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The methodological model for the formation of future English teachers' pragmatic competence based on Web 2.0 technologies

In the article pragmatic competence as a subcompetence within the framework of foreign language communicative competence was considered, which is the speaker's ability and willingness to reproduce pragmatically literate statements, as well as interpret the pragmatic intention of another speaker. Ignorance of pragmatic structures and principles can lead to misunderstandings in extreme cases. For future teachers and teachers of a foreign language, mastering pragmatic competence is important to transfer knowledge properly about the discipline being taught. The principle of interactivity is one of the most important in the formation of foreign language pragmatic competence, and also acts as the main didactic property of Web 2.0 technologies, which contributed to the choice of these tools in this study. The results of fundamental research conducted in the countries of the far and near abroad on the formation of pragmatic competence for the development of a model for the formation of future English teachers' foreign language pragmatic competence were analyzed. Thus, the authors propose their own model of learning aimed at the formation of students' pragmatic competence based on Web 2.0 technologies, which includes five interrelated component blocks: prerequisites, a block of target definition, a theoretical block, a functional block of technology, an evaluative and effective block. Only the integration of all these components of the model will contribute to achieving its goal. The use of this model during the research experiment significantly improved the professional training of future English teachers and the formation of a high level of foreign language pragmatic competence.

Keywords: foreign language pragmatic competence, modeling, a methodological model, information and communication technologies, Web 2.0 technologies, future English teachers, principle of interactivity, principle of multimodality, connectivism.

Introduction

The professional standard establishes both a basic set of professional and general professional competencies and a variable set of special competencies. Such special competencies of a teacher include communicative competence, which, in turn, includes linguistic, sociolinguistic, sociocultural, social, discursive, and pragmatic competencies. The formation of the above competencies takes place both within each individual discipline and taking into account the interdisciplinary principle, since competence is the ability to apply knowledge, skills, and successfully act on the basis of practical experience in solving problems in a general and specific professional field. Thus, a modern graduate of the teaching profession should have a set of competencies that can be implemented in further professional activity [1].

The model of a future English teacher includes hard skills, namely knowledge of foreign languages in accordance with the requirements of an international standard, knowledge of a foreign language as a means of intercultural communication; knowledge and understanding of verbal and non-verbal forms of academic communication; expression of various communicative competencies [2]. All of the above implies a foreign language pragmatic competence which is the ability and willingness of a speaker to reproduce pragmatically literate statements, as well as to interpret the pragmatic intention of another speaker. Ignorance of pragmatic structures and principles can lead to misunderstandings in extreme cases. For future teachers and teachers of a foreign language, mastering pragmatic competence is important to transfer knowledge properly about the discipline being taught. All this underlines the importance of forming future language teachers' pragmatic competence.

Another integral part of the model of a future English teacher today is digital skills, that is, the ability to use various IT in teaching and learning a foreign language; independent work of computer training programs, software and online resources in the field of foreign language education [2]. President of the Republic of Ka-

zakhstan Qassym-Zhomart Toqayev, in his message to the people of Kazakhstan “Economic course of a Just Kazakhstan”, stated that he pays special attention to the issues of digitalization and innovation [3]. We are facing a strategically important task — to turn Kazakhstan into an IT country. He highlighted the necessity of consistent improvement of the quality of education, improvement of the teachers’ competence. This clear message demonstrated that the educational system should be transformed taking into account the needs of the labor market.

Since pragmatics is underrepresented in EFL classes at different levels of education in Kazakhstan due to a number of different variables, including time limitation, a model for the formation of future English teachers’ pragmatic competence should be created. IT tools used in our research are Web 2.0 technologies which could help to create an authentic environment for learning and provide original pragmatic input.

Pragmatic competence can be defined as “the ability to communicate your intended message with all its nuances in any socio-cultural context and to interpret the message of your interlocutor as it was intended” [4] and is a critical component of communicative competence [5].

Many aspects of pragmatics, including language choices and their purposes, the overall structural organization of interactions, and the creation and maintenance of social relations, are explained by institutional discourse as a type of social organization [6]. The goal-orientations, tasks and topic all contribute to the context of talk and have an impact on how interactants perceive and understand one another's words. In this view, the primary connection to the study of pragmatics in these educational contexts is provided by the “context-dependency of talk” inside institutional interactions [7]. According to Duranti, language itself implies and provides circumstances for conversation [8]. As a result, students’ sociocultural understanding of the contexts influences and constrains how they use language, choose words, and negotiate meaning. In accordance with their related sociocultural knowledge base, participants organize their speech activity and form and interpret their utterances. Consequently, it becomes essential to comprehend discourse tactics and situated interpretations in order to comprehend how and to what degree such speech communities are expressed through linguistic choices.

