

Training of teachers in teaching English and French languages in continuing professional education

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Abstract

This research paper discusses the issue of training of teachers in teaching English and French languages in continuing professional education enhancement model. Firstly, we review the problem of training of teachers in teaching the English and French languages in continuing professional education in science in general and provide the literature review. Next, we show the training of teachers who teach the language in continuing professional education competence enhancement models as a part of an enhanced teaching process. This investigation represents the model of the TTTFL process with its necessary components applied to language teaching. Consideration of modeling aspects requires the TTTFL denotation study, within the framework of language methodology science. Our research is significant not only as a contribution to the language teaching policy in Kazakhstan but also abroad. It demonstrates that the TTTFL development process helps to improve the teaching process and makes the system work properly.

In recent years, in line with the communicative and especially the competence approach, the problem of enhancement of communicative competence TTTFL developed "as a mandatory competency component of professional development of a modern specialist" in different branches of science: philosophy, sociology, psychology, pedagogy, cultural studies, economics, ethics. Such a multifaceted study of the phenomenon of TTTFL is determined by the dynamics of social life, to find the real needs of today's ideological orientation and the necessity of its formation in the learning process. As there is an urgent need to train specialists in TTTFL in a foreign language in the framework of school activities, and since this area appears to be theoretically and practically underdeveloped, our research aspires to fill this need.

Key words: continuing professional education, communicative, competence, modeling, English language teaching

Introduction

"Kazakhstan should be perceived worldwide as a highly educated country whose population can use three languages: the Kazakh language is the state language, Russian is as the language of international communication and English is the language of successful integration into the global economy." (Nazarbayev, 2012).

In this regard, increasing demands are placed on the quality of training of future specialists, who must have a high level of communicative competence for the successful organization of productive activity, effective participation in a dialogue on the basis of a competent behavior, active speech, self-regulation and self-correction, erudition and knowledge. Presented requirements demand adjustment of the educational process in higher education, to find new ways of training, ensuring a high level of formation of communicative competence of future specialists, especially in professionally oriented communication. The purpose of this research paper is to theoretically substantiate and develop a model for forming the skills of TTTFL in foreign language communication of future specialists in higher educational institutions.

Research questions:

- *Why do we need TTFL?*
- *How can we enhance TTFL?*

Methods

The survey method was used in the study. The subjects were given a questionnaire in which they were asked to answer questions related to their TTFL and related activities. The items used in the questionnaire were prepared according to the related literature and interview results conducted with some future FL students. Descriptive and inferential analyses were conducted to get a deeper insight into the research questions. Time limit was 90 minutes for the survey.

1. Literature review on psychology, linguistics, psycholinguistics in the framework of the problem being investigated;
2. Observation of the educational process for the purpose of studying the facts that contribute to a more successful TTFL in a higher educational institution;
3. Modeling;
4. Diagnostic sections for the purpose of determining the level of students training and effectiveness of the proposed methodology;
5. Questionnaires;
6. Experiments and experimental training, and the method of statistical processing.

Participants

The study was done on a group of one hundred and fifty Kazakh undergraduate learners learning English and French as a foreign language at the BA degree level in universities. The research has been done in *Silkway International University, Shymkent, Kazakhstan*. Most of the students were juniors (55 %), then seniors (45%). In terms of gender, the students were not balanced with 120 Females (80%), 30 males (20%) and their ages ranged from 19 to 23.

Table 1: Demographic information of participants in SIU for study.

Category		Numbers	Percentage
Silkway International university		150	100%
School year	Junior	83	55%
	Senior	67	45%
Gender	Male	30	20%
	Female	120	80%

Discussion

Two types of instruments were administered in this study (a) a written Quantitative questionnaire, (b) Qualitative classroom observations.

