

ANNOTATION

on the dissertation for the degree of Doctor of philosophy (PhD) majoring in
“6D011800 – The Russian Language and Literature”

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"Modern Means of Information Technology as a Tool for the Formation of Lingua-Multimedia Competency of Future Teachers of the Russian Language and Literature"

General description of work. The process of modernization of all spheres of life of the modern Kazakh society, strengthening interethnic and international contacts, integration processes in modern information multicultural world led to the formation of a new educational paradigm, the main requirement of which is the transition from the centered model of employee training, with uniquely specified cognitive and activity components, to personality-centered developing professional education in the logic of competency-based approach. The teacher, able to act professionally, responsibly to solve the problems of education in the constantly changing conditions of pedagogical reality is in demand. That is why the formation of teachers' information competency is one of the qualification characteristics of teacher positions, and competency in the field of ICT use has been identified as one of the professional competencies in the requirements for the results of mastering the basic educational programs of the bachelor's degree.

The relevance of research. Modern information and communication technologies significantly expand the possibilities of vocational training of teachers of the Russian language and literature:

- system of approaches (strategies) and methods (tactics) of electronic lingua-didactics allows you to work on teaching different forms of communication (oral, written), multidirectional speech activity.
- access to a huge number of electronic authentic resources, national text corpora (RNC), educational content (information thesaurus) makes it possible to integrate into the educational process the text, audio and video materials and form a linguistic personality of a teacher of language and literature;

However, a number of issues concerning the new understanding of pedagogical process (organization of educational activities, providing intensification of language learning with the help of infocommunication resources), the content of professional training of Russian language and literature teachers in the context of electronic lingua-didactics, remain insufficiently developed both in theoretical and practical aspects (the use of the potential opportunities of the information educational environment; modern types of interaction between the teacher and the learner (the construction of educational content, the introduction of an arsenal of optical representation of educational and

linguistic material); the use of techniques and skills of working with verbal and visual aspects of multimedia teaching tools, etc.).

The relevance of the problem and its insufficient theoretical and methodological elaboration determined the choice of the topic of the dissertation research "Modern means of information technology as a tool for the formation of lingua-multimedia competency of future teachers of the Russian language and literature.

The purpose of the study is theoretical and methodological support of the process of forming lingua-multimedia competency of future the Russian language and literature teachers and identifying effective ways of language teaching with the help of infocommunication resources.

The object of the study is the process of training future teachers of the Russian language and literature, based on the optimal implementation of lingua-didactic qualities of electronic teaching aids (ETA).

The subject of the study is the pedagogical conditions for the formation of lingua-multimedia competence of future teachers of the Russian language and literature by means of information technology.

Purpose, object, subject of the research determined the formulation of the following research **hypothesis**: if the structure and content of a language learning with the help of infocommunication resources correspond to conditions for improving professional and pedagogical training of teachers of the Russian language and literature, then such a training course, developed on the basis of intensive communicative activity nature of modern language teaching and systematic implementation in language practice of effective electronic educational resources, ensures the formation of lingua-multimedia competence in future teachers of the Russian language and literature and will contribute to:

- adaptation of the professional educational model to the social procurement, update technological, methodological, methodical provision of a learning system to the demands of the digital society;
- modeling, designing valid, reliable, communication-oriented learning resources based on optimal implementation in it of the lingua-didactic qualities of electronic teaching aids (ETA);
- broadcasting of electronic educational content in the Russian language in the process of formation and development of the personality of a teacher, endowed with the potential for continuous self-development and self-realization;

The problem stated above, the purpose and the proposed hypothesis have defined the main objectives of the study:

1. to reveal the essence of the concepts of "competence" and "competency" in context of ideas about lingua-didactic competencies.
2. to set the component composition of the lingua-multimedia competency as a special type of professional pedagogical competency.

3. to identify the pedagogical conditions for the formation of lingua-multimedia competency of future teachers of the Russian language and literature (motivational, informative, organizational).

4. to develop and implement in the educational process of the university a model of formation of lingua-multimedia competency of the Russian teacher language and literature.

To solve the tasks and test the hypothesis, various **methods of scientific research** have been used:

– studying and theoretical analysis of philosophical, psychological, linguistic works and methodological publications, as well as pedagogical experience on the research problem;

– analysis of normative documents on the research topic (state educational standards of higher professional education, curricula, educational and methodological complexes);

– empirical methods (pedagogical observation; interviewing students; reflective analysis of their professional oriented educational and research activities); use of the method of self-assessment and evaluation by experts;

– interpretation research methods (analysis and comparison of theoretical research, practical experience and empirical material; ranking and scaling the results obtained; synthesis of empirical material;

– pedagogical experiment (experiential learning and testing the effectiveness of the proposed methodology, analysis of the obtained data using statistical methods, a graphical representation of the obtained results).

The scientific novelty of the study lies in the fact that

– the concepts of “competence” and “competency” of the Russian language and literature teacher is given in the field of information technologies use are defined and the content of educational activities that provide intensification of language learning with the help of infocommunication resources are revealed;

– the structure of lingua-multimedia competency of the Russian language and literature teacher is determined;

– a methodological system for the formation of lingua-multimedia competency of the teacher of the Russian language and literature is developed;

– criteria and indicators for assessing the level of formation of lingua-multimedia competency of a teacher of Russian language and literature are determined.

