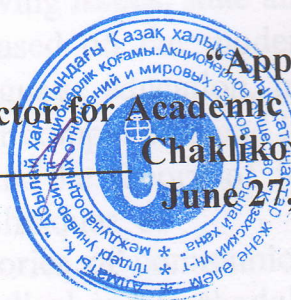


## Foreword

MINISTRY OF EDUCATION AND SCIENCE REPUBLIC OF KAZAKHSTAN  
KAZAKH UNIVERSITY OF INTERNATIONAL RELATIONS AND WORLD  
LANGUAGES named after Abylai Khan

**“Approved”**  
Vice Rector for Academic Affairs  
Ph.D. Chaklikova A.T.  
June 27, 2019 y



## PROGRAM

for taking the entrance examinations for doctoral studies of  
the Educational Program

«8D017 Training of teachers in languages and literature»  
« 8D017 01 Foreign Language Teacher»



## Foreword

**The purpose of the exam** - to identify the level of competency training and the ability to solve theoretical, methodological and practical tasks needed for doctoral studies in the Educational Program

«8D017 Training of teachers in languages and literature»

« 8D017 01 Foreign Language Teacher»and obtaining a scientific degree of "Doctor of Philosophy (PhD)».

**The procedure for the examination.** The entrance exam for doctoral Educational Program «8D017 Training of teachers in languages and literature» « 8D017 01 Foreign Language Teacher»is held on the discipline model curriculum of the Master "Modern teaching methods FL." Within the meaning of the subject include the following issues: state and development trends of modern methodical science, based on the modern theory of intercultural communicative foreign language education, methodical search target, the contents of training FL, their composition and interpretation from the standpoint of the new methodology and the theory of foreign language education, as well as methods and techniques of training FL, conceptual essence of the categories of communication, intercultural communication, the essence of modern methodical and methodological principles in the formation of the intercultural communicative competence as the main objective of foreign language education at the present stage, the levels of training, problems of organization and management of educational process, control and self-control, modern technology.

Subject matters include the basic concepts and terminology of modern methodical science, as well as problems and prospects of development and improvement of the theory and practice of foreign language education in the light of cognitive linguocultural methodology of foreign language education (Kunanbayeva S.S.), as well as research methods.

The basis for drawing up tickets for the entrance examination for doctoral studies in this specialty is the program of the course "Modern methods of teaching FL." Topics of this course covers the most important problems of modern techniques of foreign language education, the basic laws in the development of teaching methodology FL.

Entrance test:

- oral answer to exam questions – 50%;
- defense of the research project – 40%.
- motivational essay – 10 %;

Form of exams - mixed: oral and written.

The examination ticket consists of 3 questions:

- 1 question – theoretical question;
- 2 question – theoretical question;
- 3 question – Research project of the proposed doctoral thesis

**1. Criteria and parameters for assessing the oral response to exam questions (max 60 points):**

1. Completeness of the content of the question 0-10 points



2. The depth of understanding of the content of the question (the ability to analyze and summarize the phenomena of language) - 0-15 points.
3. Logic of construction and argumentation of the answer, terminological correctness - 0-15 points.
4. Knowledge and specific methodological definitions of the categories - 0-10 points.
5. Reliance on advanced and personal teaching experience - 0-10 points.

## **2. Criteria and parameters for assessing the protection of the project of the proposed doctoral dissertation (max - 40 points):**

Research project is prepared in Kazakh, Russian and English by the choice of the exam taking;

The volume of no more than 7 pages, A4 in Word, single spaced.

Approximate structure of the study project:

- Relevance of the topic
- Object of research
- Subject of research
- Aims of research
- Objectives of research
- The level of the topic research
- Research material
- Theoretical and methodological basis of the study
- Research methods and techniques
- Scientific novelty
- Theoretical significance
- Practical significance
- Structure and plan of the research
- References / literature.

The evaluation of the study project consists of:

- project evaluation based on the structure requirements, evaluation of the answers to the questions posed during the defense;

## **3. Criteria and parameters of evaluation of motivational essay (max 10 points).**

Motivational essay is made in Kazakh, Russian and English languages by the choice of the exam taking.

The volume of no more than 2 pages, A4 in Word, single spaced.

The motivational essay should contain answers to the following questions:

- Why did you choose this educational institution?
- How and why did you become interested in this educational program ?
- How can you demonstrate this interest?
- What career prospects do you consider? What courses/disciplines would You like to learn?
- What skills and personal qualities do you have?
- What are your achievements and experience? Your personal contribution to the development of your chosen direction?
- How do you show the strengths of your personality in life?