Students should have sufficient opportunities to practice or apply language in real-world communicative activities within EFL programs. If not, engaging in oral communication will eventually cause students anxiety and possibly even hinder them from expressing their true linguistic ability [9]. To overcome anxiety students need highly developed pragmatic competence in order to be able to communicate in their foreign language [10].

For a variety of reasons, pragmatic competency is a prerequisite for many EFL students to effectively communicate their meaning in both academic and real-world contexts. In particular, pragmatic competence becomes more problematic for EFL students when they engage in communicative activities with speakers of other languages and cultures. This notion stems, in part, from the possibility that, in intercultural communication, the speakers’ linguistic and cultural differences may influence how they understand meaning [11]. Speakers must therefore acquire both receptive and productive use of pragmatics in order to participate in such contexts [12].

However, the time given for classroom activities is insufficient for the successful development of pragmatic competence, which is why teaching this component of language in a traditional classroom typically fails. Web 2.0 tools can provide new and useful platforms to address the issue of insufficient classroom time for comprehensively covering and leading practical activities. To solve this problem, we developed a methodological model combining Web 2.0 services and technologies with teaching methods for the formation of future English teachers’ pragmatic competence.

Materials and methods

The current study employs theoretical methods such as methods of analysis, systematization and generalization of foreign and domestic scientific-pedagogical literature, thesis and monographic research materials. A pedagogical modeling method was used to create an author’s model for the formation of future English teachers’ pragmatic competence through the use of Web 2.0 technologies. Pedagogical models define what high-quality teaching is. This is not a prescription for practice. This is a flexible model that can be easily modified to suit different educational contexts and learning areas. The pedagogical model puts student learning at the center of planning and implementation. It helps teachers design engaging and stimulating learning experiences through planned integration of curriculum, pedagogy, and assessment [13]. Therefore, the goal was to create a methodological model for the formation of foreign language pragmatic competence.

Results and discussion

Any methodological model is characterized by a number of properties in order to meet pedagogical goals. Its first property is considered to be hierarchy. It assumes subordination of some elements of the model to others, organizes them in order. Another property of the methodological model is its integrity. In this case, the model is seen as a kind of system made up of several components. The relationship of these components is reflected in the property of structurality. A separate property of methodological models is multiplicity, which assumes the presence of several elements at the same hierarchical level of the model. And the last property of methodological models is consistency. This property is reflected in the functioning of the model as a unified, organized and efficient system [14].

Having considered the properties inherent in the methodological model, we can offer the following understanding of the methodological model: a set of organizational and pedagogical prescriptions for all participants in the educational process in a structured learning process.

To create our own learning model within the framework of this study, one of the tasks of which is to build an effective methodological model for the formation of pragmatic competence using Web 2.0 technologies, it is necessary to identify the methodological basis, prerequisites, and also determine the main purpose of the study. The schematically described methodological model is shown in Figure.

The methodological basis of the proposed learning model is discoveries and research within the framework of pedagogy. First of all, it is worth noting the contribution of scientists in the field of the development of the theory of the competence [15–17]. It is also worth paying attention to the works that considered pragmatic competence, its elements and assessment issues [18–20]. In addition, we note the works of scientists who have been engaged in the use of ICT in teaching pragmatics, making a significant contribution in this field [21–23]. And finally, it is certainly worth considering the work of those scientists who have been involved in the integration of Web 2.0 technologies in linguodidactics [24–26].

The purpose of this study is to form the pragmatic competence of future English teachers through the use of Web 2.0 technologies.

Let's start considering the prerequisites for creating a methodological model for the formation of pragmatic competence of future English language teachers based on Web 2.0 technologies. We identify the following three provisions as the above-mentioned prerequisites. The first of them is the professional standard "Pedagogue", which sets uniform requirements for the content and quality of professional teaching activities, as well as President Kassym-Jomart Tokayev's State of the Nation Address "Economic course of a Just Kazakhstan" in September 2023. The second prerequisite for the creation of this methodological model is the educational program "6B01705 — Foreign language: two foreign languages (English)". And the third prerequisite is the existence of contradictions between the linguistic and didactic potential of Web 2.0 technologies and their use in the formation of pragmatic competence.

