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METHODS AND TECHNIQUES OF FORMING STRATEGIC COMPETENCE IN ENGLISH LANGUAGE TEACHING ON THE BASE OF INFORMATION TECHNOLOGIES

Abstract. This article deals with some effective methods and techniques for the formation of strategic competence in teaching English based on the use of information technologies. Strategic competence as one of the main components of communicative competence refers to the ability to overcome difficulties in the process of communication in a foreign language (English). Strategic competence is the ability and skill to choose the most effective strategies (methods) for mastering the material and applying it in solving various communication problems. The formation of strategic competence in the process of teaching English makes it possible to choose and apply the most effective strategies for solving various problems in the communication process, and it should be pointed out that this process is more effective when using information technologies in the educational process. The formation of strategic competence in the process of teaching English based on information technologies involves mastering such general skills as drawing up a strategic plan for the implementation of a specific communicative task to improve communication in the future. The use of information technologies in the process of teaching English contributes to the growth of students' interest in the ability and willingness to take risks in communication situations to compensate for language knowledge or communication skills; the ability to use cognitive skills as well as improve communicative competence by asking clarifying questions about the language situation. English classes using information technologies in the process of developing strategic competence are distinguished by their diversity, efficiency and increased motivation of students to learn English.

Keywords: strategic competence, information technologies, competence-based approach, effective methods and techniques of teaching English, communicative competence.

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Ағылшын тілін оқытуда ақпараттық технологиялар арқылы стратегиялық құзыреттілікті қалыптастырудың әдістері мен тәсілдері

Аңдатпа. Бұл мақалада ақпараттық технологияларды қолдану негізінде ағылшын тілін оқытуда стратегиялық құзыреттілікті қалыптастырудың кейбір тиімді әдістері мен тәсілдері қарастырылады. Стратегиялық құзыреттілік коммуникативтік құзыреттіліктің негізгі құрамдас бөліктерінің бірі ретінде шет тілінде (ағылшын тілінде) қарым-қатынас жасау процесінде қиындықтарды жеңу қабілетін білдіреді. Стратегиялық құзыреттілік – материалды меңгерудің және оны әртүрлі коммуникациялық мәселелерді шешуде қолданудың тиімді стратегияларын (әдістерін) таңдау қабілеті. Ағылшын тілін оқыту үдерісінде стратегиялық құзыреттілікті қалыптастыру қарым-қатынас процесінде әртүрлі мәселелерді шешудің тиімді стратегияларын таңдауға және қолдануға мүмкіндік береді және бұл процесс оқу процесінде ақпараттық технологияларды пайдалану кезінде тиімдірек екенін атап өткен жөн. Ақпараттық технология негізінде ағылшын тілін оқыту үдерісінде стратегиялық құзыреттілікті қалыптастыру болашақта қарым-қатынасты жақсарту үшін нақты коммуникативті міндетті жүзеге асырудың стратегиялық жоспарын құру сияқты жалпы дағдыларды меңгеруді көздейді. Ағылшын тілін оқыту үдерісінде ақпараттық технологияларды қолдану студенттердің тілдік білімдерінің немесе коммуникациялық дағдыларының орнын толтыру үшін коммуникациялық жағдайларда тәуекелге бару қабілеті мен дайындығына қызығушылығының артуына ықпал етеді: когнитивтік дағдыларды пайдалана білу, сонымен қатар тілдік жағдаят бойынша нақтылау сұрақтарын қою арқылы коммуникативтік құзыреттілігін арттыру. Стратегиялық құзыреттілікті дамыту үдерісінде ақпараттық технологияларды пайдаланатын ағылшын тілі сабақтары әртүрлілігімен, тиімділігімен және студенттердің ағылшын тілін үйренуге деген ынтасының жоғарылауымен ерекшеленеді.

Кілт сөздер: стратегиялық құзыреттілік, ақпараттық технология, құзыреттілікке негізделген тәсіл, ағылшын тілін оқытудың тиімді әдістері мен тәсілдері, коммуникативті құзыреттілік.

