# THE USE OF METACOMMUNICATIVE STRATEGIES IN ORDER TO FORM A FOREIGN LANGUAGE COMMUNICATIVE-SECTORAL COMPETENCE OF STUDENTS OF NON-LINGUISTIC UNIVERSITIES

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Abstract: The peculiarity of modern professional foreign-language education in the world is the transition to education throughout the entire professional activity of a person. But in order to carry out lifelong learning, it is necessary to lay the foundation for foreign-language education in the student audience. The goal of our research is to introduce students of the specialty "Governmental and Local Management" to professional activity through the sectoral metalanguage of the foreign-language being studied. In this case, we form the students of the specialty "Governmental and Local Management" foreign language communicative-sectoral competence, by which we mean the student's ability to operate with the metalanguage and communicative strategies of a foreign language for professional purposes. Let us clarify what metalanguage skills are; it is the possession of the language's term system and its conscious use in the implementation of professional activity in intercultural communication.

Keywords: communicative-sectoral competence, foreign language, education, metalanguage.

## 1 Introduction

Existing works on the problem of the formation of professional foreign language competencies testify to the relevance of using various metacommunicative strategies in the implementation of the tasks of language training for future specialists. To this end, we have identified a model for the formation of foreign language communicative-sectoral competence among non-linguistic students.

It requires building links with the subjects of the professional cycle in accordance with the directions of the future profession's activities, identifying fundamentally new educational resources that require harmonization of the metalanguage chosen from the subjects of the vocational sector for teaching the course "Professionally Oriented Foreign Language". All this necessitates the proper organization of intercultural-sectoral communication tasks that face the teachers of higher educational institutions. At the same time, real practice faces some contradictions:

- between the need to carry out communicative-sectoral foreign language activities in the innovation mode and the well-established traditional approach to professional foreign language education;
- between the need for systemic implementation of intercultural-sectoral communication strategies in the technology of foreign language education and weak methodological support of this issue. (1)

The most important factor for the development of the problem we studied was the dissemination of the scientific interest of researchers, aimed not only at identifying intercultural-sectoral communication technologies but also their most detailed, phased implementation in the educational foreign language process. Theoretical analysis of scientific literature in the field of pedagogy and methodology showed the presence of a significant amount of work on professional foreign language education, however, the problem of solving didactic tasks for introducing into the educational process intercultural-sectoral communication technologies, in our opinion, is insufficiently considered and, therefore, relevant

## 2 Literature Review

The transition to a new educational paradigm requires the qualitative development of the communicative abilities of the individual, allowing them to function successfully in the new world space. Existing work on the problem of foreign language communicative competence emphasizes its structure, which includes a system of communication skills and abilities, orientation in the media and aspects of human communication, reflected in the knowledge of cultural norms and restrictions, customs and traditions. (2-3)

The works of scientists (N.I. Gez, G.V. Kolshansky, Yu.I. Kuzmitskaya, R.P. Milrud, and others) provide a set of competencies that make up the structure of teaching foreign languages, as well as communicative competence in a foreign language, but do not form a conceptual and cultural component, which is emphasized by S.S. Kunanbayeva in her cognitive-linguistic-cultural methodology, where the "linguistic picture of the world" is an important element of the result of learning a foreign language. To improve the quality of foreign language education, leading scientists led by Professor S.S. Kunanbaeva developed and introduced an adapted national-level model of language learning in the framework of the national project "The Trinity Unity of Languages of the Republic of Kazakhstan".

Analysis of scientific literature allows us to state the fact that at the end of the 20th century - the beginning of the 21st century in the field of vocational education, the problem of forming foreign language competence among students of non-linguistic specialties began to be realized. The works of many scientists are devoted to the problem of the formation and development of foreign language communicative competence (M.N. Vyatyutnev, I.A. Zimnyaya, N.I. Gez, E.I. Passov, I.L. Bim, J. Savignon, D. Hymes, and others). In the existing works on the problem of the formation of foreign language communicative competence stands out its structure.