The theoretical significance of the study is that the linguodidactic description of the peculiarities of forming the competency of the Russian language and literature teacher in the field of information technology use is given; the theoretical justification of the methodology of the lingua-multimedia competency formation in the Russian language and literature teacher in the field of information technology use is proposed.

The practical significance of the study is as follows:

- a detailed description of the methodological support of the course of professionally oriented training of language students, providing theoretical knowledge about modern information technologies and practical skills in creating and using educational resources based on the optimal implementation in it lingua-didactic qualities of electronic teaching aids;
- the courses “Innovative methods of information processing in philology” and “Information and educational technologies in teaching the Russian language at school”, which are integrated into the curriculum of the philological faculty of Al-Farabi KazNU;
- the results of the study can be used in the development of educational teaching aids and author programs and courses on methods of teaching aspects of language and types of speech activity by means of ICT, as well as in course of theory and practice of teaching the Russian language.

The main provisions for defense:

1. Linguistic and multimedia competency of the teacher of the Russian language and literature is the possession of rational ways of organizing educational activities that ensure the intensification of language learning with the help of infocommunication resources, as well as competences, ensuring the readiness and ability of future Russian language and literature teachers to use a system of approaches (strategies) and methods (tactics) of electronic lingua-didactics. Linguistic and multimedia competence of the Russian language and literature teachers are a complex of psychological and pedagogical conditions for professionally oriented training of language students, providing theoretical knowledge about modern information and communication technologies and practical skills in creating and using educational resources, based on the optimal implementation of lingua-didactic qualities of electronic teaching aids.

2. The structure of the lingua-multimedia competence of the Russian language and literature teacher includes five components: cognitive that determines availability of knowledge (theoretical and practical) necessary for use of electronic teaching aids in professional activities of a teacher of the Russian language and literature; operational – determines the development of skills for the practical use of modern types of interaction between the teacher and the student; axiological – determines the presence of values-based orientations and motives of the teacher to applying potential opportunities of electronic educational resources and practical use of techniques and skills of activity in information educational environment; communicative (includes ability to use theoretical and practical methods of language and literature learning, to describe the methods of teaching aspects of the language and types of speech activities through ICT, to use the Russian language information educational environment as a form of improvement of scientific, pedagogical and methodological training of future the Russian language and literature teachers); reflective (allows the teacher to conduct self-analysis of their professional activities and formulate scientific-practical comments on

ways and means of implementation of lingua-didactic possibilities of e-learning the Russian language.

3. Indicators of the level of formation of lingua-multimedia competencies of the teacher of Russian language and literature are (a) changes in knowledge during vocational training, awareness of the importance of lingua-didactic qualities of electronic teaching aids in modern language education; creation of systematized picture of electronic lexicographic sources in a future teacher; (b) a change in approach to the methods of activity between the participants of the educational process; (c) persistent need for using the information educational environment, in mastering methodological potential of electronic lingua-didactics; (d) professional activity in obtaining and distributing among colleagues the teacher's knowledge and experience of conveying electronic educational content; (e) evaluation of the information interaction (co-creation) of participants in the educational process.

4. Formation of the future Russian language and literature teachers' professional readiness to use electronic educational resources will be effective if the development of an appropriate methods is realized taking into account the following pedagogical conditions:

- training of a modern language teacher based on competence-based approach is considered as a process of formation and development of the teacher's personality, endowed with the potential for continuous self-development and self-realization, thanks to the meanings and values that future teachers are guided in their professional choice;
- professionally oriented approach implies readiness and ability: to use potential opportunities of lingua-professional learning environment (effective presentation and semantization of not only of educational and language material, but also of real communication in the target language) and modern types of interaction of a teacher with a student;
- systematic approach in the development of methodological foundations professional training of teachers of the Russian language and literature includes consideration of system-forming factors of the organization of educational activities that ensure the intensification of the language learning with the help of infocommunication resources.

5. Structural and content model of the organization of educational activities that ensure the intensification of language learning with using infocommunication resources and aimed at professional development and self-actualization of a future Russian language and literature teacher is a set of (a) general didactic principles (of scientificity, systematicity, interdisciplinarity, fund mentalization, integrity, accessibility); (b) personality-oriented principles (of personalization; dominance; expediency; flexibility and adaptability, success); (c) information technology principles (of interactivity; practice-oriented; increasing complexity; redundancy of the educational environment; polymodality; embedded assessment).

Approbation of work. The main provisions of the dissertation are reflected in the following publications of the author: 4 articles in peer-reviewed journals and publications included in the Scopus database; 4 articles in leading peer-reviewed journals and publications recommended by the Education and Science Control Committee (CCES); 2 reports in the materials of international scientific and practical conferences; 3 educational and methodical works (manuals).

Research prospects

Further research prospects are seen in the improvement of the methods of using the system of control and diagnostic tests in practice of teaching the Russian language and literature; in determining the ways of adapting the proposed structural and content model of the organization of educational activities that provide intensification of learning with the help of infocommunication resources, to other subject areas; implementation of the acmeological approach in the process of advancing the information and communication component of teacher's professionalism. It is also of interest to observe the development of the information culture of graduates of a pedagogical university in the process of independent pedagogical activity.

Dissertation structure. The dissertation consists of an introduction, three chapters, conclusion, list of references and appendices. In addition to the text material, the work is illustrated with 9 tables, 14 figures.