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NETWORK COMMUNICATION CULTURE IMPACT ON THE LIFELONG LEARNING OF FUTURE TEACHERS

Abstract. Currently, the influence of network communicative culture on future teachers in the context of lifelong learning is a relevant direction in educational practice. The article explores not only the impact of external factors but also the methodology of self-development for future educators within the framework of lifelong learning. The research aims to determine that the formation of a network communicative culture directly depends on the level of activity in the educational and cognitive activities of future teachers.

The article also examines the possibility of forming and assessing informational needs, processing existing information resources, and creating new ones. For this purpose, a remote survey was conducted among more than 400 first- and second-year students of K. Zhubanov Aktobe Regional University and O. Zhanibekov South Kazakhstan Pedagogical University. The survey results showed that digital technologies facilitate access to up-to-date information about the latest trends and innovations in Lifelong learning.

Additionally, as methodological support, instructions for organizing and conducting video conferences, as well as for project methods are provided to future teachers through online chatbots. Thus, network communicative culture has a significant impact on the development of professional skills of future teachers, contributes to the creation of an effective learning environment, and helps them keep up with modern trends.

Keywords: Future Teacher, Network Communicative Culture, Digital Etiquette, Lifelong Learning, Major Training.

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Желілік коммуникативтік мәдениеттің болашақ мұғалімдердің үздіксіз білім алуына әсері

Аңдатпа. Үздіксіз білім алу барысында болашақ мұғалімдердің желілік коммуникативтік мәдениетінің әсері қазіргі уақыттағы білім беру үдерісінде өте өзекті бағыт. Мақалада болашақ мұғалімдердің үздіксіз білім алуында тек сыртқы факторлар жүйесінің әсер етуі ғана емес, сонымен қатар, өзін-өзі дамыту әдістемесі арқылы да іске асыруға болатындығы қарастырылған. Зерттеудің мақсаты болашақ мұғалімдердің үздіксіз білім алу үдерісінде желілік коммуникативтік мәдениеттің қалыптасуы оқу-танымдық іс-әрекеттің белсенділік деңгейіне тікелей байланысты екенін анықтау.

Мақалада ақпараттық қажеттілікті тұжырымдай білу, бағалау мүмкіндігі, ақпараттық ресурстарды қайта өңдеу және жаңаларын құру мүмкіндігі қарастырылған. Осы мақсатта Қ. Жұбанов атындағы Ақтөбе өңірлік университеті мен О. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университетінің 400-ден астам болашақ бірінші және екінші курс мұғалімдері арасында қашықтықтан сауалнама жүргізілді. Сауалнама нәтижелері цифрлық технологиялар болашақ мұғалімдерге үздіксіз білім берудегі соңғы трендтер мен инновациялар туралы өзекті ақпарат алуға мүмкіндік беретіндігін көрсетті.

Сонымен қатар, онлайн чат-боттар арқылы болашақ мұғалімдерге әдістемелік көмек ретінде телеконференцияларды ұйымдастыру мен іске асыру, жоба әдісі туралы нұсқаулықтар көрсетілген. Сонымен, желілік коммуникативтік мәдениет болашақ мұғалімдердің үздіксіз білім алуы барысында олардың кәсіби дағдыларын дамытуға, тиімді оқу ортасын құруға, заманауи тенденцияларды білуге зор әсерін тигізеді.

Кілт сөздер: болашақ мұғалім, желілік коммуникативтік мәдениет, сандық этикет, үздіксіз білім алу, маман даярлау.

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Влияние сетевой коммуникативной культуры на непрерывное образование будущих учителей

Аннотация. В настоящее время влияние сетевой коммуникативной культуры на будущих учителей в процессе непрерывного образования представляет собой актуальное направление в образовательной практике. В статье исследуется не только влияние системы внешних факторов, но и методика саморазвития будущих педагогов в рамках непрерывного образования. Цель исследования заключается в том, чтобы определить, что формирование сетевой коммуникативной культуры напрямую зависит от уровня активности учебно-познавательной деятельности будущих учителей.

В статье также рассматривается возможность формирования и оценки информационной потребности, переработки существующих информационных ресурсов и создания новых. Для этого был проведен дистанционный опрос среди более 400 будущих учителей первых и вторых курсов Актюбинского регионального университета имени К. Жубанова и Южно-Казахстанского педагогического университета имени О. Жанибекова. Результаты опроса

показали, что цифровые технологии способствуют получению актуальной информации о последних тенденциях и инновациях в непрерывном образовании.