The reform of higher education in Kazakhstan is associated with a change in the content of foreign language education (S.S. Kunanbayeva) and the creation of pedagogical conditions conducive to the development of the student's personality and mastering effective intercultural communication strategies. (4-5) At this stage, the consideration of the problem of professional foreign language training is reflected in the research works of S.S. Kunanbayeva "Modern Foreign Language Education: Methodology and Theories", T.A. Kulgildinova "Formation of Discursive Competence among Students-Journalists", A.T. Chaklikova "Scientific and theoretical foundations of the formation of the ICC in the conditions of informatization of foreign language education", D.N. Kulibayeva "Methods of Formation of International Standard Levels of Proficiency in a Foreign Language in the Conditions of Schools of International Type", A.B. Tynyshtykbayeva "Methods of Forming the Skills of Professional Communication in a Foreign Language Among Students of a Technical College", and many others.

To form professional foreign language competence among students of non-linguistic universities, it is necessary to use communication strategies. As V. Klyuev notes, strategies are a set of theoretical and practical moves planned by the speaker in advance and implemented in the course of communicative intent, aimed at achieving a communicative goal. It must be remembered that the method of combining these theoretical and practical moves into a single whole (communicative strategy) is called a communicative intention, without which it is impossible to implement a communicative strategy.

Considering the definitions of the above scientists, we understand foreign language communicative competence as the ability and readiness of a future specialist to act as a subject of intercultural communication in various professional situations of

communication with representatives of other cultures, i.e. participate in intercultural communication. (6-7) The analysis of these works indicates a growing interest in the problem of professional foreign language training and the recognition of the need to form communicative-sectoral foreign language complexes for the study of metalanguage in foreign language communication.

Consequently, the problem of developing communicative-sectoral foreign language technologies for the formation of communicative-sectoral foreign language competence of students of the specialty "Governmental and Local Management" is due to the social order of society, the peculiarities of intercultural communication in a multinational state, the priority directions of modern educational policy and the expansion of state attention to the issue of forming a foreign language communicative competence in students of non-linguistic specialties. (8-9).

**3 Materials and Methods**

To achieve the goals of developing intercultural-sectoral communication technologies, the following methods such as a theoretical analysis of the research problem, based on the study of pedagogical and methodological literature; analysis of educational standards, qualification characteristics for studying the nature and content of the work of future specialists; the dialectical method of considering the problem as a whole; systematic analysis of industry activities are used.

In our study, the development of intercultural-sectoral communication technologies is based on the following basic principles:

- the principle of the problem organization of the educational process;
- principle of the linguocultural and sectoral orientation of education;
- principle of interdisciplinary communication;
- the principle of value-reflexive interaction in the organization of foreign language communication.

The choice of these principles is primarily due to the fact that the lack of depth of interdisciplinary integration often leads, on the one hand, to duplication of individual issues in different sciences in conditions of shortage of study time, on the other hand, to a lack of students mastering a number of topics in next one. The essence of the changes is the growing role of the knowledge of the future specialist in the field of related sciences and the ability to apply them comprehensively in solving professional problems. The integration of scientific knowledge is carried out on the basis of cyclic, interdisciplinary and intradisciplinary communication and is a logically complete structure of multidisciplinary knowledge. (10) Such integration does not simply supplement the content of one discipline with knowledge from another, but unites them and provides not narrowly disciplinary training, but activity-based, shaping professionally important skills and qualities of the individual. (11)

The leading idea of the study is as follows: the successful professional activity of a future specialist depends on the quality of teaching a foreign language, which emphasizes the need to develop intercultural-sectoral communication strategies that contribute to the formation of foreign language communicative-sectoral competence. The formation of this competence includes the following components in the model such as the study of a foreign language according to the branch principle of specialization, the structural-component composition of the target language and the principles of the formation of a new language system, as well as the mastery of social norms of behavior, goals and capabilities of implementation in future professional activities, which also include strategies. (12-13)

The task of improving the quality of training of specialists in the field of foreign languages for future specialists is implemented in the process of foreign language education in higher education through the introduction of innovative educational technologies

focused on the professional-sectoral field, and providing clear criteria for assessing language skills.

