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DEVELOPMENT OF KEY COMPETENCIES IN THE CONTEXT OF LIFELONG LEARNING FOR UNIVERSITY STUDENTS

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Аңдатпа. *Мақала үздіксіз білім беру жүйесінде мәдени құзыреттіліктерді дамыту мәселесіне арналған. Негізгі назар алынған білім, дағды мен қабілеттерді нақты жағдайларда қолдану қабілетіне, студенттің өз қызметінде кәсіби және мәдени құзыреттіліктерді үйлестіруіне аударылады. Мәдени құзыреттіліктің құрылымы мен мазмұны, сондай-ақ оны студенттер арасында қалыптастыру формалары ашылады. Мақалада «мәдени құзыреттілік» ұғымының бірнеше анықтамасы беріледі. Мысалы, авторлардың бірі бұл ұғымды студенттердің жақсы білуі тиіс мәселелердің кең ауқымы, ұлттық және әмбебап мәдениет саласындағы білім мен тәжірибе, адам өмірінің рухани және моральдық негіздері, адамзат және жекелеген ұлттар, дәстүрлердің мәдени негіздері деп санайды.*

Түйін сөздер: *құзыреттілік, құзыреттілікке негізделген тәсіл, кәсіби құзыреттіліктер, жалпы мәдени құзыреттіліктер, үздіксіз білім беру, үздіксіз білім беру мәдениеті*

Аннотация. *Статья посвящена вопросу развития культурных компетенций в системе непрерывного образования. Акцент сделан на способности применять приобретенные знания, умения и навыки в конкретной ситуации, на то, как студент сочетает профессиональные и культурные компетенции в своей деятельности. Раскрываются структура и содержание культурной компетенции, а также формы ее формирования у студентов. В статье приводится несколько определений понятия «культурная компетенция». Например, один из авторов считает, что это широкий круг вопросов, которые студенты должны хорошо знать, это знание и опыт в области национальной культуры, духовных и нравственных основ человеческой жизни, человечности и отдельных народов, культурных основ традиций.*

Ключевые слова: *компетенция, компетентностный подход, профессиональные компетенции, общекультурные компетенции, непрерывное образование, культура непрерывного образования*

Abstract. *The article is devoted to the issue of developing cultural competencies in the system of lifelong education. The emphasis is shifted to the ability to apply acquired knowledge, skills and abilities in a specific situation, to how the student combines professional and cultural competencies in his activities. The structure and content of cultural competence, as well as the forms of its formation among students, are revealed. The article provides several definitions of the concept of "cultural competence". For example, one of the authors believes that this is a wide range of issues that students should know well, this is knowledge and experience in the field of national and universal culture, the spiritual and moral foundations of human life, humanity and individual nations, the cultural foundations of traditions.*

Key words: *competence, competence-based approach, professional competencies, general cultural competencies, lifelong education, culture of lifelong education*

INTRODUCTION

In the contemporary world, characterized by rapid technological advancements and dynamic developments in labor market requirements, university students are expected to possess specific key competences, including: literacy; multilingual competence; mathematical competence and competence in science, technology, and engineering; digital competence; personal, social competence, and learning ability; civic competence; entrepreneurial competence; cultural awareness and expressive proficiency (European Commission, 2018).

The key competences are becoming increasingly important in today's world of business and education. The most significant is the meaning of the concept the key competencies, because here

its personal factor that can be highlighted. There is no doubt that, firstly, the importance of key competencies is influenced by the changes of changing working system, requiring adequate professional knowledge and abilities. Secondly, broader knowledge and abilities guarantee higher adult employability, social security as well. And thirdly, it expands opportunities for adults' personal fulfillment. Their personal life becomes more meaningful and happier. This suggests that adult key competences define the abilities, reflecting an individual performance and behavioral characteristics, what demonstrates that person is able to perform them properly.

The problem: key competences are becoming a significant factor that determines the ability of adults to participate in the development of public welfare of the citizens, designing their career. The development of key competencies and mobilization are becoming an important task for citizens, business and states. After graduating from university, students begin an independent professional life. Compulsory disciplines that prepare diverse individuals are responsible for the development of key competencies in future specialists. Due to the lack of important components for the development of these competences in the syllabus, difficulties arise for both students and teachers.

METHODOLOGY

Competences means the set of knowledge, abilities and characteristics that allow a person to act (The Common European Framework of Reference for Languages: Learning, teaching, assessment(CEFR), 2008). In EU documents the concept of competency is understood as a common connecting concept associated with fully understandable personal potential and opportunities to adapt to the variable and targeted abilities based on knowledge and experience.

Key competences - there are competences, that can be developed in various study programs and adapted in different contexts.

"Competences" show educated particular ability: a certain action, activity or thing to do. The concept of competence defines personality behavior and express in a broad sense adaptive and effective functioning of the person in certain situations. (Genutė Gedvilienė, Virginija Bortkevičienė, 2013)

Key competences, such as digital competence, literacy competence, multilingual competence, personal, social and learning to learn competence and multicultural competence play a fundamental role in equipping university students with the skills necessary to navigate the complexities of higher education and beyond the classroom. Students learn key competences in various methods. Some of them are clearly noticeable in subjects that are connected to the competence, such as mathematic and competence in science.

The objective is to lay the foundation for lifelong learning by exploring the symbiotic relationship between key competences and language acquisition. Recognizing the importance of the Basic Foreign Language in shaping students' academic journey, this article aims to provide insights into effective pedagogical methods within the context of the Basic Foreign Language discipline.