Кроме того, в качестве методической поддержки будущим учителям через онлайн-чат-боты предоставлены инструкции по организации и проведению телеконференций, а также методам проектной работы. Таким образом, сетевая коммуникативная культура оказывает значительное влияние на развитие профессиональных навыков будущих учителей, способствует созданию эффективной учебной среды и помогает им осваивать современные тенденции.

Ключевые слова: будущий учитель, сетевая коммуникативная культура, цифровой этикет непрерывное образование, подготовка специалистов.

Introduction

The world scientific community is guided by several conclusions on the path of human development and civilization. Currently, Alvin Toffler adds the "Digital" wave to the other waves of civilization, which he classifies as «Industrial, Post-industrial (Information)». We know that the next direction of development of civilization is the digital nature of this world. Digitalization appeared when digital resources and technologies turned up, continuous use in the daily life of every person, apart from the scientist, industry [1]. It is clear that this, in turn, has changed the paradigms of communication in all areas. Establishing communication on digital platforms through digital technologies has formed a new branch of people's communicative culture, a network communicative culture. Study of the notion of network communicative culture in the conditions of the educational sphere in the system of communication in the following units "student and teacher", "teacher and teacher", "teacher and parent" is analyzed. Another factor determining the relevance of the topic of network communication culture is the proposal of International Research. The only research that examines the activities of international teachers is TALIS (Teaching and Learning International Survey).

The knowledge-based economy, new technologies, the growing speed of technological changes and globalization all influence the needs to improve the population's skills and competences. In Europe, this has been acknowledged for several years [2].

Lifelong learning (LLL) covers the whole range of learning that includes: formal, informal and non-formal learning. It also includes the skills, knowledge, attitudes and behaviours that people acquire in their day-to-day experiences [3].

According to this research the results and conclusions corresponding to the situation in Kazakhstan in 2018 are presented. The conclusions and results presented were relevant for teachers and future teachers in higher education. One of the challenges posed by the global processes seen in this study in the education system in our country is the digital society and the changing requirements for skills. This means that in the future training of teachers will determine their ability to organize teaching due to the demands of the digital community and the requirement for organization of their continuous professional growth [4]. In addition, one of the regulatory documents that guide the training of future teachers in the country is the law «On the Status of a Pedagogue», approved in 2019. Article 15 of the law, "Duties of a "Pedagogue"" is specified. It states that it is "Obliged to continuously improve its professional skills, research, intellectual and creative levels" [5].

The purpose of the study is to identify the influence of network communicative culture in the LLL of future teachers. To achieve the goal, the following tasks should be completed: to analyze the native and foreign experience of the impact of network communication culture in the education system on the LLL of future teachers; to organize their professional development in accordance with the requirements of the digital society in the training of future teachers.

Research methods and materials

Research methods: analysis of theoretical information, systematization and synthesis of research materials.

To identify the content of the concept of "Network Communication Culture" (NCC), changes in the behavior of future teachers in the context of the digital transformation of education, the results of experiments in countries far and near abroad on the culture of network communication, used in dissertation and research articles.

The object of the study is the importance of developing a NCC in the LLL of future teachers in the context of the digital transformation of education.

Results and discussion

Official databases and analysis of works on platforms where the results of research are presented on the research question were analyzed. In the field of the research topic, "Network Communicative Culture", "Digital Etiquette", "Digital Educational Environment" were chosen as the main keywords. In the course of the study, the main terms given in relation to the topic were used in the study of world-class works scopus.com and scholar.google.com after analyzing the service, the following results were obtained. In the search for each topic in Kazakh, Russian and English, various digital results were observed.

In particular, the number of research works in the Kazakh language on the platforms of the collection of scientific research related to the concept of "Network Communication Culture" is 299, in Russian-18,300, in English-7.4 million included information. On the platforms of the collection of research works related to the concept of "Digital Etiquette", the number of scientific papers in the Kazakh language was 277, in Russian-15,700, in English-79,100. On the platforms of the collection of research works related to the concept of "Digital Educational Environment", the number of research works in the Kazakh language is 1200, in Russian-49 400, in English-4.8 million included information [6].

The analysis revealed significant differences in the number of information and research works on the terms "Network Communicative Culture", "Digital Etiquette", "Digital Educational Environment" in different languages. When analyzing these results, we take into account the following aspects:

Small amount of information in the Kazakh language: the share of information in the Kazakh language is very low, which indicates insufficient attention to these topics in the Kazakh academic community or limited resources for research in the Kazakh language.

