

**THE INTERNET TECHNOLOGIES AS THE MEANS OF
FUTURE FOREIGN LANGUAGE TEACHERS' FUNCTIONAL
AND PRAGMATIC COMPETENCE FORMATION**

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Summary: the article is devoted to the analysis of existing theoretical and empirical studies on the internet technologies as the means of future foreign language teachers' functional and pragmatic competence formation. The authors made an attempt to create a list of existing online funds and tools that will contribute to solving the present problem and will be certainly useful for future foreign language teachers' functional and pragmatic competence formation.

Key words: foreign language teachers, online resources, functional and pragmatic competence.

**ИНТЕРНЕТ ТЕХНОЛОГИИ КАК СРЕДСТВО
ФОРМИРОВАНИЯ ФУНКЦИОНАЛЬНО-
ПРАГМАТИЧЕСКОЙ КОМПЕТЕНЦИИ БУДУЩИХ
УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА**

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Аннотация: статья посвящена анализу теоретических и эмпирических исследований, посвященных интернет-технологиям, способствующих формированию функционально-прагматической компетенции будущих учителей ИЯ. Авторы исследования предприняли

попытку составить список онлайн-фондов и инструментов для эффективного формирования функционально-прагматической компетенции будущих учителей ИЯ.

Ключевые слова: учитель иностранного языка, онлайн ресурсы, функционально-прагматическая компетенция.

Introduction.

The formation of functional and pragmatic competence of students in general and students of linguistic spheres of training in particular will allow them not only to master a foreign language much better and will contribute to the effectiveness of foreign language communication, but will also greatly help in mastering special professional skills. As future professional FL trainers are responsible for their adequate teaching, focused on forming functional-pragmatic skills, they should have a deep understanding of pragmatics and their professional functions otherwise they are likely to keep worthless stereotypes Seri (2019). The use of online technologies in the context of the implementation of the functional-pragmatic competence approach will significantly enrich the language practice of students and form functional-pragmatic competence. At the same time, the development of a methodology for the formation of functional-pragmatic competence based on online technologies was not the subject of a separate study, which determined the relevance of this work. Analyzing the works of native and foreign scientists on the problems of functional and pragmatic competence formation we have concluded that there has been an increasing interest in this topic since 2013–2014 years in Kazakhstan and a lot earlier abroad. The current article is aimed at promoting functional-pragmatic competence formation through the available online resources. For that purpose the authors considered the most relevant webpages, software and tools which offer different services and activities that will enable future specialists build the proper pragmatic abilities and professional skills for a successful pragmatically consistent communication and professional interaction.

Results and discussion.

The advantages of using computer-based learning materials provide opportunities for useful interaction and the use of authentic materials, familiarization with a wide variety of pragmatic features and discourse, as well as evidence of pragmatic development, and the effectiveness of FL pragmatic learning interventions. Consequently, websites, virtual en-

vironments, and computer communication can provide a suitable context for improving and facilitating pragmatics learning in both FL and L2 learning environments. Pragmatics training materials should include at least three key elements (i.e. social context, language use, and interaction) (Latif, 2022). Videos of naturalistic interactions can serve as an effective means for clear teaching of pragmatics.

Seri (2019) focused on the application of digital, interactive, Internet technologies and ICT as effective tools in intercultural communication and professional training of translators at higher education institutions of Kazakhstan. Based on some theoretical considerations, the author shared the most relevant webpages and sites, e-learning online tasks proposing different activities to develop students` intercultural abilities and professional skills. In the context of the current research the following webpages are of a special interest: www.english4today.com; www.english-online.org.uk; www.esl-lab.com; www.edunet.com/elt; www.englishclub.com; www.teachingenglish.org.uk. Correspondingly we offer our list of necessary online resources for developing functional-pragmatic skills and abilities of future FL teachers (Table 1).

Table 1 – Online resources for developing functional-pragmatic skills and abilities of future FL teachers

http://iteslj.org/	How to make pragmatically motivated utterances. Classroom Techniques for Contextualization
https://www.talkenglish.com	English Conversation Video Lessons
https://www.englishclub.com/speaking/	Activities for developing English Speaking Skills (pragmatically correct speaking practice)
https://7esl.com/classroom-english-teachers/	Classroom Phrases For English Teachers
https://www.youtube.com/c/etacude https://www.youtube.com/c/edutopia	the YouTube channel dedicated to helping teachers become an unstoppable force in their class. Teaching theories, games, activities and dealing with problems in FLT
http://www.ello.uos.de	The resource offers tasks with deictic expressions and the context in a form of the particular scene of a film passage or a text extract.
https://www.teachingenglish.org.uk/news-events/webinars	webinars for teachers and teacher educators on various topics concerning education
https://clck.ru/32KXXQi https://clck.ru/32KXRm	pragmatic conversational maxims practice

Table 1 illustrates main online resources effective for future FL teachers' functional-pragmatic competence formation and professional training at higher education institutions of Kazakhstan. Youtube channels such as "Real English", "Learn English Conversation – Oxford English Daily Conversation", "Participant", "Learn English With TV Series" offer great authentic videos, dialogues and interviews. The following webpages offer comprehensible lectures on pragmatic subject, pragmatics in SLA, tips for teaching pragmatics, etc.: <https://clck.ru/32A6pd>, <https://clck.ru/32A6s4>, <https://clck.ru/32A6sm>, <https://clck.ru/32A6uG>, <https://clck.ru/32A6ur>, <https://clck.ru/32A6vN>. The authors of the current article also recommend using free time-unlimited online service for remote video meetings 'VooV'.

Conclusion.

The purpose of teaching functional-pragmatic competence is to teach students how to use linguistic means correctly, not only from the point of view of the norms of a foreign language, but also in accordance with the communicative intention, the professional situation, the context of professional activity and professionally significant tasks. To achieve this goal, teachers in the classroom should use two types of sociopragmatic tasks: communicative-pragmatic and interactive (Saidova, 2019). The list of selected Internet resources mentioned above can undoubtedly be expedient.

Used literature

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