The next stage of creating a methodological model is the construction of its theoretical block. This element includes the principles and approaches used in the learning process. The principle is nothing more than an integral starting point in the educational process. The approach combines different principles, thus directing the learning process in one direction or another. This implies the importance of selecting approaches and principles in a specific methodological model.

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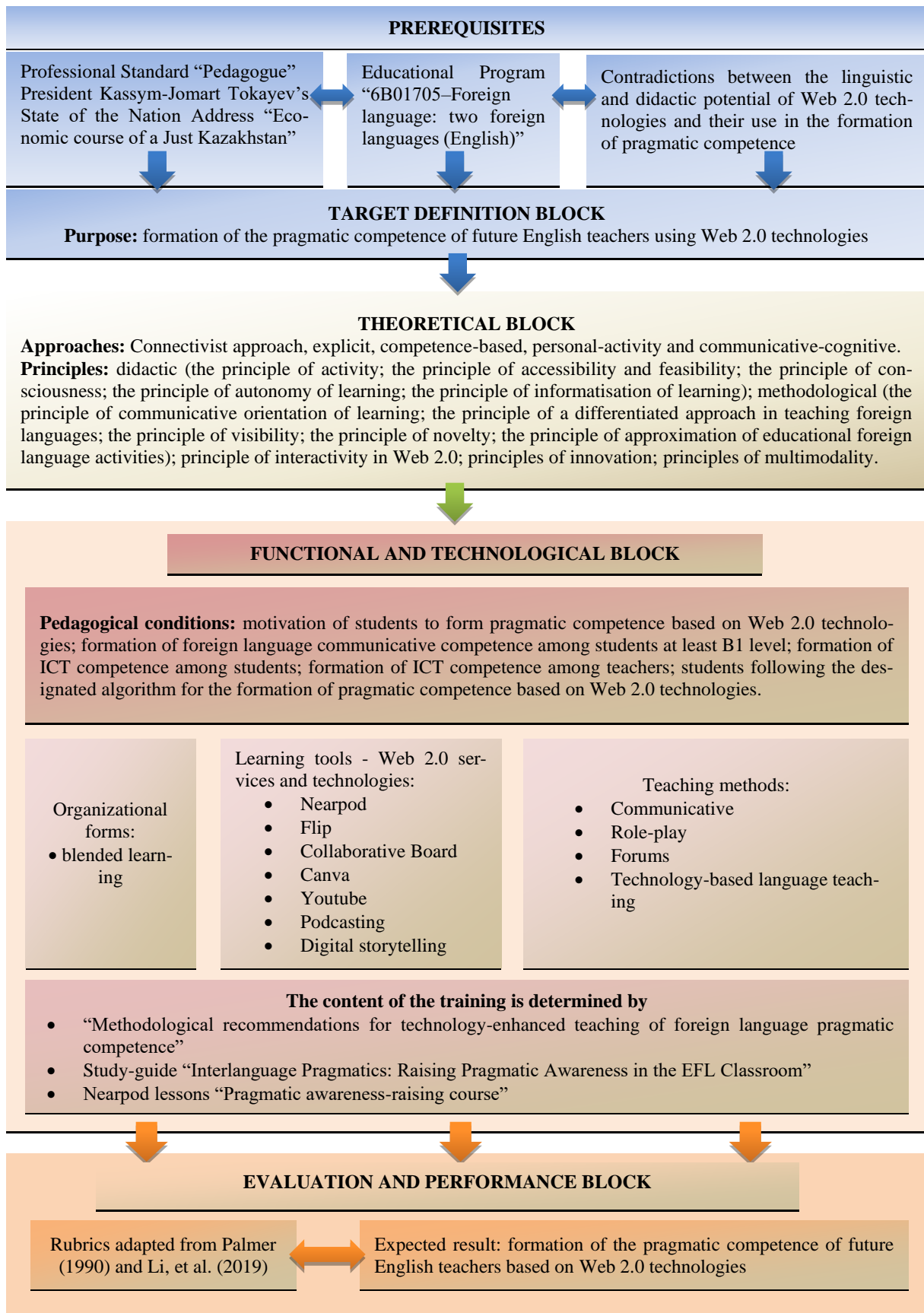


Figure. The methodological model for the formation of future English teachers’ pragmatic competence based on Web 2.0 technologies

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Thus, within the framework of this study, we consider it correct to include the following approaches: a) connectivist approach, b) explicit, c) competence-based, d) personal-activity and e) communicative-cognitive. Let's look at each approach in more detail, justifying its choice.