Today the problems of pedagogical communication in an electronic environment, network communicative culture, and digital etiquette are developing pedagogical research direction that studies the effective interaction of participants in the educational process.

For example, LLL is the continuous building of skills and knowledge throughout the life of an individual. This not only promotes social inclusion, active citizenship and personal development, but also competitiveness and employment opportunities. The term lifelong, as applied to education or learning, has been in circulation for more than a quarter of a century. LLL, it is asserted, requires that learning outcomes from different settings and contexts can be linked together [7].

A.Yu. Sutugin defines the following main components [8]: schooling; activity; encouraging-regulatory; decisiveness; organizational; carrying out parts of assessment, which permits you to control the level of development of communicative culture of students and advance the educational process.

G.I. Zakharova believes that the "Simple Units" of communicative culture are communicative knowledge, skills and abilities. It shows that the ability to communicate is a complex phenomenon, since it represents a whole system of business skills of different order and character [9].

The formation of digital culture is accompanied by the following processes. It gives a person new cognitive, educational, communicative, recreational opportunities, and at the same time, standardization, consistency, averaging, equalization increase. All this inevitably leads to a loss of diversity, a change in the content and form of modern culture.

Digital culture is filled not only through the modernization of real culture, but also due to the emergence of its own elements, the existence of which is possible only in a unique virtual environment: media, individualization, expansion of creative space, anti-hierarchy, surrealism, dominance of an improvisational position over organized, polycontextual anonymity. Netiquette (English. Net – Network), or network (network etiquette) - a set of rules governing the verbal and non-verbal behavior of internet users.

This concept appeared in the mid-80s of the XX century in the echoconferences of the FIDO network, since the participants of network communities realized that excessive freedom and lack of braking mechanisms interfere with comfortable communication. Network etiquette is one of the ways of forming the linguoculture of the linguistic personality in the electronic environment of communication, a way of self-regulation that is consciously and voluntarily developed and maintained by the virtual society itself [10].

Network etiquette is sometimes referred to as "netiquette" – a combination of the words Network and etiquette. Network etiquette is a set of rules for respectful and appropriate communication on the internet. It is often referred to as internet etiquette, but it is not a legally binding set of rules, but refers to the proposed etiquette rules. Network etiquette is mainly used to communicate with strangers on the internet. The rules of network etiquette depend mainly on the community and its members. Netiquette is based on universal norms and principles of speech behavior, on the basis of which respect is given to the addressee. Like traditional speech etiquette, the main function of the netiquette is Regulatory, that is, it has a system of rules of instruction and prohibitions, compliance with which allows you to coordinate the communication process, make it convenient for all participants.

Digital etiquette includes three areas:

1) direct communication on the network (e-mail, messengers, etc.);

2) the experience of user interaction with gadgets;

3) online self-presentation, its types (video communication, internet conferences, personal and corporate self-presentation) [11].

n the last few years lifelong learning (LLL) and mobile and wireless technologies (MWT) have become

increasingly important in the discourses and practices of both researchers and decision makers engaged in defining new

pathways towards innovation and economic growth. The objective to set Europe up as a "knowledge society", the so

called Lisbon strategy, was the common framework in which it was possible to incorporate these two apparently distant

issues. Before describing the links between them, LLL and MWT will be analysed separately.

issues. Before describing the links between them, LLL and MWT will be analysed separately.

The aim is to improve the quality of education, aimed at training high-class communicative competence, communicative culture, and high-quality teaching staff. Consequently, to solve the assigned tasks, the problem arises of preparing a future teacher who is able to realize the goals set in Higher School, has a developed creative thinking, and is able to realize a communicative culture [12].

Communicative culture is part of the cultural heritage of humanity in a general, global sense. Despite the difference in explanations, all researchers agree with the statement that communicative culture is the most important part of the general and professional culture of a person. In the literature review communicative culture is considered as a set of knowledge, business qualities and skills that create opportunities for the effective use of mental, physical, personal qualities of a person in solving tasks related to communication. Thus, communicative culture is a special form of social culture, covering all aspects of the interaction and communication of the future specialist, performing crucial functions (humanistic; axiological; informational; methodological; cognitive; regulatory; semiotic; integrative; educational, etc.). Communicative culture determines the quality of human interaction and communication with the outside world [13].

Based on the above, it can be seen that network communication culture influences on lifelong learning of future teachers.

LLL is a necessary part of the professional growth and success of a future teacher. This helps them to be literate, innovative and prepared for modern challenges in education. LLL also promotes the development of research skills by allowing future teachers to learn and adapt new research to improve their practices.