According to the results of the examination, the Commission exposes the final score (max 100 points).

## **Parameters of evaluation**

Score-rating system of evaluation



Estimation on alphabetic system	Digital equivalent of points	% of the contents of the discipline learning	Estimation based on traditional system
A	4,0	95-100	Excellent
A <sup>-</sup>	3,67	90-94	
B <sup>+</sup>	3,33	85-89	Good
B	3,0	80-84	
B <sup>-</sup>	2,67	75-79	
C <sup>+</sup>	2,33	70-74	
C	2,0	65-69	Satisfactory
C <sup>-</sup>	1,67	60-64	
D <sup>+</sup>	1,33	55-59	
D	1,0	50-54	
F	0	0-49	Unsatisfactory

**Admission requirements for doctoral studies.** Applicants must show a deep theoretical and practical knowledge of modern methodology of foreign language education, traditional and modern approaches to foreign and domestic technique, knowledge of the conceptual provisions of the language policy and linguistic situation of the Republic of Kazakhstan. At the same time, the attention of the examinee should be focused on a decision pragma-professional tasks in the sphere of professional activity of the teacher of FL, on the demonstration of its competence training as a willingness and ability to generate new knowledge.

Taking into account the goals and objectives of training indicated, this program focuses on the identification of skills coming to study at doctoral holistic understanding of contemporary issues foreign language education in the light of cognitive linguocultural methodology of foreign language education (Kunanbayeva S.S.).

Upon delivery of the entrance examination for doctoral studies focuses on the theoretical and logical reflection on scientific and methodological problems of foreign language education, the ability to analyze and navigate the modern directions, approaches and techniques of foreign language education, use of meta-language specialty and relevant terminology of modern methodical science.

In addition, the applicant must be able to demonstrate relevant professional skills to distinguish between the essential characteristics of competence and knowledge-based educational models, the ability to use technology in teaching foreign language education at all levels.



**PROGRAM**  
**for applicants to doctoral studies in the Educational Program**  
**«8D017 Training of teachers in languages and literature»**  
**« 8D017 01 Foreign Language Teacher»**

**Theme 1. Theoretical and methodological foundations of modern methods of teaching foreign languages.**

Socio-historical conditionality of development of methodology of teaching foreign languages. Analysis of social and educational factors behind the modern foreign language education modernization. The specifics of the methodology of scientific research in the methods of teaching foreign languages. System methods of scientific research. Cognitive linguocultural methodology and theory of foreign language education and its specific contribution to the theory and practice of foreign language education. Conceptual essence of language and foreign language education. Laws and specificity of formation of multilingual identity in a multilingual context.

**Theme 2. Competence and methodological integration of modern paradigm of foreign language education.**

Competence approach as a pedagogical theory in the modern foreign language education. Methodological principles as an integrative concept of competence model "of the subject of intercultural communication." The methodological determinism and specificity of the basic categories of foreign language education. Complex and conceptual categories determinism and objectives of foreign language education. The methodological determinism and component composition "content of foreign language education" in the modern theory of foreign language education.

**Theme 3. Modeling of communication in the context of the theory of intercultural communication.**

Model as a method of scientific knowledge and modern approaches to the modeling of communication. Modern conceptual and methodological model based foreign language education. Modern foreign language education process: management, organization, technology education. International adaptive layer model as an organizational and technological basis of language education. Model tier ranking objective content of language education.

**Theme 4. Comparative characteristics of contemporary forms of control in the foreign language education.**

Functions, types, forms of control. The organization of this (tracking) and final control. Kriterialno-parameter measurement scale of language competence and a uniform control and evaluation mechanism for Languages. Classification of tests. Requirements for the preparation of the tests. Technology testing and results processing. Advantages and disadvantages of test forms of control. Methods of self-organization and self-esteem. Portfolio as a tool of



self-control. Criteria for assessing the proficiency FL at different stages of learning.

**Theme 5. Planning and organization of educational process in foreign languages.**  
State educational standards and programs in foreign languages. Modular educational programs. Competence-modular programs. Innovation and technological support for the objectives of education programs.

**Theme 6. Professional activities of teachers of foreign languages.**  
The professional competence of teachers as one of the conditions for the realization of contemporary educational policy in teaching foreign languages. Knowledge of basic regulatory documents MBN. State Program for Development of Education of the Republic of Kazakhstan till 2020. The concept of foreign language education of the Republic of Kazakhstan - the theoretical and methodological and practical basis for the improvement of foreign language education in Kazakhstan.