Foreign language communicative-sectoral competence in the modern understanding of this word implies the ability to intercultural interaction using the sectoral metalanguage of the specialty. Consequently, the main component of intercultural-sectoral communication strategies are professional and sectoral problem-oriented educational language tasks that allow students to succeed in the process of mastering a foreign language in professional sectoral communication. (14) The material studied in the course of the discussion of problem-oriented educational language tasks can be transmitted in a real medium of communication with representatives of other countries and cultures, can be used in the process of reading foreign language literature of the sectoral focus and other sources of information.

In the process of developing intercultural-sectoral communication technologies, it is also necessary to consider the strategies for the formation of foreign language communicative-sectoral competence. In our study, we highlight the following strategies such as communication (CS) and intercultural-sectoral communication strategies (related to the metalanguage of the industry specialization) (ISCS). (15-16)

Let us once again return to the definition of the concept of strategy, by which we understand the general principles of speech behavior in connection with the formulation of a specific practical problem and the plan for its implementation. Strategies for the formation of foreign language communicative-sectoral competence among students of non-linguistic universities imply a sequence of intentions of speech acts in a typical situation of socialization. Their essence is manifested in the explanation, explanation of the new material, assessment of the results of work, control, interaction and organization of the activities of the main participants of this event. In accordance with the mentioned stages of the activity of the teacher and the student, the following communication strategies are distinguished such as explaining, evaluating, facilitating, organizing and controlling. Communicative interaction strategy teacher - student is determined by the teacher who controls the process of cognitive activity. It regulates the relationship between students, creates an atmosphere of friendly and active verbal communication. (16) The explanatory communicative strategy is aimed at the realization of a sequence of intentions oriented towards informing and transmitting knowledge and their interpretation with the aim of successfully mastering them by the students. The essence of the strategy is to clarify the intellectual aspect of information, which is intended to provide its explanatory speech with verbal and non-verbal means. This strategy goes back to the verb "teach", which means "to transfer knowledge" and, accordingly, the verb "explain" contains actions such as to name, characterize, define, relate, specify, generalize, interpret, reformulate. The explanation strategy is characterized by thought-speech verbs, they reflect joint actions in the process of information transfer "let's figure it out", "indicate", "remember", "note", etc. (17)

The assessment strategy is implemented in the need to evaluate learning activities and success. It is expressed by the following means:

1) Idiomatic: "twiddle one's thumbs will not work".
2) Metatext elements containing direct assessments of the communicative situation, the subject of speech and the course of discourse.

The control strategy is expressed in such external control-evaluating speech acts as:

1. Ascertaining, when the teacher gives the installation for the students to perform the task: "Do you need to produce ...? Who did not get the task? What was difficult?"
2. Testers - the teacher checks the level of mastery of students' academic knowledge: "... We have studied the terms of the document flow... What are the conditions for writing a complaint letter? Be careful when doing the exercises."

3. Diagnostic monitoring and evaluating - the teacher sets the level of formation of learning skills of students.

The assistance strategy is aimed at creating optimal conditions for the formation of the subject of intercultural communication, by which is meant the person owning the metalanguage of the specialty in a foreign language (S.S. Kunanbayeva). The strategy is expressed in the form of a positive attitude towards the addressee as a central category in all educational and pedagogical interaction (approval, praise for maintaining determination and strengthening positive efforts): "Молодец!" ["Molodets!"], "Хорошо потрудился!" ["Khorosho potrudilsya!"], "Good job!", "Well done!", "Go ahead!", "You can do it!".

Communicative strategies (CS) are aimed at solving the main goal of communication such as overcoming communication difficulties. These include:

1. CS-development aimed at reaching an agreement when expressing two different points of view in subject-subjectival communication.
2. CS-interpretation aimed at clarifying the meaning of the statement in the context of communication.
3. CS-rewriting aimed at finding a new, more expressive, accurate form for the expression of the same (original) meaning.
4. CS-denial aimed at denying the meaning of the original statement and bringing the argument regarding the denial of the original statement.
5. CS-appliance aimed at the application of the original statement in a new private communication situation.
6. CS-evaluation aimed at evaluating someone else's opinion, with a positive or negative comment.
7. CS-redefinition aimed at the new definition of a known concept/representation in the context of differential features.
8. CS-commenting aimed at commenting on the subject meaning based on the logical-semantic component of the discussed concepts/views.