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Методы и приемы формирования стратегической компетентности в преподавании английского языка на основе информационных технологий

Аннотация. В данной статье рассматриваются некоторые эффективные методы и приемы формирования стратегической компетентности в обучении английскому языку на основе использования информационных технологий. Стратегическая компетентность как одна из основных компонентов коммуникативной компетентности, относится к способности преодолевать трудности в процессе коммуникации на иностранном языке (английском). Стратегическая компетенция – это умение, способность выбирать наиболее эффективные стратегии (способы) овладения материалом и применение его в решении различных коммуникативных задач. Формирование стратегической компетенции в процессе обучения английскому языку дает возможность в выборе и применении наиболее эффективных стратегий для решения различных задач в процессе коммуникации и следует отметить, что этот процесс более эффективен при использовании информационных технологий в учебном процессе. Формирование стратегической компетенции в процессе обучения английскому языку на основе информационных технологий предполагает овладение такими общими умениями и навыками как составление стратегического плана реализации определенной коммуникативной задачи для совершенствования коммуникации в дальнейшем. Применение информационных технологий в процессе обучения английскому языку способствует росту интереса обучающихся к умению и готовности идти на риск в ситуациях общения для компенсации языковых знаний или коммуникативных способностей; умение использовать когнитивные умения, а также совершенствовать коммуникативную компетентность, задавая уточняющие вопросы к языковой ситуации. Занятия английского языка с использованием информационных технологий в процессе формирования стратегической компетентности отличаются разнообразием, эффективностью и повышенной мотивацией обучающихся к изучению английского языка.

Ключевые слова: стратегическая компетентность, информационные технологии, компетентностный подход, эффективные методы и приемы обучения английскому языку, коммуникативная компетентность.

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Introduction

In the 21st century with the development of information technology, the popularization ICT and the application of network technology, teaching methods and education technology have undergone great changes [1]. Its leading aspect was to prepare the younger generation for life in a rapidly changing information society, in a world where there is a constant necessity for new professions, for incessant professional development. The development and application of information technology in the educational process made a contribution much to the modernizing of traditional approaches and techniques in organizing the educational process in the modern school. Both teachers and learners got the opportunity for real collaboration, boundless creativity and a great desire to study any school subject, in this case English. Today, the use of ICT as a teaching tool emphasizes obtaining, analyzing and organizing information, by this way giving chance students to get in touch with different kinds of media [2].

In modern sources, information technologies are a wide variety of digital technologies applied for creating, spreading and allocating information and providing services (computer equipment, software, telephone lines, cellular communications, electronic mail, cellular and satellite technologies, wireless and cable network, communications, multimedia, and the Internet) [3].

The modern educational paradigm built on computer-based teaching aids takes as its basis not the transfer of ready-made knowledge and skills to learners, but the self-education inculcation in the student. At the same time, the work of students at a lesson is in the nature of communication with a teacher, mediated via interactive computer programs and audiovisual media.

Research methods

In order to state out effective methods and techniques of forming strategic competence in teaching English based on the use of information technologies we used the following methods: supervision, theoretical analysis and synthesis, comparison, analyses and generalization, modeling, studying the experience of implementation of information technologies in teaching process. Along with the formation of strategic competence, we discussed how to work on various platforms to develop motivation to learn foreign language (English). Scientists consider that any teaching method is enhanced by the information technology integration into it [4].

Information technologies are widely used in modern educational processes. There will be a great opportunity to make the lesson interesting and effective with the effective use of visual aids through the use of digital technologies in educational process. Competences in the field of modeling based on information educational technologies, graphics programs, mastering practical skills in the environment of educational platforms and modern electronic resources, skills of creating interactive tasks and skills of using educational services to test knowledge; creative approach to the development of their online course, the use of information technologies in teaching.