According to Aylin Kaplan research work the notion of lifelong learning approach is defined as a phenomena which continues from an individual's birth to death is one of the most distinct and general results. Besides, as it was found out in the Kaplan's previous publications there is a consensus on the fundamental skills, which the lifelong learning approach embraces. It was also revealed that the basic competency and skills are the following: communication skills in both native and foreign languages, digital competencies, making decisions [14].

LLL is a consistently supportive process that stimulates and empowers individuals in acquiring all the awareness, values, skills, and comprehension they would require throughout their lifetime and apply them with self-belief, innovation, and pleasure in all positions, contexts, and climates [15].

LLL has a significant impact on the formation of a network communicative culture of future teachers. Network communicative culture is the use of digital technologies and network platforms for Information Exchange, Cooperation and communication. One of the main aspects of the impact of Network Communication Culture on the LLL of future teachers is access to various materials, methods and resources.

LLL is a continuously supportive process, which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environment [16].

We live in a world where people must have the skills to understand, interpret and process different information. Because of that, it is essential to recognize and value all forms of learning. Thr LLL benefits individuals, communities and the country's economy, as:

1. It provides individuals with the knowledge, skills, values, attitudes and understanding they will need in life as individuals, citizens and workers.

2. It makes communities more productive and innovative, as workers create and discover new abilities and ideas. In our knowledge-based economy and society, change is constant in the

workplace. However, people who embrace LLL, who constantly learn new skills and train for new challenges, can better cope with the demands of workplace changes.

3. It strengthens the economy. The more skills, knowledge and ability that individuals develop, the greater the level of capacity in the economy. A stronger economy means citizens benefit from the chance to earn more, live better and contribute to the economic system (Canlearn, 2009) [17].

The versatility of communication, the ability to constantly replenish Information contribute to the developing of non-trivial thinking, the removal of disciplinary and organizational barriers, and the expansion of specialization of network elements. For the network space, the unification of information transmission channels is characteristic, and its individual nature. In many cases, the recipient of information is the entire community. The consumption of the necessary information does not affect the individual characteristics of the subject. Moreover, each network element acts simultaneously as a receiver and transmitter of information.

In the LLL of future teachers, the network communication culture will have the following effects:

- ability to adequately formulate the need for information;
- its effective search; the ability to recycle information resources and create new ones;
- ability to adequately select and evaluate information;
- availability of computer literacy.

Moreover, the development of a network communicative culture of future teachers can take place not only under the influence of a system of external factors, but also through the methodology of self-development. The degree of effectiveness of training in education directly depends on the activity of educational and cognitive practices. Therefore, the use of active learning methods can be considered a catalyst that stimulates and ensures their effective success. In order to form a culture of network communication for future teachers, various active methods of Group psychological work are used. The training includes discussion, modeling of situations, role-playing games of various modifications and combinations, case solving, exercises aimed at developing skills, retrospective analysis of specific situations, etc.

During the development of the proposed research article, a remote survey was conducted. More than 400 future teachers of 1-2 courses of K. Zhubanov Aktobe Regional University, O. Zhanibekov South Kazakhstan Pedagogical University took part in the survey. The purpose of the survey was to observe the influence of NCC on the LLL of future teachers.

Among future teachers surveyed, the number of women is 225 (56.25%) and the number of men is 175 (43.75%) (Figure 1).
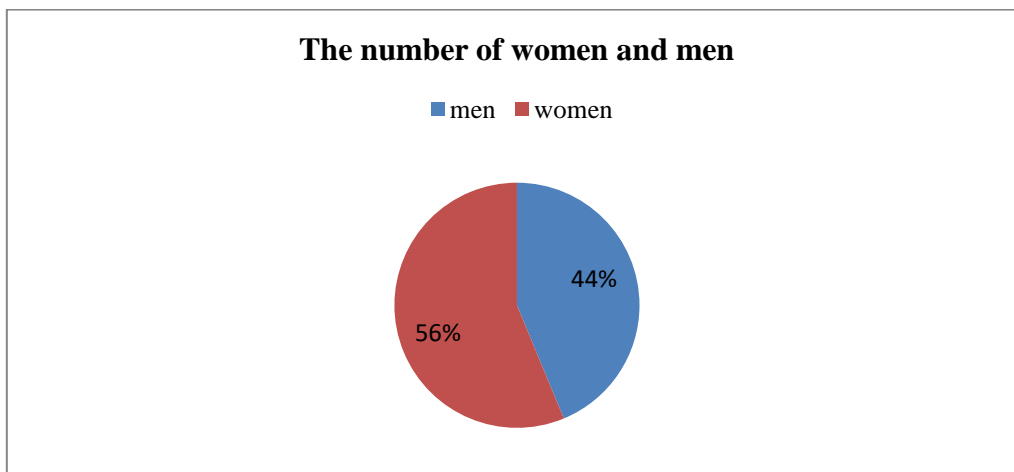

Figure 1 – The number of women and men

To the question "Have you ever heard about NCC?" 49.4% of respondents said that they have, and 50.6% said that they haven't heard.