Intercultural-sectoral communication strategies, as opposed to communication strategies, are considered by us as a language reflection, i.e. conscious attitude to his and someone else's speech in terms of normative, communicative and ethical aspects of the culture of speech. (19) The use of intercultural-sectoral communication strategies in the educational process will lead to the development of proficiency in a sectoral foreign language, management of one's speech behavior, which is important in future professional-sectoral activities. Intercultural-sectoral communication strategies (ISCS) include:

1. ISCS-interpretation, in which an unfamiliar foreign language statement related to the sectoral interpretation of a foreign language is not translated into the native language, but explained by means of synonyms or familiar expressions in the context of communication.
2. ISCS-appliance, in which the meaning of an unfamiliar foreign language statement associated with the metalanguage of the industry, is formed through the search for a new, more expressive, accurate and even extraordinary form to express the same (original) meaning.
3. ISCS-применение, in which a foreign language statement is applied in a new sense related to the sectoral interpretation of a foreign language in a private situation of communication.
4. ISCS-commenting, where the subject of discussion is any particular (in relation to the specialty metalanguage), secondary (relative to the main meaning) component of the original foreign language utterance, subject to comment.

These communicative and intercultural-sectoral communicative strategies are reflected in professional-sectoral problem-oriented educational language tasks, the solution of which is the assimilation of educational material, its consolidation, repetition, expansion, the unification of knowledge and ideas about future professional activities, as well as the development of skills and abilities foreign language communication industry specialization. All tasks are based on gaming, imitation and free communication.

The tasks of the following types are highlighted:

▪ communicative-sectoral games in a foreign language;
▪ communicative imitations of foreign language business communication in the field of industry specialization;
▪ free foreign language communication in the field of industry specialization.

Let us give an example of a communicative-sectoral game in a foreign language "Chinese whispers"

Purpose: To show participants the importance of active listening, the importance of using clarifying questions.

Time: 20–25 minutes.

Number of participants: 10–16 participants.

Description. The teacher explains the rules: 5–7 people go out of doors, the teacher reads the text to one (of those who stayed), the rest are observers and evaluate the transfer of information by the participants.

The task of the listener is to pass on what he remembers to the next participant. Participants come in turns, listen and transmit the received information to the next participant.

Text example:

The secretary of the maslikhat of Almaty asked to inform all the deputies that the meeting of the maslikhat devoted to the revision of the budget of the city of Almaty was postponed from Tuesday, September 19 at 5:00 pm to Thursday, September 22 at 4:00 pm. The venue of the meeting changed from the assembly hall of Akimat of Auezovsky district of Almaty to the Meeting room of Akimat of Bostandyk district of Almaty.

Discussion of the results:

▪ How much information from the original text did you hear?
▪ Observers, did you notice how the information was distorted? Why did this happen?
▪ What are the ways to improve the quality of information transfer?

When using an imitation method of active learning, a task (problem) is identified, roles are assigned to simulate real-life conditions so that each participant can agree or disagree with the opinions of others and express their opinions when developing options and analyzing the problem. Now we give an example of the communicative imitation of foreign language business communication in the field of industry specialization: "Pinwheel of complainers".

Purpose: the development of business communication skills and foreign language communication when working with the public.

Time: 25–30 minutes.

A number of participants: any.

Two circles are made up of chairs such as external and internal. One chair in the outer circle should be opposite one chair in the inner circle. The total number of chairs must match the number of participants. One group is given the role of "experts", they occupy places in the inner circle. The second group receives the role of "complainers", they occupy places in the outer circle.