Connectivist approach is a relatively new idea that has emerged in response to the changing educational landscape in the digital age. According to the theory, learning involves creating connections among concepts, ideas, and experiences, with technology and social networks playing a crucial role in aiding these connections. The emergence of the internet and social media has opened up a world of information and resources for learners. It also provides them with the opportunity to connect with people from all corners of the globe, enabling the sharing of knowledge and ideas [27]. A teacher can use a connectivist approach, encouraging learners to use knowledge of "the wisdom of the crowd" for problem-solving, decision-making, and predicting something to develop their pragma-productive skills.

The selection between explicit or implicit dichotomy is a crucial factor in the development of intervention studies. This choice is determined by whether metapragmatic information is included (explicit) or not included (implicit) as part of the instructional input [28]. Explicit teaching method is typically defined by teacher-lead introduction of the pragmalinguistic (language use) and sociopragmatics (social norms) goals of the foreign language. In explicit treatments, activities that encourage learning include tasks that raise awareness and provide opportunities for active communication, such as engaging in role plays. Due to the widespread belief in the effectiveness of explicit treatments compared to implicit ones, the explicit teaching approach was adopted in the instructional phase of this study.

The fact that pragmatic ability develops best with some explicit instruction means that language teachers need to have sufficient knowledge and awareness of the pragmatic issues at hand and, importantly, of how to go about incorporating them in their teaching. This does not necessarily mean that it is the role of teachers to impose foreign language pragmatic norms on learners. Rather, they are expected to sensitize students to pragmatic meanings and develop students' pragmatic awareness so that they become able to notice and interpret pragmatic meaning when they encounter it outside their classrooms, and make successful pragmatic choices [29].

The competence-based approach has a number of advantages, therefore it is attractive to use. First of all, it consists in the predominance of practical activity over theoretical, which is ultimately more important in professional activity. In addition, this approach encourages students' autonomy, develops their search instincts and research activities. We see these signs as extremely important in the formation of pragmatic competence based on Web 2.0 technologies.

It is customary to consider the personal-activity approach within the framework of the application of its two components. The first of them, personal, involves considering each student as an individual, taking into account all sociological and psychological variables. This approach certainly helps the teacher to build the learning process in accordance with the personal qualities of the students. The second component is the activity component. Its essence lies in the application of educational activities in the learning process to form the personal qualities of students. It is worth noting that reflection plays an important role in the application of this approach. After completing the task, the student must analyze what he has learned during his performance, as well as realize the scope of new knowledge. Thus, the use of a personal-activity approach is necessary for the successful formation of a student's personality.

The communicative and cognitive approach assumes a certain balance between the development of students' speech skills and obtaining theoretical knowledge about the language being studied [30]. This approach has a communicative and cognitive orientation, which is its main principle. The cognitive component of this principle is designed to use knowledge about linguistic systems, to instill meaningfulness in the process of learning a language. This orientation is considered to be effective due to the use of linguistic experience.

So, having considered the learning approaches, it is necessary to identify a system of principles defined by the choice of the above-mentioned approaches.

For this study, we will try to identify an effective system of principles for the model of formation of pragmatic competence based on corpus technologies. So, we propose the following list of approaches:

a) didactic:

- principle of activity;
- principle of accessibility and affordability;
- principle of consciousness;
- principle of learning autonomy;
- principle of informatization of education;

b) methodical:

- principle of communicative orientation of learning;
- principle of a differentiated approach in teaching foreign languages;
- principle of visibility;
- principle of novelty;
- principle of approximation of educational foreign language activities;

c) others:

- principle of interactivity in Web 2.0;
- principles of innovation;
- principles of multimodality.

Among the didactic principles, let's start with the principle of activity. This principle is an indicator that students are involved in learning activities. Passivity on the part of the student is unacceptable within the framework of our teaching methodology, since it involves search and research activities. Students are expected to show autonomy, the ability to coordinate their actions. The teacher acts as a moderator of the educational process, maintaining the level of motivation of students. It is also necessary to take into account a personality-oriented approach towards students.

The next didactic principle included in our methodology is the principle of accessibility and feasibility. It lies in the fact that we must make sure that the material provided is adequate to the current level of training of students. The reverse situation will certainly affect the level of motivation of students. It is necessary to take into account not only the complexity or, better, the accessibility of the proposed material, but also the accessibility of the teaching methodology. The volume of material and the pace of study are also significant factors. It is worth avoiding the other extreme, when the teacher gives too light material. Although it is affordable and feasible, it does not give any progress to students, which also leads to a decrease in interest in learning. Therefore, there is a need to find a balance or a middle ground. This can be achieved, for example, by using a pre-test to assess the level of students.