### **Questions for entrance exams for a doctorate in the Educational Program**

#### **«8D017 Training of teachers in languages and literature» « 8D017 01 Foreign Language Teacher»**

1. Socio-historical and scientific-theoretical conditionality of formation and development of methods of teaching foreign languages. The current state of methodology of foreign language education: problems and prospects.
2. disputable in determining the scientific and theoretical consistency and independence "methods of teaching foreign languages"
3. A new approach to the development and improvement of the theory and practice of foreign language education: cognitive linguocultural methodology and theory of foreign language education and its specific contribution to the theory and practice of foreign language education.
4. Objective legitimacy and the prospects of allocation "of foreign language education" into an independent scientific and practical areas of education.
5. Methodological independence and autonomy knowledge-based new paradigm and theories of foreign language education.
6. Conceptual essence of language and foreign language education. Patterns of language and foreign language education.
7. Critical analysis of existing approaches in the treatment of cross-cultural communication as a field of knowledge of the modern theory of foreign language education.
8. The place and role of "common methods of foreign language education" in the new paradigm of foreign language education.
9. The aims and objectives of learning a foreign language at the present stage, their integration with the position of the new methodology and the theory of foreign language education.



10. The content structure "of foreign language education purposes," the validity of allocation of its three components.



11. Articles category of "the content of teaching a foreign language": the component composition category and its interpretation from the standpoint of the new methodology and the theory of foreign language education.

12. The existing typology category "educational content".

13. The most promising ways of structuring the category of "content" in training FL.

14. Conceptual and methodological conditionality objective content linguocultural cognitive paradigm of education.

15. Intercultural communicative competence as the main objective of foreign language education at the present stage, its component structure, different approaches to the definition of scientists component composition of this competence.

16. Laws and specificity of formation of multilingual identity in a multilingual context.

17. Competence approach in foreign language education. Comparative characteristics of the two educational models "knowledge-based" and "competence". The differentiation of the concepts of "competence", "competence"

18. Innovation and ensure the validity of the new quality of education competency paradigm of education.

19. Conceptual essence of the categories of "professional competence", "professional readiness", their composition.

20. Existing treatment "intercultural communicative competence", discussion put forward by the structure, composition and models of intercultural communicative competence.

21. The role and importance of methodical methodological principles in the formation of the integrative concept of the competence model "of the subject of intercultural communication."

22. The definition of "the subject of intercultural communication", based on the complexities of the laws governing the formation and the new secondary conceptualization of the world figure.

23. The degree of realization of a social order based on the targets and models of education.

24. An analysis of the basic provisions of cognitive linguocultural methodology and implementing its theories of foreign language education in comparison with the existing concepts of training FL.

25. The system of methodological and methodical principles of complex itself as the educational foundations of cognitive linguocultural paradigm of foreign language education.

26. The content of "methodological", "basic", "specific" principles of selection and organization of the content of a modern model of education.

27. Characteristics of "modeling" (as a method of scientific knowledge or the conversion tool original object) modeling capabilities, "communication"

28. Existing models of communication, the basis of their structure and design as the model of communication.

29. The concept of "communication" and the degree of applicability of simulation technology and engineering concepts of "communication." Main activity-related function "communication"



30. The fundamental difference psycholinguistic models of cognitive-linguocultural communication.
31. The basic guidelines of a modern model of foreign language education.
32. Conceptualization "educational content".
33. CLC as an integrated unit, reflecting the substantive content of the model of communication.
34. Procedures for modeling the content of communication systems in the formation of competence of communication.
35. Model-tier ranking objective content of language education.
36. International-level model as an adaptive organization and technological basis of language education.
37. The educational process. Types of structuring the educational process. The components of the educational process implemented in the educational program.
38. Education program. Basic components educated program.
39. Innovation and technological support for the objectives of education programs.
40. Exercises both organizational and technological means of foreign language educational process
41. Modern communicative competence approach to the system of exercises.
42. Innovative teaching technologies: design technology. Pedagogical goals and objectives, types of projects and methods of modeling in foreign language education, formed competence.
43. Innovative teaching technologies: technologies of situational analysis (case studies). Pedagogical goals and objectives, methods of organization, formed competence.
44. The Internet-based technologies in foreign language education. Internet as a form of cross-cultural communication.
45. Multimedia software in teaching a foreign language, their communicative and educational opportunities, methods of use, formed competence.
46. Person-oriented approach to the organization of educational process. Comparative characteristics of the "subject-object" and "subject-subject" models of organization of the didactic process.
47. Fundamentals and results of adaptation Pan-European level system of linguistic competence to the national conditions of foreign language education.
48. Criterial-parameter measurement scale of language competence and a uniform control and evaluation mechanism for Languages.
49. Self-control and self-esteem in the teaching of foreign languages. Portfolio, its conceptual essence and technique of the organization.
50. The problem of proficiency in a foreign language: the Pan-European scale evaluation of the level of training and national-standard scale, developed in KazUIR & WL after Abylai Khan (S.S.Kunanbaeva); their similarities and differences.
51. The system of planning: types of curricula. Modular educational programs. Competence modular educational programs.
52. Communication techniques of foreign language education with cultural linguistics, socio-cultural. Accounting regularities of these sciences in teaching foreign languages.