The task of the teacher is to regulate the stages of the action, and therefore reports the conditions of the game. One of the conditions is that the participant acts as a "plaintiff"; he must appeal to several "experts" with a statement in which he sets out the essence of the claim. To do this, during each minute all the "complainants" amicably rise and change to the next place (clockwise). The "plaintiff" must very quickly and accurately state the essence of his complaint. It is desirable that the

complaint had a real basis, but you can use a fictional situation. Subject claims are announced in advance so that students can prepare cliches for a specific situation. The teacher distributes the group in the following areas such as complaints of a social nature as well as a scientific one (denunciation of plagiarism). The basis of a complaint may be a ready-made application, the form of which must be correctly filled out, which requires the student to be skilled in the preparation of documents of this kind. The same plaintiff should address each expert with the same problem, but each of the "experts" should find his own solution and quickly issue his recommendation on how to resolve the issue, in a statement. At this stage, language training is checked for professional purposes of several participants in the game. Such a plan is aimed at implementing an intercultural-sectoral communicative commenting strategy, where the opinion of one of the experts is chosen as the subject of discussion and arguments are given to refute this version and

At the next stage, the "plaintiff" retells the answers of other "experts" that he managed to hear. The task of an "expert" at this stage is to agree or refute the recommendations of other experts. One minute is also allotted to this, and the steps repeated with each participant are also held. Such cliches are used:

Let me introduce... – Разрешите представиться... [Razreshite predstavit'sya...]

Allow me to introduce (to present). – Разрешите представить… [Razreshite predstavit'…]

In short... – Короче говоря... [Koroche govorya...]

I see. – Понял [Ponyal].

Say it again, please. – Повторите, пожалуйста [Povtorite, pozhaluysta].

Is that the point? – В этом смысл? [V etom smysl?]

That is not exactly what I mean. – Это не совсем то, что я имею в виду [Eto ne sovsem to, chto ya imeyu v vidu].

Let us clear it up. – Давай выясним [Davay vyyasnim].

In other words. – Иными словами [Inymi slovami].

I mean it. – Именно это я имею в виду [Imenno eto ya imeyu v vidu].

I am coming to that. – Я подхожу к этому [Ya podkhozhu k etomu].

It stands to reason. – Логично [Logichno].

I have changed my mind. – Я изменил свое мнение [Ya izmenil svoye mneniye].

I am in two minds. – Никак не могу решить [Nikak ne mogu reshit'].

I can't make up my mind. – Я не могу настроиться/решиться [Ya ne mogu nastroit'sya/reshit'sya].

Do it right away. – Сделай это прямо сейчас [Sdelay eto pryamo seychas].

Don't put it off till the last moment. – Не откладывай это до последнего момента [Ne otkladyvay eto do poslednego momenta].

It implements an intercultural-sectoral communication strategy - rewriting, which requires the transfer of the meaning of an unfamiliar foreign language utterance associated with the metalanguage of the industry. A participant in a business game needs to rephrase what he heard through a search for a new, more expressive, accurate, and even extraordinary form to express the same (original) meaning.

After the second round, "complainers" and "experts" switch roles.

At the end there is a discussion:

▪ What individual differences in the manner of speaking, listening, in non-verbal behavior did the participants notice from each other?
▪ How much can you say and hear in one minute?

These tasks contribute to the development of foreign language communication skills of a sectoral focus, and in them, we can observe the implementation of all the above-mentioned communicative and intercultural-sectoral communicative strategies. In the process of active interaction in the framework of intercultural-sectoral communication strategies, each participant learns to relate his interests to the interests of partners in the formulation and solution of professional-sectoral educational language tasks. Each individual responds differently to the same information, which gives rise to dialogue, coordination of positions and interests. Thus, these tasks enable the student to master the communication situation, to realize the skills of designing communicative-sectoral situations and the manifestation of creative initiative. Situations of future professional activities aimed at the development of communicative-sectoral competence are realized in the form of imitation of business communication and professional-communicative games.