Throughout time life is changing and changes gives opportunities and imposes demands. Learning is about changing and developing. Changes make people adapt them to meet new challenges and capabilities. Because of this human learns throughout of life. Lifelong learning is considered as part of adult education within work context. However lifelong learning is eternal process.

Global educational challenge is the promotion of lifelong learning, characterized by its continuous, collaborative, self-directed, active, expansive in scope, enduring, positive, and fulfilling nature. While education for the information society in the information age makes itself evident at every stage of life, societies with a lifelong learning philosophy make the concept of lifelong learning the focus of education. Continuous education is the key to achieving this harmony and lifelong learning is considered as a supporter and the solution to continuous education. Lifelong learners are needed to meet the requirements of the current century, accurately analyze existing facts, and keep up to date and adapt to the day. Individuals who adapt to this change and find and use the necessary information about the solution when they face the problems brought about by this

change and accumulate new information on this information have lifelong learning (Hargreaves, 2004).

The State General Educational Standard for Higher Education approved by the Minister for Science and Higher Education of the Republic of Kazakhstan states that university students undergo compulsory courses, including Basic Foreign Language, aimed at shaping the worldview, civic, and moral positions of future professionals, making them competitive based on proficiency in information and communication technologies. (https://adilet.zan.kz) Additionally, these courses establish a framework of general competences that contribute to the socio-cultural development of the individual, fostering skills for self-development and lifelong learning. They mold individuals capable of adaptability in the modern world, encouraging critical thinking and physical self-improvement. First, the Personal dimension in the Lifelong Learning framework focuses on self-regulation of learning. Individuals must be able to set educational goals, manage their time effectively, and maintain motivation as they progress along their learning paths. This dimension is not only about achieving academic goals but also about cultivating self-awareness and personal well-being during the process. Secondly, the Social dimension is essential in Lifelong Learning, as it involves the ability to interact, collaborate and communicate effectively with others. This goes beyond the educational context and extends to active participation in society. Empathy, conflict resolution and team collaboration are crucial components of this competency. Third, the Learning to Learn dimension is the cornerstone of Lifelong Learning. Individuals must be able to acquire new knowledge and skills independently and effectively throughout their lives (Marta Pinto, João Caramelo, Susana Coimbra, Manuela Terrasêca, Gabriella Agrusti, 2016).

It is important to understand that teachers teach not only basic knowledge of the English language, but also form a personality that will be an active member of society in the future.

RESULTS AND DISCUSSION

Among the effective methods of integration, Task-Based Language Teaching (TBLT) stands out for its ability to engage first-year students in meaningful language tasks. By centering instruction around real-world applications, TBLT promotes the development of personal, social and learning to learn competence forming laying a strong foundation for key competence integration (Lingling C, Junlu L, 2019).

Project-Based Learning (PBL) offers first-year students the opportunity to immerse themselves in sustained, collaborative projects addressing authentic challenges. Within the Basic Foreign Language discipline, PBL encourages students to use language as a tool for research, analysis, and presentation, fostering a comprehensive approach to language acquisition and key competence development (Sun, X.; Zhu, P., 2023). The goal of project-based teaching is to investigate real-world, standards-based problems that are of interest, relevance, value, and worth to students and teachers over a sustained period of time. Many studies in both ESL (English as a second language) and EFL (English as a foreign language) contexts show that utilizing a PBL can provide many benefits to classroom language learning. For example, many findings have indicated how PBL provides meaningful contexts for authentic language use in much the same way as task-based language teaching, and a key distinction between the two is that projects are complex tasks. Additionally, they show how PBL is supportive of areas such as improving student motivation, student autonomy for learning, and creating opportunities for students' meaningful interactive language use.

Intercultural competence training is recognized as essential for students in the interconnected globalized world. Training within foreign language classes exposes students to diverse perspectives, cultivating cultural awareness, empathy, and effective communication across linguistic and cultural boundaries (Amara, 2020). Socio-cultural knowledge (everyday living, living conditions, interpersonal relations, history, values, beliefs, taboos, social conventions, ritual behaviour), sociolinguistic competences (greetings, addressing, dialect, accent, register, positive and negative politeness, idioms, etc.), pragmatic competences (advising, persuading, urging, socialising,

interaction patterns) and non-verbal communication (body language, gestures, eye contact, proxemics, etc.) are the most fundamental components necessary for development of ICC. It is important to include cultural activities right from the beginning of foreign language education for all age groups. The aim is to enrich the learners' awareness, attitudes, knowledge and skills concerning not only the target culture, but also their own culture and other cultures (Reid, 2015).

The incorporation of technology into foreign language teaching for students enhances their language acquisition experience. Virtual collaboration, online resources, and multimedia content not only facilitate language learning but also contribute to the development of digital literacy and adaptability – key competences crucial for lifelong learning.

However, educators may face challenges related to curriculum design, assessment strategies, and resource availability when integrating key competences within the Basic Foreign Language discipline for students. Addressing these challenges requires collaborative efforts from educators, institutions, and policymakers, emphasizing the need for ongoing research and development in this specific academic context.

CONCLUSION

This article underscores the significance of integrating key competences into foreign language teaching within the Basic Foreign Language discipline, particularly targeting first-year university students. By adopting innovative methods such as TBLT, PBL, intercultural competence training, and technology incorporation, educators contribute to the holistic development of students, preparing them for a lifetime of learning and active participation in an interconnected world.

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