53. The approach in foreign language education as a methodological category. Different approaches to the definition of the concept of scientists' approach. " The existing classification approaches to teaching foreign languages.

54. Organizational forms of teaching a foreign language.

55. Teaching foreign languages. The textbook as the main means of teaching and learning management. Requirements for modern textbooks. Adaptation of foreign textbooks to the conditions of modern secondary school.

56. Language and culture. The problem of interconnected learning a foreign language. Defining object study of culture of foreign language and in the context of cognitive linguocultural methodology and theory of foreign language education.

57. Modern conceptual and methodological model based foreign language education. Subject party content model of learning (CLC - cognitive linguocultural complex).

58. Procedural content of modern conceptual and methodological model based communication. Communication systems as a control system of forming communicative skills and competences within certain spheres.

59. Modern conceptual and methodological model based foreign language education. Subject party content model that reflects the composition of cognitive-linguistic and cultural complex (CLC); Procedural content, as a basis of formation of intercultural and communication skills with the use of a control system (CS - communication systems).

60. Creative technologies in foreign language education: brainstorming techniques (brain storming). Educational and developmental potential of the method. Smart features participants assault. Specificity of brainstorming.

61. The theory and technology of contextual learning. The main advantages of the use of machinery and context-based technology in foreign language education.

62. New foreign-language-educational paradigm and the competence approach.

63. Testing as a method of scientific research. Types of testing. The problems solved by a testing method in organizing and conducting methodological experiment. Advantages and disadvantages of the test method.

64. The state language policy in Kazakhstan: the formation of patterns of multilingual person in the conditions of multilingualism → → language education foreign language education.

65. Structural and substantive modernization of foreign language education in the light of the implementation of the state program 2012-2020.

66. Forms control. Comparative characteristic forms of control.

67. Features of technology, subject content, composition exercises sequentially generated at each stage of the complex communicative.

68. Thematic and text Unity (TTU), intercultural communicative predestination TTU, requirements for the selection, competence, formed under the TTU.

69. Modern foreign-language-learning process: management, organization, and technology education.

70. Socio-educational factors behind the modern foreign language education modernization.

71. The concept of "methodology" and its role in scientific knowledge. Cognitive linguocultural methodology of foreign language education.



72. The term "method of scientific research." Methods of theoretical level of research and their role in research.

73. Humanistic (anthropological) philosophical basis of foreign language education: student-centered approach as the practical implementation of the humanistic philosophy.

74. The procedural aspect of the content of foreign language education: the executive phase (its structure), a context-based communication phase (its structure).

75. Steps communicative based training to the free communication.

76. Modular block design objective content in the structure of the educational program

77. A substantial component of intercultural communicative competence as a target foreign language education.

78. Information of foreign language education as one of the leading areas of modern science and practice of foreign language education.

79. Information technology and linguistic aspects of the development of electronic teaching materials for EMC of FL.

80. Methods of critical thinking in the formation of foreign language communicative competence.

81. Conceptual essence of the category "Professional communication". Requirements modeling professional communication.

82. Cognitive principle of professionally- oriented foreign language education.

83. Technology education polemical forms of oral foreign language communication.

84. Technology education argumentation in written form of communication.

85. Competence approach as a condition for improving the quality of vocational training.

Practical exercises are integrated pragma-professional and reflect the problems of the modern methodology of foreign language education.

**References to the entrance examination for doctoral studies  
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11. E.A. Shtulman. Methodical experiment in the research methods. - Voronezh, 1976.
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2. A.M.Ivanova. Teaching writing in French: Dis. cand. ped. Sciences: 12.00.02. - M., 1974. - 193s.
3. Stamgalieva NK Methods of context-centered learning a foreign language in not language high school (petroleum specialty technical college, English): Dis .... cand. ped. Sciences: 13.00.02. - Almaty 1999-123s.
4. A.B.Tynyshtykbaeva. Technique of formation of professional communication skills of students of a technical college (English): Dis .... cand. ped. nauk: 13.00.02. - Almaty, 1999. - 160s.
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