The means of information technologies are software and hardware, technical means and devices operating on the basis of microprocessor, computing technology, as well as modern means and systems for information broadcasting, information exchange, providing operations for collecting, producing, storing, storing, processing, information transfer and the ability to access information resources of local and global computer networks.

The most commonly applied information technologies in the educational process are electronic textbooks and manuals, demonstrated using a computer and multimedia projector, interactive whiteboard, research projects, video and audio equipment, educational resources of the Internet, stimulators and testing programs, electronic encyclopedias and reference books, and others.

The listed IT facilities make a possibility for favorable opportunities creation in the English language classes for the students' strategic competence formation. They can apply computer technology both for studying individual topics and for self-control of the knowledge gained. Moreover, the computer is the most patient teacher, able to repeat as many tasks as possible, seeking the right answer and, ultimately, automating the skill being worked out.

With traditional methods of conducting a lesson, the teacher is the main carrier of information for students; it requires the learner to concentrate and strain memory. Not every learner is able to work in this mode. Psychological features of character, type of perception of the child become the cause of failure. At the same time, modern requirements for the education level do not allow the reduction of the amount of information necessary for a learner to master the lesson topic [5].

English language training programs make up a large part of all educational software. Authentic and written texts from the electronic textbooks and manuals containing information about definite theme and suggesting its individual assignment to each learner represent a semiotic teaching model. For example- "Talk to me", "Tutor", "Professor Higgins", "Hello America", "English Gold"; thematic programs - "My Home", "Wildlife and Pets", "English for Kids", "In the City", "Nature and Man", "Speak English", etc., create a great opportunity to develop students' strategic competence in the English language. By using this technology, teacher can implement a number of strategies. For example, by explaining a new grammar by means of presentations or slides, teacher carries out the memory strategy where the learner groups words, structures sentences. Written texts demonstrated through the projector enable learners to create logical connections between situations described in the text, use images to relate the story, etc. At the same time, compensatory strategy can be implemented, where the learner applies synonyms and paraphrase, non-verbal means to convey a message illustrated by pictures, etc. regular use of this kind of tasks teach learner to overcome fear and speak a foreign language, to praise himself when he copes, to

notice when he is nervous or shy, to write down his feelings in a study diary, to discuss his feelings with others [6].

The program "Professor Higgins" collected almost all the lexical and grammatical material of the program of secondary schools. In an entertaining way, learners have the opportunity to study fairly complex and serious topics, many tasks are also given in the form of a game. Today, learners will not be surprised by the presence of a computer, now we should be aware of all the latest events and clearly navigate the availability of computer programs and Internet resources [7].

Showing video materials on the YouTube is of great prominence to develop affective strategic competence. When using this technique, teacher can develop the ability of learners to exercise emotional self-control to cope with feelings of anxiety in the classroom where they are asked to perform a part of the story shown on the YouTube. While watching the story, teacher attempts to create a positive atmosphere where learners relax and have positive thinking. When the story finishes, learners seek peers to role-play the part they like most.

A regular use of role-playing games in the classroom enables learners to exercise emotional self-control and cope with feelings of anxiety in the classroom, which leads to the affective strategies formation. In addition, showing this kind of authentic materials contributes to the development of metacognitive strategies where students learn to notice mistakes in pronouncing words, attempt to correct them, pay attention to what the interlocutor says, get interested in how to learn the language, look for interlocutors to speak a foreign language, look for opportunities to read in a foreign language, have clear skill improvement goals [8].

Snapshot contains interesting information about the world, introduces the topic of a section or part of a section, and develops vocabulary. This type of exercise develops reading and speaking skills using productive, receptive, interactive and mediating activities. From the point of view of the of the communicative competence components development, it should be noted that such exercises are designed to develop linguistic, strategic (during discussions) and sociocultural competence.

Authentic materials on the *Corpus* containing certain speech patterns also contributes to the usage of dialogues from the Internet and presenting the new grammar of a section in a communicative context, as well as. This type of work develops listening and reading skills. At the same time, activities are mostly receptive. From the point of view of the of the strategic competence components development, this exercise is intended at the social strategies formation where learners manifest a tolerant attitude towards another culture and empathy, etc. [9].