To the question, "Do you know the types of social chatbots?" 39.3% of respondents gave positive answer, 60.7% gave negative answer.

To the question, "Will social chatbots help in LLL?" 50.2% of respondents answered positively, and 49.8% answered negatively.

Table 1 – Research on the impact of social networking communicative culture

№	Research questions	Yes	No
1.	Have you ever heard about NCC?	49,4%	50,6%
2.	Do you know the types of social chatbots?	39,3	60,7
3.	Will social chatbots help in LLL?	50,2	49,8

"How often do you strive to use the social network?" 51.1% of respondents answered "often", and 48.9% of respondents answered "sometimes".

"How often do you use social chatbots in your LLL?" 40.7% of respondents said "often", and 59.3% said "sometimes".

Table 2 – Research on the impact of social NCC

№	Research questions	Often	Sometimes
1.	How often do you strive to use the social network?	51,1	48,9
2.	How often do you use social chatbots in your LLL?	40,7	59,3

As a result of the survey, we found out that the NCC is necessary for the LLL of future teachers.

Research in the field of domestic pedagogy does not have enough research work on the impact of NCC on the LLL of future teachers.

In addition, in the process of LLL of future teachers, you can use recommendations for creating chatbots. There are several types of offers for creating chatbots.

1. Aimylogic (https://aimylogic.com/ru)

A service where you can create smart chatbots. The created chatbots work on the basis of machine learning algorithms and are constantly trained. In addition to chatbots, in Aimylogic you can create voice bots, configure smart call scripts and implement them in business processes. The bot is created using a visual constructor.

Main features of chatbots:

- recognize natural speech and basic meanings. By default, the bot recognizes greetings, parting, consent, refusal, gratitude, as well as swear words;

- the bot can be trained using the example of specific phrases (for example, you can create intents and add several examples of user phrases, through machine learning, the bot recognizes most of the phrases related to this topic);

- acceptance of payments;

- ready integration with popular messengers, voice assistants and other services;

- translates dialogue to a person;

- for online stores, the option "directory of goods" is relevant. You can enter a list of goods into it, and the bot will be able to recognize requests about the product and provide users with prices, characteristics and other information about the product.

2. Flow XO (https://flowxo.com/)

Online chatbot builder in English. Allows you to solve any business problems, such as collecting leaders, automating user support (answering frequently asked questions), accepting payments, switching between chatbot and online chat, etc.

Main features:

- creating bots using a visual constructor;
- create automated threads for key user interaction scenarios;
- acceptance of payments;
- Integration with 100 + services (Google services, CRM, payment systems, etc.);
- collect user interaction statistics;
- cross-platform interaction with users.

Supported messengers and social networks: Facebook Messenger, Telegram, Twilio, Clack you can post a chat on the site.

3. BotKits (https://botkits.ru/)

Online chat bot builder. You can create chatbots for messengers and social networks on the service.

Main features:

- creating scenarios and options for developing a dialogue in a chatbot;
- survey, collection and processing of user data;
- acceptance of orders and payments;
- collection of the client base;
- send a message;
- trigger messages to users who interact with the bot.

Supported messengers and social networks: VKontakte, Telegram, Facebook, Viber, Odnoklassniki, Yandex. Alice (WhatsApp integration is also expected).

BotKits has a built-in CRM with a user base that interacts with the bot. The base can be unloaded into tables for use in other systems.

4. Botmother (https://botmother.com/ru)

Displays as CMS for chatbots. Allows you to create chatbots for social networks and instant messengers using the constructor and ready-made blocks.

Main features:

- installation of scripts for interaction with users;
- switch between chatbot and online chat (connect to the operator's chat);
- send files to users (videos ,images, other files);
- Read QR codes;
- payment acceptance (integration with robokassa, Yukassa and other payment systems);
- communication with other services (botmother supports integration with Zapier, Albato and API-Drive services, through which you can link a chatbot with any service-from Google Sheets to distribution services and CRM);
- there is an access to dialogue with users. If the bot does not deal with the person's questions, you can view the history of interaction with the bot or connect directly to the chat.

