктерін қалыптастыру моделі ұсынылған, әзірленген модельді оқу процесіне енгізу бойынша эксперимент нәтижелері сипатталған. Коммуникативтік құзыреттіліктерді қалыптастыру бойынша зерттеулер 2021-2025 жылдары «Кәсіптік бағдарланған шет тілі (ағылшын)» пәні бойынша ауыл шаруашылығы бағытындағы жоғары оқу орындарында оқу

процесі кезеңінде жүргізілді. Зерттеуге ағылшын тілін оқыту кезінде тілдік емес топтардың қазақ және орыс тілдерінде білім алушылары қатысты. Эксперимент барысында білім алушыларда тілдік емес топтарда коммуникативтік құзыреттіліктердің қалыптасуы олардың оқу даярлығының деңгейіне, алған практикалық дағдылары мен жеке дағдыларына тікелей байланысты екендігі және мамандардың кәсіби ортадағы болашақ бәсекеге қабілеттілігінің негізгі факторы болып табылатындығы анықталды. Білім алушылардың тек аудиториялық сабақтарда ғана емес, кәсіби лексиканы қолдануда коммуникативтік құзыреттіліктерін дамыту маңызды, сонымен қатар кәсіби, соның ішінде шетел тәжірибесінде сөйлеу әрекетіне байланысты тапсырмалардың санын көбейту өзекті. Білім берушілердің коммуникативтік құзыреттіліктерін дамытудың маңызы зор, өйткені олар тек шет тілін ғана емес, сонымен қатар аграрлық саладағы бүкіл білім беру бағдарламасын жоғары деңгейде меңгеру үшін оқу процесін модельдеуге, талдауға және бақылауға мүмкіндік беретін қажетті педагогикалық және әлеуметтік мәнге ие болуы анықталды.

Кілт сөздер: қарым-қатынас, құзыреттіліктер, тілдік емес топтар, педагогика, мамандық, жоғары білім, студенттер.

Ж.Б. Сагнаева, Р.Ж. Аубакирова, Н.К. Султанова, Р.А. Арынова, Т.Г. Волкова

Формирование коммуникативных компетенций у студентов высшего профессионального образования в неязыковых группах обучения

Статья посвящена вопросам формирования коммуникативных компетенций у обучающихся неязыковых групп в процессе изучения профессионального иностранного языка. В работе редставлена модель формирования коммуникативных компетенций обучающихся, описаны результаты эксперимента по внедрению разработанной модели в учебный процесс. Исследования по формированию коммуникативных компетенций проводились в период учебного процесса 2021-2025 годы в вузе сельскохозяйственного направления по дисциплине «Профессионально-ориентированный иностранный язык (английский)». В исследовании участвовали обучающиеся на казахском и русском языках неязыковых групп при обучении английскому языку. В ходе эксперимента было выявлено то, что у обучающихся студентов формирование коммуникативных компетенций в неязыковых группах напрямую зависит от уровня их учебной подготовки, приобретенных практических навыков и личностных умений, и является основополагающим фактором для будущей конкурентоспособности специалистов в профессиональной среде. Обучающимся важно развивать коммуникативные компетенции к использованию профессиональной лексики, не только на аудиторных занятиях, но также важно увеличивать количество заданий, связанных с речевой деятельностью при прохождении профессиональных практик, в том числе зарубежных. Педагогам также важно формировать свои коммуникативные компетенции, так как они имеют необходимую педагогическую и социальную значимость, позволяющую моделировать, анализировать и контролировать образовательный процесс для высокой усвояемости не только иностранного языка, но и в целом образовательной программы сельскохозяйственного направления.

Ключевые слова: коммуникативность, компетенции, неязыковые группы, педагогика, специализация, высшее образование, студенты.

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