The instrument held in this study is called the TFL assessment created by the author. Three distinct resources are used today for study based on the targeted user: ESL and FSL learners, foreign language teachers, foreign language learners (S. Adam, 2000). The version of the EFL and FFL 1 is agree D= disagree, U= undecided, A= agree, SA= strongly agree. The items in the tables assess learners' TTFL in five areas:

1. The difficulty of language learning. (six items: B2, B8, B10, B15, B32, B33)
2. Foreign language aptitude. (eight items: B1, B11, B16, B19, B22, B23, B31)

3. Nature of language learning. (eight items: B7, B9, B17, B18, B24, B25, B28, B30)
4. Learning and communication strategy. (seven items: B4, B6, B12, B14, B21, B26, B27)
5. Motivation and expectation. (four items: B3, B5, B13, B20)

When it came to the Reliability and Validity of the test, they have been proved reliable and valid by a number of researchers. Cronbach alpha of 0.69 using principal component analysis, the study identified four factors: (a) self-efficacy and expectation about learning English and French; (b) perceived value and nature of learning spoken English and French; (c) about foreign language aptitude; and (d) about formal structural studies. Cronbach Alpha for the four factors ranged from 0.52 to 0.6 in the park (1995), 0.71 in Kunt (1997), and 0.59 (N. Kunt, 1988).

Table 3: Reliability of the (BALLI) for the present study

Content	Numbe r	Item used	Cronbac h alphas
Part1:foreignlangua ge aptitude	8	B1=0.95/B11=0.32/B16=0.76/ B19=0.9/B22=0.94 B23=0.3 B29=0.88/ B31=0.97	0.75
Part2: the difficulty of language learning	6	B2=0.87/B8=0.97/B10=0.56/B 32=0.81/B33=0.45 B15=0.3	0.61 0.76
Part3: the nature of language learning	8	B7=0.65/ B9=0.93/ B17=0.7/ B18= 0.34/ B24=0.8 B25=0.73/ B28=0.67/ B30=0.99	0.73
Part4: learning and communication strategies	7	B4=0.98/ B12=0.78/ B14=0.46/ B21=0.98/ B26=0.94 B27= 0.75/ B6=0.75	0.81
Part5: Motivation	4	B3=0.92/ B5=0.97/ B13=0.98/ B20=0.9	0.94

In recent years, in the course of communicative and especially communicative-cognitive approaches in domestic and foreign methods, the problem of forming TTTFL "as an obligatory competence component of the professional qualification of a modern specialist" is being actively developed. (Kunanbaeva, 2010).

At the same time, monitoring the learning process of high school students reveals that students do not possess the most important skills of TTTFL. Students are often not able to consistently and convincingly argue their point of view, substituting the logic of reasoning with unsubstantiated statements, not being able to use the learned vocabulary conversationally, and unable to engage in communication. The formation of TTTFL should hence be seen as a purposeful process that requires significant educational efforts. Since one of the main tasks of our research is the development of a model for the formation of TTTFL for students, we consider it expedient to first give an interpretation of the concept of "model" (Raven, 2004).

The term "model" in modern works dealing with methods for teaching foreign languages is used in a variety of senses and, therefore, does not have an unambiguous

definition. In the most general sense, it is customary to call the model a specially constructed construction of the object under investigation to reproduce certain properties and qualities of the original object or its individual sides as envisaged by the investigation. Every model expresses "an approximation, a limited understanding of the structure and functions of an object. The term "modeling", widely used in the methodology of teaching, characterizes the process of creating models. Modeling is carried out by building models that preserve and reflect the main features of the object of research." (Khalazh, 2006).

Modeling is characterized by a certain stage-by-stage implementation. At its first stages, it is always expected to thoroughly study the previous experience of researching an object, the corresponding scientific data, and the recording of these data at subsequent stages of the study. In scientific research, modeling of various types is used: structural, functional, and information modeling. However, in practice, as many scholars have noted, both structural and information models are often used simultaneously, which are called cybernetic, because they are characterized by a certain hierarchy of the objects under study, which creates the possibility of a certain isolated and to a certain extent autonomous examination of objects and their parts. In such cases, each element of the model of the object under study is considered with some relative autonomy. Thus, we will conclude that modeling allows us to provide a fairly well-defined relationship of experimental data and theoretical views, the ordered interrelation between mental (theoretical) and experimental information on the basis of the isolation of the studied aspects and features of the object.