A web quest is a problem task with elements of a role-playing game, for the fulfillment of which we use information resources of the Internet. It aims to develop students' skills of analytical and creative thinking; the teacher who creates the web quest should have a high level of substantive, methodical and information and communication competence.

E-Portfolio is another information technology which is applied for the learner's strategic competence formation. Students create this digital archive to record evidence of their experiences, progress, achievements and self-reflections. This technology support learners' autonomy and self-assessment, highlights the learning process, rather than just the products of learning, facilitates setting learning goals, monitoring progress and developing self-assessment skills. By fulfilling the e-portfolio, learners develop their self-esteem and self-control.

Many-sided possibilities of educational resources of the Internet in research activities can be used for the strategic competence formation. In the practice of working on lessons of generalization and systematization of knowledge and ways of work, students should complete design and creative work: computer presentations, web quests or themed web pages. Then these works are presented and defended in front of the class students in the form of Power Point presentations, brochures, booklets, collages (Publisher) and video films, the results of their implementation are collectively analyzed and reviewed. This type of work develops creative and research abilities of learners, increases their activity, and contributes to the skills acquisition that are very useful in life.

Information technologies create conditions for learners to express themselves: the fruits of their creativity may be in demand, useful to others. This perspective creates the strongest motivation for their independent cognitive activity in groups or individually by which they define the goals and objectives of their educational activities, plan and organize their research activities [10].

Social networking, of which Facebook and My Space are the best-known examples, enables peer-to-peer communication and collaboration. Users develop their own presence on social networking by creating profile pages about themselves, and then joining networks based on geography, interests, associations, or friendships. The application of social networking sites develops social strategies by means of which they ask the interlocutor to slow down the rate of speech or repeat to understand, ask to be corrected when they speak, communicate in a foreign language with native speakers, seek help from native speakers, ask questions in a foreign language and develop an understanding of the culture of another country.

The application of TED and Lingua Talks allows learners to listen to the same speech an unlimited number of times before reaching a full understanding. In addition, each presentation is accompanied by English subtitles, providing visual support and facilitating the understanding of unfamiliar words and expressions. Among the speakers there are both native speakers of English and representatives of other nations and cultures, which will allow students to learn to perceive various accents by ear.

Results and discussion

The performed theoretical analysis of the selected problem allowed us to move on to an experimental search, the generalized goal of which was to experimentally test the effectiveness of using information technologies for the formation of strategic competence of students.

The experimental base of our research was Khoja Akhmet Yassawi International Kazakh-Turkish University, Philology Faculty, namely the specialties "Foreign Language: two foreign languages (English and Turkish)", Foreign philology (English language) and Translation studies (English language).

The experimental work to substantiate the effectiveness of the pedagogical model of the formation of students' strategic competence on the basis of information technologies, built by us, was carried out in four stages, which were modeled in time.

The first stage is "the ascertaining stage". It involved studying the problem state in theory and pedagogical practice. Observations have shown that students of Khoja Akhmet Yassawi International Kazakh-Turkish University lack of reliable scientific knowledge about the basics of communication and strategies that contribute to effective communication. This fact was confirmed by the answers of the students themselves in interviews and conversations, where they stated that they experience serious difficulties whenever they have to establish contact with other people, communicate effectively, take oral exams or speak in public. Dissatisfaction with their own level of communicative competence was noted. Moreover, these data coincided, as in the answers of students regarding business and interpersonal communication in a foreign language and in the native language, which indicates the general pedagogical context of this problem.

At the first stage, the initial parameters of the work, its subject matter, methodology and methods, scientific apparatus were determined. The selection of experimental and control groups of students for participation in the study was carried out. Diagnostic procedures were carried out with the students of the Philology Faculty of Khoja Akhmet Yassawi International Kazakh-Turkish University.