The principle of consciousness often goes in conjunction with the principle of activity, so it is also one of the fundamental and basic in any teaching method. Both they and the teacher are involved in creating a conscious attitude of students. Its role is to diagnose students' motivation and understanding during their studies. It is worth noting that consciousness is understood in two ways: as awareness of educational activities and as an understanding of the proposed educational material. Students perceive certain information by organizing it in their head, sorting, classifying, and applying it in practice. The teacher cannot have a direct influence on this process, since each person forms his own vision based on the knowledge gained. All this constitutes the consciousness of the individual. The teacher only instills some independence in students, directing and correcting their educational activities.

In the principle of learning autonomy, one can also find a connection with the principles of activity and consciousness described above. The essence of this principle is to reduce the degree of teacher intervention in the course of student learning. When implementing this principle, the student is required to show independence. Here the student can start from his own interests and preferences in education. Nevertheless, the teacher should not allow too much autonomy, which develops into isolation and fragmentation. His task, by giving a place to independence, is to keep students in the right direction. The principle of autonomy is consistent with the project type of work and interaction of students. When carrying out a project, they must take the initiative and demonstrate a certain level of independence. This principle will be useful in the framework of our research, for example, in the project work of students using Web 2.0 tools.

The last of the fundamental didactic principles considered in this study is the principle of informatization of education (or learning). This principle is considered to be more recent in relation to others. Nevertheless, it is seen as an important element in modern conditions of information and communication technologies. Students must be prepared for such conditions and be literate in this area in order to achieve success, including in education. The active use of computer technology in the educational environment has many ad-

vantages. Our research would not have been possible without the use of digital technologies, since case technologies are part of them. The emergence of such technologies has created a completely new approach to education, transforming and diversifying it [31]. The principle of informatization is fixed in the education system itself at the highest level. There is a movement towards greater digitalization and informatization at all levels of the educational sphere.

Turning to the consideration of the methodological principles of our research, we will begin with the principle of communicative orientation. The essence of the principle is that students should use the language they are learning to solve real or pseudo-real communicative tasks. By pseudo-real communicative tasks, we mean exercises or tasks designed according to the type of real communicative situations, for example, shopping, etc. The need to use such tasks arises from the lack of presence of real communicative tasks in the classroom. This principle sees communication in the prism of the synthesis of the goal and the means of learning, thereby achieving the formation of communicative competence. And since in our study we are dealing with its component, pragmatic competence, the principle of communicative orientation is also one of the basic ones.

The second methodological principle in our methodology is the principle of a differentiated approach. Differentiation in the case of teaching a foreign language is applied to teaching types of speech activity: receptive listening and reading and productive speaking and writing. As part of our research, we will pay more attention to reading and speaking at different stages. The main objective of this approach is to create an effective learning environment by dividing the learning process into different types of activities.

The next methodological principle considered in this study is the principle of visibility. This principle is considered significant throughout the learning process. It is noted that visual aids better help to convey the material to students. Therefore, the use of graphics, tables, diagrams, etc. is an important element in learning. They allow us to better correlate concepts and create strong connections between objects of reality and their reflection in the head [32]. There are also two directions in the use of this principle. In the first case, the means of visualization act as auxiliary, complementing the information. However, they can also be carriers of the information itself.

The principle of novelty is also one of the key methodological principles of our research. The essence of this principle lies in the study of new material, the variety of training programs offered exercises and tasks. Equally important is the rejection of memorizing texts, which is recognized as a less effective and outdated way of learning. According to E.I. Passov, “the principle of novelty ensures the promotion of interest in learning, the formation of speech skills, the development of productivity and dynamic speech skills, the development of the communicative function of thinking” [33; 123]. The project method is also based on this principle, since the implementation of the project involves the search for a new one. On the part of the teacher, it is also necessary to adapt the material so that it corresponds to a specific group of students and to each individually.

Next, the principle of approximation of educational activities should be noted. At the production stage, especially with regard to speaking, students can make all sorts of mistakes. The actions of the teacher can be of three types in this case. Firstly, he can stop the student after each mistake and correct it. Secondly, the teacher can allow the statement to be made to the end, and only then point out inaccuracies. Thirdly, even serious errors in the student's speech can be completely ignored by the teacher. From the point of view of approximation, the second option of the three presented above is the most acceptable. However, it all depends on what the purpose of this particular training assignment is.