The next step of our research pertained to constructing the model of the process chosen by us, clarifying the goals of teaching skills in TTTFL (Hutmaer, 2008), and mastering the skills of TTTFL by the students of the language university.

Identifying the range of skills of TTTFL allows us to present the following general outline, or a model for building the learning process for skills in TTTFL in the form of stages. In the previous subsection, we found ways of creating an environment closest to the natural situation and implementing foreign language communication activities in a foreign language class. The creation of such a psychological attitude promotes the development of creative thinking, which is extremely important for generating one's own text. The organization of TTTFL on the basis of the text must be adequate to the basic laws of the communication process:

1. The activity of speech behavior of communication participants, the motivation of which must be fulfilled - in the communicative behavior of the teacher as a participant in the communication process and - in the communicative (motivated, active) behavior of students as subjects of communication and learning;
2. Situational relativity, presupposing in the course of training the modeling of the most typical variants of students' interactions;
3. The subject matter of the communication process, which should be expressed in a limited but precise set of subjects of discussion (topics, problems, events);
4. Emotionality as an expression of personal attitude to the subject of speech;
5. The content of the communication process, presupposing the availability of speech resources, which ensure the learning of communication. (Galskova, 2003.)

The model of teaching skills of TTTFL is a consistent realization of several goals that are achieved at different stages of its organization. To construct an effective model of teaching TTTFL, let us turn to some methodological models, described in the works of methodologists. Based on the theoretical and methodological provisions of the new philosophy of education set out in the previous sections of our study, we developed a methodology for teaching TTTFL. This conceptual approach is one of the varieties of the personality-oriented approach in teaching foreign-language communication. Following the laws of the theory of developmental learning, the organization of the

third, that is, the creative stage in the development of the cognitive activity of trainees is modeled. At this stage, the following cognitive skills are formed and are further developed: observation, analysis, anticipation, hypothesis advancement, classification, vision and problem formulation, choice of ways to solve them, ability to critically treat the content of the information received, the ability to formulate and argue one's own point of view, summarize information, to put forward counterarguments.

The list of tasks and competencies of the modern teacher of foreign languages is more extensive and more global than has been the case before. According to modern theories and concepts, the practice of training teachers of foreign languages should include such areas as multilingualism, bilingualism, learning in a self-organized environment, a new understanding of the teacher as a consultant in the development of a foreign language and foreign-language culture, intercultural education, autonomous learning, and a certain level of development of reflection.

According to the researchers, mastering a second foreign language gives rise to at least two laws: 1) interference arises not only from the mother tongue, but also from the first foreign language; 2) there are great opportunities for positive transfer. The transfer is possible at the speech-cognitive, linguistic, sociocultural levels, at the level of educational skills. As the analysis showed, trainees with a good level of training in the first foreign language (especially those whose skills were consciously used) use the transfer more effectively than others.

High school learners often use transference at the level of educational skills and grammar generalizations. At the level of skills, they have stronger and more stable interference. The adjective in English serves as a source of interference in the study of French as a second foreign language.

The results of previous studies indicate that if a second foreign language is introduced in high school, then from the first lessons you can begin focused work on the recognition and analysis of dictionary matches of native and studied foreign languages. According to psychologists, teaching methods based on “linguistic discoveries”, analytical forms of work, systematization and comparison of linguistic facts are more effective and meet the characteristics of adolescent age. The ability to identify and analyze lexical coincidences of the native, English and French languages facilitates the process of mastering these languages.