Supported messengers and social networks: Telegram, Viber, WhatsApp, Facebook, Vkontakte, Odnoklasniki.

5. Fasttrack (https://fstrk.io/)

A universal platform for solving business problems using chatbots.

Main features:

- visual chatbot builder for messengers;
- multi-channel scripts. You can configure and enable a single logic for all active communication channels (messengers, social networks, chat on the site, etc.);

- built-in CRM system with a complete history of client interaction with communication channels;

- processing data from users or external sources in real time;

- automatic and manual user subscriptions;

- support for the user to run multiple scripts at the same time;

- purchase in the messenger (the ability to embed a web page with a catalog and basket).

There are several options for using the platform:

- Cloud SaaS;

- Cloud SaaS with FZ-152 certification;

- solution for installation in the company's corporate network.

Supported messengers and social networks: Telegram, Viber, Facebook Messenger, VK, OK, WhatsApp, WhatsApp

6. Dexter (https://rundexter.com/)

Chat is a service that provides a platform for creating bots. The main part of the platform-bots adding blocks is done not with a constructor, but with a text editor. As conceived by the creators of the service themselves, this allows you to make bots as simple as possible (it is not difficult to write a short story), and avoiding blocks and schemes will allow you not to overload users.

Main features:

- send messages according to the given scenario;

- maintain and save message history with users;

- collection and processing of user data;

- send files (video, audio, images) ;

- distribution segmentation;

- send messages and messages on schedule.

Supported platforms: Slack, Facebook Messenger, Twilio, Twitter, Alexa, Viber, site.

Table 3 – Comparison of chatbot constructors

SERVICE	Link	Ready templates	Free period	Communication platforms	Additional functionality
Aimylogic	https://aimylogic.com/ru	ready-made intents	14 days	WhatsApp, Telegram, WeChat, Viber, Facebook, Instagram, Google Analytics, MailChimp, online chats, voice assistants	Smart call, voice bots, master builder for voice assistants
Flow XO	https://flowxo.com/	script templates	Unlimited	Facebook Messenger, Telegram, Twilio SMS, Clack, web sites	Analytics interaction with users
BotKits	https://botkits.ru/	No	7 days	VK, Telegram, Facebook, Viber, Yandex.	Trigger submissions by user base
Botmother	https://botmother.com/ru	No	Unlimited for one bot	Telegram, Viber, WhatsApp, Facebook, VK, web sites	Interaction analytics, trigger messages across the user base
Fasttrack	https://fstrk.io/	ready-made scripts	No	Telegram, Viber, Facebook Messenger, VK, WhatsApp, Email, web sites	Creating an online phrasebook in messenger, broadcast of the chat center
Dexter	https://rundexter.com/	ready-made templates	14 days	Slack, Facebook Massenger, Twilio, Twitter, Alexa, Viber, web sites	Statistics and analytics, mailing lists to the database of users interacting with the bot

(https://docs.google.com/spreadsheets/d/1swSqTShugtr9PU2VZT4sce39wNWQ_6K2BTJ_pt2QTR8/edit#gid=0)

Let's take a look at the most used chatbot for Learning English.

Mondly is a platform for learning 33 languages, available on many systems such as IOS, Android and the web; it is used by 50 million people in more than 190 countries. Since its release in 2013, Mondly has gradually proven that "innovation" is one of its core values. The Mondly chatbot aims to offer lessons that encourage users to use the language they are learning in everyday situations. In addition to individual scripts for all its languages, Mondly's most important achievement is the creation of a database of key phrases. Mondly also tries to create specific learning patterns for groups of learners that combine some traits, such as similar errors. At the moment, the Mondly chatbot is trying to get closer to real interaction.

The Mondly chatbot understands spoken language, responds with a human voice, changes clothes to suit the topic of discussion, and uses gestures and facial expressions to create a dynamic dialogue. The ultimate goal of chatbot technology is to develop as specific a relationship as possible, preserve memories, think and speak like a human being, be friends, and help, teach, and support emotional contact.

Cleverbot has its own brand of artificial intelligence software, the basic concept of which is context. Cleverbot. – "smart bot") is a web application that is guided by an artificial intelligence algorithm to communicate with people in English. Later, support for several languages was added, including Russian.