As a result, at the ascertaining stage of scientific work, data were obtained that confirmed the high relevance of the selected problem and determined the main directions of the next stage.

The second stage is called "the search stage". It consisted in identifying the effectiveness of various forms of work on the formation of strategic competence in the communication activities of students at the university, the system of the information technologies was refined and tested, the logic, structure, content and methods of communicative training of students were determined and

motivation, initial level of knowledge and skills in the field of a foreign language; methodological opportunities that ensure the adaptation of students at the initial stage to study at the university; requirements for the content of the subject area "Foreign language", for methods of organizing educational and extracurricular work, group forms of work.

The results obtained at the search stage made it possible to argue the model of the formation of students' strategic competence on the basis of information technologies at the English lesson, which became the subject of further experimental verification at the next stage of our research.

The third stage is called "the formative stage". It included carrying out a formative experiment in accordance with our proposed model of forming strategic competence and evaluating the effectiveness of this model. The quality of the processes under study was monitored on the basis of the dynamics of changes in personal and professional growth, as well as in the level of formation of the components of strategic competence (cognitive, motivational and interactive-activity) accessible to external observation. The dynamics of this process during the study period was analyzed for each participant in the experimental group throughout the experiment.

At this stage, the research results were also systematized, summarized and analyzed, and conclusions were formulated.

At the fourth is "the generalizing stage of the study". It is a comparative analysis and systematization of the data obtained as a result of the experimental work were carried out, the results were understood and reasoned, theoretical and practical conclusions were clarified.

The experiment logic and structure needed to create three experimental groups E1, E2, E3 and a control group C. The following study groups were selected as experimental: E1 – a group of students of the specialty "Foreign language: two foreign languages (English and Turkish)" 18 learners; E2 – "Foreign language: two foreign languages (English and Chinese)" 22 learners; E3- groups of students of the specialty "Foreign language (English language)" 11 learners. A group of students of the program "Translation studies" 11 learners was selected as a control group C.

To enhance the objectivity and reliability of the study, the experimental programs were different. Thus, in Group E1, students were trained to use a block of cognitive and social-affective strategies; in Group E2 – a block of metacognitive and cognitive strategies; in Group E3 – metacognitive, cognitive and socio-affective strategies. In C-control group, no changes were made to the traditional foreign language teaching program.

Initially, the so-called "Entrance" diagnostics was carried out in order to collect primary information and the first cross-section of knowledge and communication skills. In the middle of the course, there was an intermediate test and at the end a final test.

Let us emphasize that the control group C, which we selected at the ascertaining stage of the experiment was trained according to the traditional program. The conducted first cross-section of knowledge showed that communication skills in control group C, as well as experimental E1, E2 and E3, are at a low level (1.5 points on a 10-point scale). During intermediate testing, it was revealed that the knowledge of students of this group is practically at the same level as at the beginning of the experiment. The final test showed some changes in the cognitive component; the formation of motivational and interactive-activity components remained at the same level.

This fact prompted us to conclude that if in the educational process students do not form strategic competence in communicative activity as one of the component of professional competence, thanks to which the specialist effectively selects and implements communication strategies in accordance with the tasks set, the dynamics of changes in personal and professional growth does not occur. For this reason, the data for the group C were not included by us in the final figure of the results of measuring the formation of students' strategic competence.

Among the most accessible and informative methods to determine the initial level of students' communicative development in all its components (cognitive, motivational and interactive-activity components), such universal means of objective assessment as testing, questioning, and

conversation with students were used. We measured the quality of students' mastering of the following communication strategies: cognitive; strategies for monitoring the communication success; compensatory strategies, namely: strategies for avoiding participation in communicative activities, strategies for compensation by means of the first, native (L1) and second, foreign (L2) languages; paralinguistic strategies.

At the initial and final stages, a standardized method for measuring the need for communication was used in the modification of E.G. Troshikhina and the motive for achievement with the help of questionnaires, proposed by Yu.M. Orlov.