Vocabulary matches can be divided into two groups: sound and graphic, which, in turn, can be complete and incomplete. Full graphic matches include:

French	English
une question	a question
une table	a table
un texte	a text
une lampe	a lamp
un exercice	an exercise
un exemple	an example

Methodologists recommend starting with full correspondences, and as the recognition skill develops, proceed to work with incomplete matches using the problem-search technology for conceptualizing knowledge. When forming lexical skills, it is important to familiarize students with the word-formation mechanisms of the French language. The work on teaching word formation methods must be carried out on the lexical material of the textbook that the teacher uses, and time to the study of a particular topic included in the program.

The greatest difficulties await students studying French after English, at the phonetic level. We are talking about the difficulties caused by the interference of the first English into the second French. Phonetic interference is manifested due to: 1)

different degrees of specialization of phonemic signs; 2) features of the distribution of articulation stress; 3) different variability and the number of articulation movements inherent in previously studied languages.

The impact of English articulation on the staging of French pronunciation is related to the distribution of articulation stress. In French, the labialization of vowels plays an important role; it also has more labial consonants. Thus, in the French language, the sounds formed in front of the vocal apparatus prevail. In English, by contrast, the vowels of the back row prevail. When learning French after English, students pronounce the front vowels more deeply than they should. This interference is caused by an articulation habit formed by a speech in English, as well as the tendency to diphthongization of French vowels, to the reduction of unstressed vowels. At the initial stage of learning French after English, students pronounce French with aspirated English, i.e. interference leads to the appearance in the linguistic element of the signs of a correlating element of another system.

An important means of intensifying the educational process in a second foreign language is the use of authentic materials that introduce students to the laws of building authentic discourse.

When teaching a second foreign language, it is possible to reduce the number of exercises (for example, at the stages of presentation of material and development of skills). In the educational process in the second foreign language, integrative exercises are preferable, solving the development tasks of both language skills and communicative skills of students (Alikina, 2009).

Thus, readiness for pedagogical activity implies the presence of solid positive attitudes and motives, professional knowledge, general pedagogical abilities, and skills, as well as professionally significant qualities of a future teacher. As for the professional training of the future teacher of a foreign language, it must correspond not only to all of the above requirements, but also be characterized by a number of specific features related to the characteristics of the taught subject. In other words, the future teacher of foreign languages needs to possess the skills of modeling the educational process in accordance with modern requirements of science and practice, taking into account the personal, procedural, psychological and pedagogical aspects of this process. The greatest value in determining professionally significant skills is the approach of N.D. Galskova, who considers professionally significant skills of a teacher of foreign languages "... the ability to pedagogically, psychologically and methodologically correctly carry out their professional activities aimed at developing the features of a secondary linguistic personality in students" The author identifies four groups of skills (Galskova, 2003):

1. The ability to know the characteristics of the learner's personality, which is formed and develops on the basis of the process of self-knowledge. For this, the teacher must be able to reflectively analyze the personal experience of learning a foreign language, correlate it with the theory and practice of teaching the language, analyze the individual psychological characteristics of students and correlate them with specific learning conditions;
2. Skills related to the planning of verbal communication in the educational process need to be developed;
3. Skills related to the implementation of planned professional actions and evaluation of their results must also be cultivated.

Thus, the preparation of a future foreign-language teacher implies not only the presence of positive skills and personal qualities but also the skills and abilities determined by the specifics of the professional activity of a foreign language teacher. The main category of success in teaching a foreign language is communication. The

intensification of research on the problem of communication is often associated with an increased role of the moral-volitional factor in the professional activity of a teacher. The moral-volitional factor is genetically embedded in professional-pedagogical activity, which is impossible without communication, especially the activity of a foreign language teacher. This implies the special role of a communicative-personal approach to the activities of a foreign language teacher. Critics of traditional forms of training future teachers of a foreign language indicate that the main drawback lies in the fact that students learn knowledge in related disciplines such as pedagogy, psychology, methodology, linguistics not integratively, but in isolation. As a result of this, a teacher in his professional activity is not able to use general pedagogical, psychological, and methodological laws in teaching a foreign language. They mainly rely either on intuition or on the borrowing of their mentors. On the other hand, in order to effectively use the existing textbooks in their work, to be able to implement the author's intention laid down in them, to attract additional sources of educational, linguistic and regional information, it is not enough for a foreign language teacher to rely solely on his language training, and on the knowledge of the psychological and pedagogical laws of development students' identities. At the same time, it is necessary to develop professionally-communicative, that is, specific qualities, skills that allow you to manage the internal reserves of the intensification of the educational activities of students, as well as to ensure that students learn a foreign language at a communicatively sufficient level. In both cases, psychological and pedagogical reserves lie in the ability to communicate, use a foreign language as a means of foreign-language interpersonal communication.