Chatbot "Andy" is used by more than 1 million students. "Andy" can be downloaded to the device for free from online markets. "Andy" focuses on the practice of colloquial speech, in connection with which the bot offers the learner a set of everyday topics: Weather, hobbies, work, etc. Virtual teacher "Andy" offers daily grammar lessons with explanations and a test for mastering the material.

The @English4you_bot chatbot was implemented on the Telegram free Messenger platform, where there are more than 500 million downloads. To use it, you need to install the above software product and find it by name in the database of virtual assistants through a search query. The @English4you_bot allows you to select the training mode: "words and idioms", "hearing English" and "test on words, idioms and numbers".

This bot does not have the technical functionality to support alive dialogue. The chatbot @English4you_bot works in the "question-answer" mode, i.e. the student chooses one answer to the bot's message from the options offered by the bot. The bot does not monitor the dynamics of students' assimilation of materials. @English4you_bot does not have a sufficient range of teaching materials, so it should only be used as an additional resource for learning a language.

There are different types of SMS that differ in parameters such as time characteristics, availability characteristics and target characteristics. SMS can be synchronous and asynchronous. Synchronous communication occurs in real time in the same way as a telephone conversation or direct communication. All partners in such an interaction must participate in it at the same time, although they can be 32 in completely different places. In non-synchronous communication, participants do not have to come together at the same time. Such communication is like exchanging information through letters or sending faxes. In SMS, various technologies are used that ensure the interaction of participants. Although the use of SMS Technologies has gradually become easier, they are sometimes unreliable, slow, complex, or expensive for the user. The reasons for using SMS can be different. One-on-one interaction via SMS involves some form of communication between two people.

One-to-many interaction usually means that one person says something to an entire group of people. Many-to-many interactions are suitable for discussions, role-playing games, and group projects. The problem of the exchange of intellectual information in Computer Communication is that it is not enough for a person to correctly build his thoughts, but it must be expressed figuratively, emotionally.

They encode information in meanings of the specific to a particular group, and these codes are the core of the objects that identify SMS participants. A certain type of use of the Internet includes general and specific requirements for the communicative, normative, ethical aspects of speech culture. Thus, strategies that use the internal capabilities of SMS are based on general aspects of communication, as well as the use of social cues in text messages. A certain type of use of the Internet includes general and specific requirements for the communicative, normative, ethical aspects of speech culture.

After the results of the above survey, we examined the sequence of stages of influence of NCC in the LLL of future teachers. The learning process consists of four stages, in each of which various types of communicative situational tasks are used, which consistently reflect the formation of a NCC by future teachers. Let us establish the usage of communicative situational tasks at different stages of the development of NCC in more detail.

The first stage of NCC influence is preparation for the usage of communicative situational tasks. In order to pass this stage theoretical materials on the NC approach were collected, simple practical tasks were developed for future teachers to study the standards of teaching communication, monitor future specialists in the field of Education, evaluate their activities, and make presentations. At this stage, simple situational communicative exercises were used, which made it possible to master the basic values of learning and acquire the basic skills of interaction with students. The task of the stage is to achieve a potential level of development of the NCC of future teachers. The qualitative state of NCC at this stage of development is determined by the degree of education of professional consciousness of future teachers, familiarization with the main elements of professional culture.

The second stage involved the introduction of social chatbots into the method. Situational exercises, small situations and reproductive situational tasks were used for gradual introduction into this method. The second stage of the development of communicative culture comprised mastering the general cultural competencies of the professional environment, understanding the content of professional communication and modeling professional communications, and the transition to the next level of communicative culture: theoretical and interpretive.

At the third stage, the influence of NCC, which included the teaching of professional communications in the interaction of future teachers, therefore, in the search for a solution, tasks were required that would allow future teachers to analyze specific learning situations and, accordingly, determine their communicative behavior. In the process of solving problems, it was possible to master the practical and modeling level of NCC, transferring the structure of the subject's NCC from the theoretical level to the level of activity. NCC at this level is expressed in the situational identity of a specialist in the process of implementing professional communications.

The fourth stage the influence of NCC in LLL was characterized by a creative approach to solving the problems of professional communication. The content of the tasks made it possible to meet the needs of the student when professional ethics and culture of behavior corresponded to the inner needs and ideals of the individual. In the process of using communicative situational tasks, it was possible to demonstrate the best examples of communicative culture in the service sector.