At the beginning of the experiment, we asked students of all courses to explain how they understand the terms "communicative competence" and "strategy" in the context of learning a foreign language.

Assessing their communicative development, students stated that they lack knowledge of the language itself, the ability to establish the necessary contact, predict the "course" of communication, and often do not achieve the goal of communication.

In the framework of the experimental study, we widely used such means as language environment, paralinguistic (facial expressions, gestures, etc.), information technologies (computer, audio, video equipment), textbooks, reference books, dictionaries, authentic materials: online newspapers, magazines, contracts, business letters, audio and video materials from the Corpus. We also used such forms of training organization as frontal and independent work, self- and mutual control, mutual training, work in small groups, individually differentiated classes, counseling, conversation, communicative games and educational discussion.

Stimulation of "students' speech thinking" in foreign language lessons was carried out in the work with the text, problem and game tasks. To accomplish this task, language, communication, role-playing and business games, video lessons in combination with work with a book were also used.

In working with the text on the Interactive whiteboard, students learned to replace words and phrases with synonyms or antonyms, explain the meanings of words in English, determine the situation in which the listed speech or etiquette formulas can be used, expand or shorten the indicated sentences, restore missing words or phrases in a sentence, relying on context, unambiguously formulate the main idea, consistently develop, express the same thought by different means, adequately formulate their assessment, etc.

Comparing the percentage of mastering the educational material among students of the experimental groups, we can conclude that, firstly, the use of this technique contributes to better memorization (diagnostics showed that in the experimental group E1 the volume of memorization was 59%, in E2 – 64%, in E3 – 60%, and after using the technique in the experimental group E1 – 79%, in E2 – 75%, and in E3 – 76%); secondly, much less time is spent on reading special literature and doing homework, therefore, there is more time left for independent work and self-improvement.

Taking into account the fact that the starting level of language proficiency in the experimental groups is not high enough and the motivational sphere has not yet been formed, in our opinion, the active use of game methods will help stimulate students' interest in communicative development, will contribute to the formation of sustainable motivation. A significant resource of playful forms of learning prompted us to use this type of work at higher levels - standardized and professional competence. It is known that a distinctive feature of this type of work is its communicative orientation and conditioning.

Games in the context of the formation of strategic competence of students are specially created situations that simulate reality, from which students are invited to find a way out. It is in the game that learners become active transformers of reality, realize their individuality. The experiment used language, communication, or simulation, and role-playing games.

Regardless of the level of their language skills, students played with great interest the game "Who am I and what am I doing?" ("What do I do and what am I doing?"). In which the student

must provide information about his work, without naming a profession, and describe what he is doing at the moment, without naming an action. For example: "I usually sit at the screen, press the letter buttons and think. But now I sit in the hall and listen to the sounds that the big black instrument makes, as the man presses the black and white keys". The group must guess what the student's profession is and what he is doing at the moment.

At the end of the experiment, repeated testing was carried out, the results of which demonstrated that each student studying a foreign language, in achieving a communicative goal, uses a repertoire of communicative strategies with varying degrees of effectiveness, depending on the level of formation of his strategic competence in communicative activities.

Analysis of the results showed obvious differences in the choice of the types of strategies: students with a low level of language proficiency are much more likely to use communicative strategies for controlling the success of communication, paralinguistic and compensatory strategies based on the use of the mother tongue, and avoidance strategies. On the contrary, students with a high and intermediate level of language proficiency actively apply strategies based on the use of a foreign language.

The questionnaire on knowledge and application of strategies was compiled on the basis of the List of strategies for foreign language learners (based on the materials of R. Oxford, professor at the University of Columbia, New York) and consisted of 10 questions. Before starting the questionnaire, we informed the students that the questionnaire was intended so that both the student and the teacher received information about the priority methods of building communication by the student.

The correspondence of knowledge about communication strategies to the levels of formation of strategic competence of students (cognitive component) is illustrated in Table 1.