The concept of Web 2.0 involves principles of interactivity, highlighting the importance of user-generated content, collaboration, and social interaction in the second generation of the World Wide Web. The core ideas of interactivity in Web 2.0 focus on giving users the ability to actively take part, collaborate, and connect with web content. These principles of interactivity within Web 2.0 have revolutionized the internet by making it a more inclusive and captivating platform, giving users the ability to work together, exchange information, and influence the online world [34].

Innovative principles are educational approaches that incorporate technology, interactive tasks, and supplementary resources to facilitate students' meaningful comprehension. These strategies prioritize captivating students' interest and motivating them to actively participate in their own learning process. Instead of depending only on lectures and textbooks, these methods offer students the chance to investigate different subjects by means of experimentation, conversation, analytical thinking, and teamwork [35].

Multimodality refers to a theory that examines the various methods individuals employ to communicate with one another and convey their thoughts and emotions. This theory remains significant due to the prolifer-

ation of technological tools and multimedia composing software, which has made it effortless for individuals to employ multiple modes in various forms of expression such as art, writing, music, dance, and even their everyday social interactions [36].

The totality of the considered learning principles allows us to judge that they are not something separate. They constitute a system of principles operating in a particular methodology. However, each principle makes some addition of its own.

The functional and technological block of the proposed model for the formation of pragmatic competence of future English teachers based on Web 2.0 technologies is a combination of various methods and teaching tools, and also includes organizational forms, pedagogical conditions and, finally, determines the content of learning.

First of all, we will define a system of methods for our research. By the method of teaching, we mean the way in which a teacher, using educational tools, implements student learning. Despite the wide variety of methods — communicative, role-play, forums, technology-based language teaching, their basis is general scientific.

It is an indisputable fact that the success and effectiveness of the formation of the pragmatic competence of future English teachers based on Web 2.0 technologies will depend on compliance with pre-established pedagogical conditions:

- motivation of students to form pragmatic competence based on Web 2.0 technologies;
- the formation of foreign language communicative competence among students is not lower than level B1;
- formation of ICT competence among students;
- formation of ICT competence in the teacher;
- students' adherence to the designated algorithm for the formation of pragmatic competence based on Web 2.0 technologies.

First of all we will highlight the following pedagogical condition: motivation of students to form pragmatic competence based on Web 2.0 technologies. In the theory of activity, there is such a thing as a motive. A motive is an object (or phenomenon) that serves to satisfy a person's needs to a certain extent. In other words, a motive is what motivates a person to a particular type of activity.

By itself, the use of ICT can be considered as a motivating factor. First of all, it should be said that computer technology can reduce the volume of material submission, as well as make its presentation more accessible and visual. In addition, the use of a computer for students interested in ICT is in itself a motivation for activity. At the moment, it is quite difficult to imagine classes in a foreign language without any means of ICT.

Based on the above in the field of motivation, it is worth noting that the teaching methodology directly affects the motivational component of the educational process. This means that motivation will be one of the fundamental pedagogical conditions for the implementation of the methodology presented in this paper.

The second pedagogical condition for the formation of pragmatic competence based on Web 2.0 technologies is the formation of foreign language communicative competence among students at least level B1. According to the Pan-European Scale of Foreign Language Proficiency (CEFR), there are 3 levels of foreign language proficiency, which are divided into 2 sublevels [37]. The second level, according to the CEFR classification, begins with sublevel B1. This sublevel assumes that the student is able to easily conduct conversations with other people on everyday topics, at work and in an educational environment. And properly maintain a dialogue with native speakers abroad. The student should be able to master the skills of the simplest monologue statements on topics of interest. The student is able to describe past events, as well as talk about the future. In addition, he is able to explain cause-and-effect relationships in the simplest form.

The third pedagogical condition for the formation of pragmatic competence based on Web 2.0 technologies should be called the formation of ICT competence among students. The ability of students to use information technologies is an indisputable condition for their successful use of Web 2.0 technologies. Abroad, they practice understanding digital competence, analytical ICT competence. Digital competence was introduced in 2006 as part of the recommendation of the European Parliament to the people with friends participating in the work of seven key committees [38].