In LLL, social chatbots were widely used in the training of future teachers. Within the framework of the educational program, the influence of a NCC was of great importance for future teachers, which is an integral part of LLL. The experiment on the introduction of communicative situational tasks was carried out in Aktobe in organizations of vocational education with training in educational specialties. Its results are shown in the diagram (Figure 2).
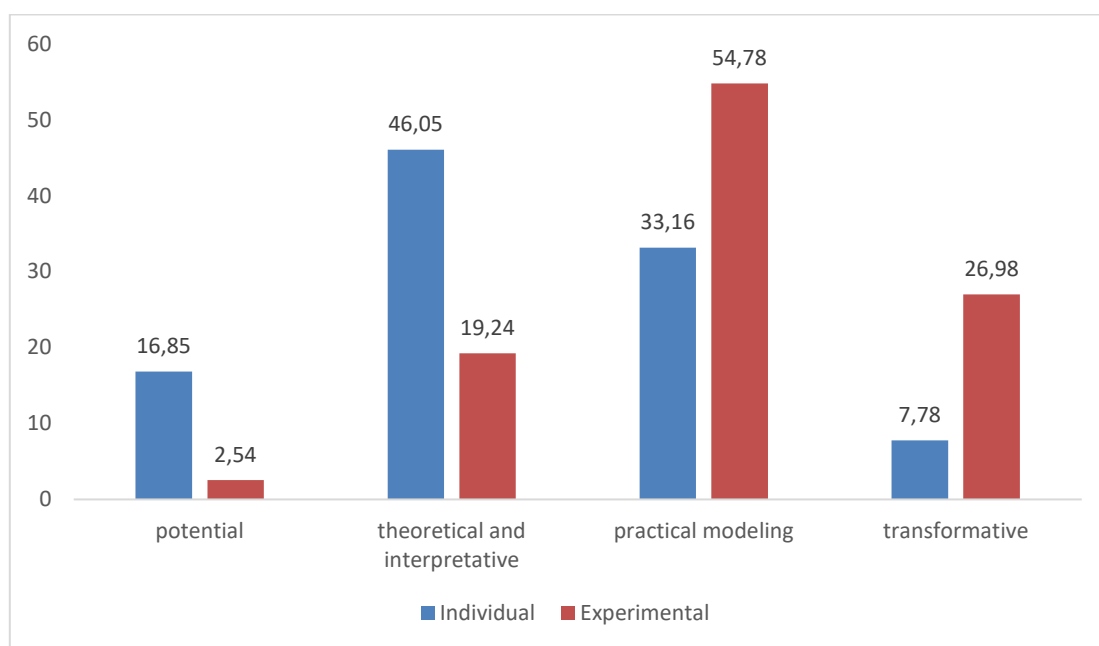
Figure 2 – The results on the influence of NC skills among future teachers

At the ascertaining stage of the experiment, the influence of network communicative culture on the LLL of future teachers was based on the content of communicative situational tasks, the student's personal experience as a professional was included. As a result of mastering this stage of the influence of network communicative culture, students gain experience of life in a professional environment. The network communication culture was moving to a transformative level. It assumed the importance of the individual and the experimental groups were almost identical. After the end of the experiment, the percentage of students with a higher level increased markedly in the experimental group compared to the control group. From the data presented, it can be seen that the result of the experimental work was the redistribution of students according to the levels of influence of communicative culture. In general, it can be noted that the analysis of the structure of the experimental data obtained shows a significant increase in the level of communicative culture in the experimental group compared with the control group, which proves the effectiveness of the method of communicative situational tasks under the influence of communicative culture.

Conclusion

The problem of formation of NCC of a future teacher in LLL in the field of digital transformation of the educational process was considered as the most crucial tendency in modern education. It has now been established that the development of a NCC of future teachers in LLL can be carried out not only under the influence of a system of external factors, but also through the methodology of self-development.

Nowadays, the role of online communication is increasing due to the influence of digitalization of the educational system on the formation of a NCC of future teachers in LLL. The influence of NCC on future teachers in LLL:

1. The NCC has a great impact on LLL of future teachers, as it helps them to develop professional skills, to create an effective learning environment, to be a connoisseur of the modern trends and receive support from colleagues.

2. The assessment of NCC in LLL has played a decisive role in improving the professional qualifications of future teachers. This helps future teachers to develop necessary communication skills, to share experiences and collaborate with colleagues. By sharing best practices and

developing modern technology materials, future teachers can create an interactive and learning environment.

3. The influence of NCC has provided access to the up to date trends and innovations in LLL. Internet resources and new technologies have allowed future teachers to keep abreast of the latest developments and use them in their work.

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