Table 1 – Correspondence of knowledge about communication strategies to the levels of formation of strategic competence of students (cognitive component)

Levels of strategic competence	Medium point
Professional competence level (high)	10-7
Standardized level (medium)	6.9-3
Starting level (low)	2.9-0.1

The first section showed that the assessed indicator is poorly expressed in the majority of students. There were students who had 0 points in the experimental groups E1 (3 people), E2 (4 people) and the control group (2 people). We also attributed students with a score of 0 to the starting level, which each participant of the experiment was characterized by at the time of admission to the university. Let us emphasize that at the starting level, most of the subjects were practically not guided in strategies, i.e. were close to zero assessment of knowledge and skills for this indicator. However, by the end of the study of a foreign language course, the indicator of the level of formation of the cognitive component of strategic competence significantly increased among all students, including those who had 0 during the entrance test. For example, Yulduz Sh., a student from group E2), having 0 points at the entrance, received 8 points in the final testing.

At the end of the experiment, the final test showed that there was not a single student left at the initial level. In group E2 (students of the specialty "Foreign language: two foreign languages (English and Chinese)"), 54.5% of students reached the standardized level, in group E1 (students of "Foreign language: two foreign languages (English and Turkish)") at this level were 27.8%, and in group E3 (students of the "Foreign language (English language)") – 9.1%.

The professional-competence level, respectively, was recorded in 90.9% of students in the E3 group, in 72.2% in the E1 group and in 45.5% in the E2 group. We associate this with the high

motivation of the students of the E3 group, since most of the students of the "Foreign language (English language)" are aimed at participating in international business. The E1 group is also highly motivated.

Thus, having obtained data on the level of formation of the cognitive, motivational and interactive-activity components of students' strategic competence in communicative activity by means of information technologies and having analyzed them, we determined the level of formation of strategic competence as an integrative personality quality for each student before and after the experiment.

To obtain visual data on the level of formation of strategic competence of Group 3 before and after the experiment, we summarized the data obtained in table (Table 2).

Table 2 – Average values (in %) of the level of formation of strategic competence of Group E3 (before and after the experiment)

Levels	Starting	Standardized	Professional competence
Number of students	11	0	0
Before the experiment	100%	0%	0%
Number of students	11	0	0
After the experiment	0%	81,8%	18,2%

As can be seen from the table, before the experiment, 100% of students in group E3 were at the starting level of strategic competence formation. After the experiment, 81.8% of students had a standardized level; 18.2% of the students were at the highest professional competence level.

Table 3 – Average values (in %) of the formation level of strategic competence of students of Group E1 (before and after the experiment)

Levels	Starting	Standardized	Professional competence
Number of students	17	1	0
Before the experiment	94,5%	5,5%	0%
Number of students	0	17	1
After the experiment	0%	94,5%	5,5%

As can be seen from the table, before the experiment, 94,5% of students in group E1 were at the starting level of strategic competence formation, while 5,5% of them at the standardized level. After the experiment, 94,5% of students had a standardized level; 5,5% of the students were at the highest professional competence level.

To obtain visual data on the level of formation of strategic competence of Group 2 before and after the experiment, we summarized the data obtained in Table 4.

Table 4 – Average values (in %) of the level of formation of strategic competence Group E2 (before and after the experiment)

Levels	Starting	Standardized	Professional competence
Number of students	22	0	0
Before the experiment	100%	0%	0%
Number of students	0	17	5
After the experiment	0%	77.3%	22.7%

As can be seen from the table, before the experiment, 100% of students in Group E2 were at the starting level of strategic competence formation. After the experiment, 77.3% of students had a standardized level; 22.7% of the students were at the highest professional competence level.

The data on the distribution of the participants in the experimental study according to the selected levels of formation of strategic competence at the beginning and end of the experiment are presented on the final histogram.