A number of scientists such as B.V. Belyaev, Yu.A. Vedenyapin, M.K. Kabardov, M.G. Kasparova, G.G. Saburova believe that for the successful knowledge of a foreign language and its use as a means of interpersonal foreign communication, it is necessary to take into account the foreign language abilities of students. The authors approach the definition of foreign-language abilities from three perspectives:

- identification of abilities for various aspects of the language and speech skills;
- determining the characteristics of mental processes - perception, thinking, and reproduction;
- personal characteristics of a person - will, emotions, extraversion, introversion when learning a foreign language.

As one of the main abilities, along with the "sense of language", B.V. Belyaev calls foreign-language thinking as "the ability to hold them in memory for a certain period of time so that there is a grasp of individual thoughts and their integral associations" (Belyaev, 1998). Studies of foreign language abilities (Zimnyaya, 1997) identified a significant relationship between the level of development of certain indicators of mental processes and the success of mastering a foreign language (ibid.).

The main standards and principles of the organization of dialogue are the personal openness of communication partners, the psychological attitude to the relevance of each other's state, confidence and sincerity of feelings and states. During communication, the teacher and the student form something in common, in which the creative process of mutual disclosure and mutual development unfolds. Being adequate to the subjective nature of human nature itself, a dialogue is most realistic for organizing the most productive and personal developmental contacts between people.

In the course of teaching a foreign language, it is important to use the dialogical method of diagnosis. A feature of this method is that the teacher and student enter into an equal relationship with the goal of a joint understanding of a particular subject. This type of psychological diagnosis should also ensure a certain personal

development of all the actors involved in this process since it creates the conditions for the implementation of a new experience of dialogical contacts between people. In this regard, the success and effectiveness of the teacher's activity is not only the depth of his theoretical and methodological training but also his professional experience, psychological and personal qualities. The analysis of the works of philosophers, sociologists, psychologists, teachers allows us to highlight the following points for the formation of interpersonal skills in foreign language communication:

- The teacher must take into account that he is not only a subject who knows students, but also an object exposed to knowledge by students;
- The teacher should be able not only to recognize signs that indicate the characteristics of behavior, mental state, students' abilities but also to adjust his communicative behavior in accordance with changing situations in foreign language communication;
- The way the teacher perceives and interprets the appearance and behavior of students assesses their capabilities, the nature of their relationship and, undoubtedly, the results that they come to in joint activities, are mutually related and influenced.

Understanding communication "as a vivid indicator of the ability to communicate to understand and objectively evaluate each other", we recognize that pedagogical communication has the status of an identifier for each specific person. However, for a foreign language, it is important not only that communication is an objective source of information about the personal characteristics of students. Given that the students have not yet sufficiently developed a communicative experience in teaching a foreign language, the teacher needs to create appropriate conditions for them so that they can better understand it. The enthusiasm, friendliness, interest of the teacher contributes to the emergence of students' desire for cooperation, for partnership. For pedagogical activity, where communication is not only "as a special kind of need — an internal moment", but also as a mechanism for the internal organization of the teaching. (Baydenko, 1994).

Mastering the skills of communicative competence acquires a fundamental character since the activities of the teacher and the activities of the student interact in the educational process. It is this factor that allows us to consider the educational process as a communication process since two-sidedness is the main communicative communication, and communication itself is not limited only to the exchange of information, to acts of communication, but acts as a process in which a person shares his experience, thoughts, feelings with other people, continues to be in them and appears to them as a person.