In the domestic methodological literature, it is customary to use the term ICT competence, which is even enshrined in the state professional standard "Pedagogue" [1]. There are several indicators of the framework of professional competencies of a teacher:

- applies information technology in the educational process to expand the opportunities for learning and education;
- applies digital technologies in professional activities;
- knowledge of the basics of teaching methods, modern teaching technologies, including information.

In addition to ICT competence, there is also the concept of ICT literacy. Its essence lies in the ability to work with computer technology. These skills are basic for building ICT competence. They include knowledge of basic manipulative actions with a computer and other electronic means and gadgets, the ability to use e-mail, social networks, etc. Thus, the students' lack of ICT literacy and, as a consequence, ICT competence results in the impossibility of training aimed at the formation of pragmatic competence based on Web 2.0 technologies.

The next pedagogical condition for the formation of pragmatic competence based on Web 2.0 technologies is the formation of ICT competence in the teacher. In the foreign methodological literature, the ICT competence of a teacher is considered by different scientists. One of the first to propose the clearest model was R. Hampel [39]. The scientist identified six levels of ICT competence of the teacher. These levels are in sequential dependence. At the initial level, computer literacy is being formed. At the next level, the skills of using are formed linguodidactic software. At the third level, it is important to develop the ability to cope with the difficulties and limitations that may be present when teaching a foreign language in an ICT environment. At the fourth level, social networks are mastered for more successful adaptation to ICT conditions. The penultimate level involves the active use of ICT communication tools. At the last level, the ICT competence is fully formed.

The subsequent model of ICT competence is presented in the work of L. Compton [14]. In this model, ICT competence is considered within three blocks. These blocks are not subordinate to each other, their development can be carried out both sequentially and in parallel. The first block proposed by the scientist is technological. It consists in the fact that the teacher masters the functionality of a computer and other computer equipment, including basic software. The second block is called pedagogical. It includes the ability to teach your knowledge of the technological block to others, that is, students. And the last block is the evaluation block. Here, the activity of students using ICT is evaluated through ICT. So, for the formation of pragmatic competence of students based on Web 2.0 technologies, it is certainly important that the presence of ICT competence in the teacher.

The fifth pedagogical condition for the formation of pragmatic competence based on Web 2.0 technologies is that students follow the designated algorithm for the formation of pragmatic competence based on Web 2.0 technologies.

Learning tools are another element of the functional and technological block of this model for the formation of the pragmatic competence of future English teachers based on Web 2.0 technologies. As part of our learning model, we will use two types of learning tools: first of all, information technology, classes to which we will assign linguistic corps and corpus technologies in general; as well as traditional ones, which are educational and methodological material.

As for the organizational forms of education, it is worth saying that the most widely used form of classroom teaching has been for many centuries. It is considered the most successful and effective, as it allows students to interact with each other and with the teacher without interference and difficulties. However, within the framework of project activities, students will have to work remotely and independently. Therefore, the option of combining classroom and extracurricular forms is preferable.

The content of the training is determined by methodological recommendations for technology-enhanced teaching of foreign language pragmatic competence, a study-guide "Interlanguage Pragmatics: Raising Pragmatic Awareness in the EFL Classroom" and Nearpod lessons "Pragmatic awareness-raising course" prepared by the research authors. This model can be applied to all language disciplines.

The final element of this methodological model is the evaluation and performance block. The assessment of the formation of students' pragmatic competence is carried out by following the criteria and evaluation indicators that have been adapted to the Kazakhstani context. As a result, students are expected to develop pragmatic competence based on Web 2.0 technologies.

Thus, we note that the methodological model for the formation of future English teachers' pragmatic competence based on Web 2.0 technologies is a complex system where each element is interconnected and interacted with, ensuring the effectiveness of the application of this model.

Conclusions

This study aimed to investigate the potential of the methodological model to enhance future English teachers' pragmatic competence based on Web 2.0 technologies. This study adds to the existing pool of knowledge in the use of Web 2.0 technologies in education with the combination of teaching methods for the formation of future English teachers' pragmatic competence in general and language teaching in particular. The present study informs a novel approach and model to be implemented in different language courses to learn pragmatics for EFL students. The results indicate that EFL teachers should strongly consider integrating online interactive activities, such as websites or Web 2.0 software, with in-person instruction. Because pragmatics is essentially an interactive subject, learners' pragmatic competency increases with increased engagement and communication.

All blocks of the presented model are closely interrelated, and only the integration of all these components of the model will contribute to achieving its goal — the formation of the pragmatic competence of future English teachers through the use of Web 2.0 technologies. The application of this model in the course of the experiment has significantly improved the professional training of future English teachers and the formation of a high level of foreign language pragmatic competence.