**4 Results and Discussion**

It is widely practiced to use the design method to organize the process of learning a foreign language. The design process includes the development of an integrated system, which consists of interconnected components, stages, states of the pedagogical process and the actions of its participants. Designing the process of teaching a professional foreign language is based on the integration of several existing approaches to the teaching of foreign languages such as competency-based, cognitive-lingual-cultural, and context-specific approaches. (20)

The use of a contextual-sectoral approach, integrated into the system of higher education, is a single complex of constructive, organizational and communicative components aimed at the development of foreign language communicative-sectoral competence. (21) The use of contextual-sectoral approach aimed at the formation of foreign language communicative and sectoral competence in the system of professional foreign language training more effectively when implementing the following didactic conditions such as the structure and content of the generated foreign language communicative industry skills are determined by the target orientation, content and character of the professional-sectoral activity of the future graduate of the specialty "Governmental and Local Management"; the logic of the process of designing intercultural-sectoral communicative complexes, its stages, methods, procedures are due to the peculiarities of the structure and content of foreign language communicative-sectoral abilities of the graduate in the specialty "Governmental and Local Management"; the process of forming a foreign language communicative and sectoral competence is built on a subject-subject relationship using active forms of organization, methods, and means of training.

The implementation of intercultural-sectoral communication complexes can be implemented using a number of tasks, such as:

▪ the formation and development of foreign language communicative and sectoral competence,
▪ establishing the level of motivation for mastering a foreign metalanguage of the industry specialization,
▪ personality development of future industry sectors in the field of intercultural communication,
▪ achievement of the level when the student is considered as a "subject of intercultural communication".

Our experiment involves students of economic specialty who will work in state structures of local and international management. In the control and experimental groups, students of the specialty "Governmental and Local Management" were trained. Our experiment was conducted in the framework of the discipline "Professionally-oriented Foreign Language" (2 credits), in which 46 people participated 2 courses from the experimental group and 20 students of the control group. For checking and confirming the results, we attracted the same 46 students who continued their studies in the discipline "Specialized Foreign Language", for which 4 credits for the 3rd year and 2 credits for the 4th year are allocated from the university component. 92 students of the 3rd course from the experimental group and 40 students of the control group participated at the exit. Such a number of hours makes it possible to fully ensure that a student has a foreign language communicative and industry competence in various professionally defined situations.

Intercultural-sectoral communication complexes reveal the essence, internal structure, and logic of a complex educational process, the unity of all its elements, which are interconnected and interdependent. The implementation of intercultural and sectoral communication complexes ensures successful training of future specialists in the field of business and foreign language professional-sectoral communication. Designing intercultural-sectoral communication complexes is an open development system that allows you to flexibly change its structure and parameters when you accumulate new information and change the requirements for highly qualified professional industry sectors. The design of intercultural-sectoral communication complexes is organized in stages, and the content was chosen considering the future professional-sectoral activities of students.

**5 Conclusion**

Working with the intercultural-sectoral communicative complex implies two ways of forming a foreign language intercultural-sectoral communicative competence of students, "the way of deepening into a profession through differentiating the metalanguage", that is, a deeper understanding of a foreign language, which includes blocks according to certain concepts, thereby expanding the range of possibilities metalinguistic and communicative professional understanding of the language for the specialty "Governmental and Local Management" of the basic setting for the adoption of alternative allows you to see at a variety of approaches to the problem. The second way to use intercultural-sectoral communication strategies, which are demonstrated in this article. We obtained results that reflect the conceptual characteristics of our intercultural-sectoral communication complex and regulate the entire educational process, being guidelines for its construction.

1.  In order to ensure the dialogical and activity character of mastering by future managers of a foreign language, it is designated as an important principle of the dialogical nature of professional communication, which is confirmed by the goal of mastering a foreign language and the ways of achieving this goal.
2.  For the purpose of linguistic and professional enrichment of the worldview of future managers in their communicative preparation for intercultural communication, the principle of foreign language didactic professional orientation is used in the number of dominant, which fully reflects the whole process of mastering a foreign language.
3.  For the most complete output both in educational and in foreign language speech activity, we use the principle of communicative-sectoral orientation, which determines the external and internal activity of students and the professional-sectoral nature of their speech and thought activity.

The process of teaching foreign languages in the field of professional-sectoral communication is quite long and has its own dynamics. The need to revise the process of teaching foreign languages from the standpoint of a content-sectoral approach is discussed in many research papers and is considered in accordance with modern requirements for specialists in a particular area of foreign-language professional and sectoral activities. Thus, the design of the language teaching process, structured in accordance with the stages of the formation of foreign language communicative and sectoral competence, contributes to an increase in the level of language acquisition by students in the field of professional-sectoral activities.

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