The most important factor in modeling the speech and non-speech behavior of a teacher is the communicative preparation in the conditions of pedagogical communication. Communicative preparation includes the following: the structure, volume, and content of educational material, accounting for the composition of the study group, personal characteristics of students, the emotional state and relationships of participants in interpersonal foreign language communication, the nature of the roles in which they act, the communicative psychological state from which they proceed, the attitude of the speakers to the subject of communication. Interpersonal foreign language communication, carried out at practical and seminar classes at the university, should act as a means of preparing the future teacher for teaching and educational activities.

The historical laws of socio-economic and political life contributed to the transition to a new educational paradigm, a personality-oriented approach and the individual characteristics of a teacher of higher education. The transitional state of society, market competition, instability not only entailed a change in the orientation of

specialists in higher education but also made us think about the complex of professional abilities of a teacher - teacher, methodologist, scientist.

In the light of the fulfillment of educational tasks, the issues of improving training and upbringing, as components of education, training creatively-minded specialists with in-depth knowledge, capable of solving complex social and production problems, acquire special significance.

Currently, the requirements for the professional training of a future teacher, including a foreign language teacher, have increased; higher education is at the forefront in this process, the main attention of which should be focused on the comprehensive improvement of the quality of professional training of teachers. Professional training aimed at the formation of a teacher with pedagogical skills and developed cognitive activity and independence, in turn, requires career guidance among students in order to develop a deeper interest in their future area of specialization.

The most important role in the implementation of these requirements belongs to pedagogical universities, designed to provide professional training for a future teacher - a teacher armed with modern scientific knowledge, knowledge of linguistic theory and practice, and able to apply the skills acquired at an institution of higher education in practice.

The problem of training teachers has been debated for many years. Participants in the discussion note the weak professional training of students due to gaps in the work of the departments of social sciences, pedagogy and psychology, as well as the methods of teaching foreign languages and argue that the genuine development of a teacher-education system needs to train sufficiently qualified personnel, improve curricula and increase the number of academic hours on psychological-pedagogical training.

Conclusion

Currently, the need for possession of skills in TTFL and abilities of oral and written foreign language communication for personal and professional purposes is a generally recognized fact. This is due to the fact that relationships in the modern world, the expansion of political, economic and personal international contacts and intensification of the dialogue of cultures between countries play an important role in the current age of globalization.

Knowledge of foreign languages, along with the general skill of speaking as a factor that increases the value of a specialist in the labor market today, is in many cases a prerequisite for admission to employment and an increase in salary. At the same time, in accordance with the decision of the Bologna Convention, we need to prioritize the demands to provide multi-level training of specialists - translators, including the formation of students' intercultural TTFL, and optimize the efficiency of interpersonal communication in a particular area and the situation of communication and the achievement of certain objectives of communication.

Our study has shown that TTFL not only fulfills a communicative function but also the function of influencing the behavior/actions, thoughts, feelings and consciousness of foreign language interlocutors. The results of our experimental work showed a steady increase (semester by semester) in the quality of education of future professionals. The presented method of formation of TTFL of future specialists based on modern technologies indicates the need for a focused and systematic work.

The results of the study contribute to the development of the problem of the formation of TTFL of future specialists in the whole educational process within higher education. Analysis of the theory and practice of higher education leads to understanding the special relevance and importance of the study of scientific problems in the higher education system of the country. Based on developed theoretical and methodological positions and the experimental data obtained, we have arrived at the following conclusions:

The formation of TTTFL of future specialists based on modern technologies in the whole educational process of higher education is innovative and effective if it is based on a theoretical model that promotes a stable functioning and development of higher education. In our study, therefore, we have developed scientific-theoretical and methodological foundations of the problem; formulated a working definition of the problem and the desired goals; developed and experimentally verified a theoretical model of professional competence of future specialists; and formulated methodical recommendations on development issues.

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