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Web 2.0 технологиялары негізінде болашақ ағылшын тілі мұғалімдерінің прагматикалық құзыреттілігін қалыптастырудың әдістемелік моделі

Мақалада прагматикалық құзыреттілік шет тілдік коммуникативті құзыреттілік шеңберіндегі субкомпонент ретінде қарастырылған, бұл сөйлеушінің прагматикалық сауатты сөйлей алуы, сондай-ақ басқа сөйлеушінің прагматикалық ниетін түсіну қабілеті мен дайындығын білдіреді. Прагматикалық құрылымдар мен принциптерді білмеу түсініспеушіліктерге әкелуі мүмкін. Болашақ мұғалімдер мен шетел тілі мұғалімдері үшін прагматикалық құзыреттілікті меңгеру оқытылатын пән туралы білімді дұрыс беру тарапынан маңызды. Интерактивтілік принципі шет тілдік прагматикалық құзыреттілікті қалыптастырудағы ең маңызды принциптердің бірі, сонымен қатар Web 2.0 технологияларының негізгі дидактикалық қасиеті болып саналады, бұл берілген зерттеуде осы құралдардың таңдалуына ықпал етті. Болашақ ағылшын тілі мұғалімдерінің шет тілдік прагматикалық құзыреттілігін қалыптастыру моделін әзірлеу үшін прагматикалық құзыреттілікті қалыптастыру бойынша алыс және жақын шет елдерде жүргізілген іргелі зерттеулердің нәтижелері талданды. Авторлар Web 2.0 технологиялары негізінде студенттердің прагматикалық құзыреттілігін қалыптастыруға бағытталған оқытудың өзіндік моделін ұсынған, оған бес өзара байланысты компоненттік блок кіреді: пререквизиттер, мақсатты анықтау блогы, теориялық блок, технологиялық және функционалдық блок, бағалау және тиімділік блогы. Аталған модельдің барлық осы компоненттерінің бірігуі ғана оны мақсатына жеткізеді. Зерттеу эксперименті барысында осы модельдерді қолдану болашақ ағылшын тілі мұғалімдерінің кәсіби дайындығын және шет тіліндегі прагматикалық құзыреттіліктің жоғары деңгейін қалыптастыруда едәуір оң нәтиже көрсетті.

Кілт сөздер: шет тілдік прагматикалық құзыреттілік, модельдеу, әдістемелік модель, ақпараттық-коммуникациялық технологиялар, Web 2.0 технологиялары, болашақ ағылшын тілі мұғалімдері, интерактивтілік және мультимодальдық принципі, коннективизм.

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Методическая модель формирования прагматической компетенции будущих учителей английского языка на основе технологий Web 2.0

В статье рассмотрена прагматическая компетенция как субкомпетенция в рамках иноязычной коммуникативной компетенции, которая представляет собой способность и готовность говорящего воспроизводить прагматически грамотные высказывания, а также интерпретировать прагматическое намерение другого говорящего. Незнание прагматических структур и принципов в крайних случаях может привести к недоразумениям. Для будущих учителей иностранного языка овладение прагматической компетенцией важно для правильной передачи знаний о преподаваемой дисциплине. Принцип интерактивности является одним из важнейших в формировании иноязычной прагматической компетенции, а также выступает в качестве основного дидактического свойства технологий Web 2.0, что способствует выбору этих инструментов в данном исследовании. Проанализированы результаты фундаментальных исследований, проведенных в странах дальнего и ближнего зарубежья по формированию прагматической компетенции для разработки модели формирования иноязычной прагматической компетенции будущих учителей английского языка. Таким образом, авторами предложена собственная модель обучения, направленная на формирование прагматической компетенции студентов на основе технологий Web 2.0, которая включает в себя пять взаимосвязанных компонентных блоков: пререквизиты, блок определения цели, теоретический блок, функциональный и технологический блок, блок оценивания и эффективности. Только интеграция всех этих компонентов модели будет способствовать достижению ее цели. Применение данной модели в ходе исследовательского эксперимента показало значительные положительные результаты в формировании профессиональной подготовки будущих учителей английского языка и высокого уровня иноязычной прагматической компетенции.

Ключевые слова: иноязычная прагматическая компетенция, моделирование, методологическая модель, информационно-коммуникационные технологии, технологии Web 2.0, будущие учителя английского языка, принципы интерактивности и мультимодальности, коннективизм.

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