So, based on the results obtained (measurement of cognitive, motivational and interactive-activity components), we can conclude that positive dynamics is observed in experimental samples, but in sample E3, where students were trained to use the block of metacognitive, cognitive and social-affective strategies, the results are slightly higher than in the samples A1 (cognitive and socially-affective strategies) and A2 (metacognitive and cognitive strategies).

We emphasize that the high results obtained in the experimental groups, especially in E3, are determined by the complex influence of various factors and conditions, including the natural processes of personal development, as well as the specifics of training students at the Philology Faculty of Khoja Akhmet Yassawi International Kazakh-Turkish University. In other words, it is rather difficult to determine in its pure form the degree of influence of the experimental conditions for the formation of students' strategic competence (Figure 1).
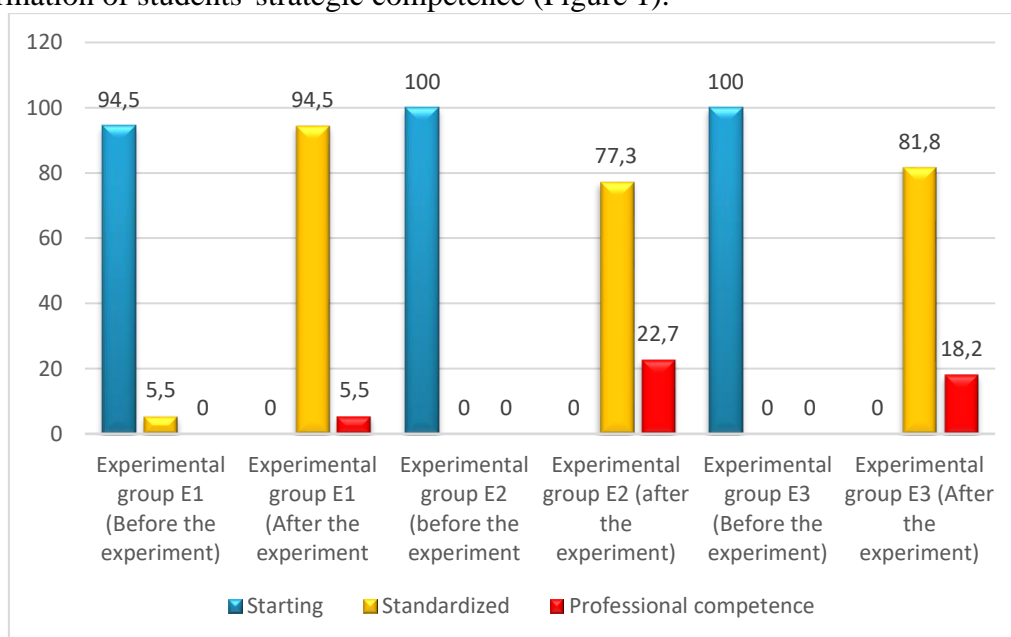
Figure 1 – Results of measuring the formation of strategic competence of students E1, E2 and E3 in communication on the basis of information technologies at the beginning and end of the experiment (average values in points)

At the same time, the recorded positive dynamics in the experimental groups convincingly testifies to the effectiveness of the model, program and complex of pedagogical conditions developed by us, aimed at the formation of strategic competence. The foregoing is the basis for the conclusion about the advisability of introducing the theory and practice of the formation of strategic competence of students in communication on the basis of information technologies into professional training.

Conclusion

Thus, the tasks of modernization of education cannot be solved without the optimal implementation of information technologies in all its spheres. The use of information technologies

gives an impetus to the development of new forms and content of traditional activities of learners, which leads to their implementation at a higher level. Working with a computer should be organized in such a way that from the very first lessons of the initial stage of education it would become a powerful psychological and pedagogical means of forming a need-motivational plan for learners' activities, a means of maintaining and further developing their interest in the subject being studied. Properly organized work of learners with a computer can contribute in particular to the growth of their cognitive and communicative interest, which in turn will contribute to enhancement and expansion of students' independent work opportunities in mastering English, both in class and during extracurricular time.

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