ABSTRACT

of the dissertation work of Laura Baitleuova titled "Formation of professional foreign language communicative competence of medical students", submitted for the degree of Doctor of Philosophy (PhD) under the educational program "8D01705 – Foreign Language: Two Foreign Languages"

The relevance of the topic: Over the last decades, Kazakhstani higher education system has undergone significant changes. Since joining the Bologna Process, our country has been actively engaged in the internationalization of higher education and the introduction of advanced foreign experience into the educational process. The main aim of all these is to prepare highly qualified specialists who are able to adapt to the requirements of the modern labour market. In response to these transformations, educational systems are increasingly focused on improving the quality of education by creating favourable conditions for acquiring the knowledge and skills necessary for the professional development of future specialists across various fields, including medicine, where the demand for qualified professionals continues to grow.

In the context of Kazakhstani higher education, a number of researchers have addressed the problem of forming professional foreign language communicative competence among students of non-linguistic universities. Their works have laid a solid theoretical and methodological foundation for profession-oriented foreign language teaching. Taking into account the importance of foreign language education for future healthcare professionals, the need for targeted methodological solutions for the formation of professional foreign language communicative competence of medical students also becomes more urgent. However, as a result of our literature review, we have found a limited number of research on the current state of professional foreign language communicative competence among medical students in Kazakhstan, the pedagogical approaches being used and the challenges that students face when learning a foreign language in a professional context.

Thus, during the research process, *contradictions* have emerged between:

− the social demand for highly qualified medical professionals capable of lifelong learning through English-language resources *and* the insufficient level of medical students' preparedness for professional foreign-language communication;

− the need to organize an educational process aimed at developing medical students' professional foreign language communicative competence in the context of their future professional activity *and* the insufficient methodological support for forming such competence;

− the expansion of opportunities for international cooperation in healthcare education *and* low level of foreign language preparedness of healthcare professionals.

The object of the research: the process of English language teaching (ELT) in medical faculties.

The subject of the research: the methodology for developing medical students' professional foreign language communicative competence (PFCC) in the process of English language teaching.

The aim of the research: to scientifically and theoretically substantiate, develop, and experimentally verify a complex methodological model for developing the professional foreign language communicative competence of medical students.

To achieve this aim, the following **objectives** are set in the research:

– to conduct a needs analysis of the current state of English language instruction for medical students in Kazakhstan, including teaching practices, challenges, and the perceptions of medical students and English language lecturers;

– to compare English course syllabuses used for teaching medical students in Kazakhstan in order to identify their strengths and limitations in relation to the development of professional foreign language communicative competence;

– to develop a syllabus for teaching English to medical students in which General English and English for Medical Purposes components are taught in an integrated manner;

– to develop a methodological model based on principled eclectic approach and a collection of teaching materials for developing medical students' professional foreign language communicative competence;

– to experimentally test and evaluate the effectiveness of the proposed methodological model and a complex of teaching materials in a real educational setting ensuring its practical applicability and alignment with contemporary medical education modernization goals.

Research hypothesis: *If* a comprehensive needs analysis (including students' needs, wants, gaps, teaching practices, challenges, and lecturers' perceptions) and a comparative content analysis of English syllabuses for medical students are conducted; *if* a principled-eclectic methodological model is designed to develop professional foreign language communicative competence as a system of interconnected subcompetencies (foreign language communicative, sociocultural, medically oriented metalinguistic, and professional communicative); and *if* a needs-based syllabus and the teaching materials "English for Medical Purposes" are developed and experimentally verified, *then* this will ensure the effective development of medical students' professional foreign language communicative competence, *as these* components provide systematic linguistic and professional preparation and support adaptation to real communicative practice.

The leading idea of the research: the effective formation of medical students' professional foreign language communicative competence is achieved through the implementation of a principled eclectic teaching model, which ensures the development of foreign language communicative, sociocultural, medically-oriented metalinguistic, and professional communicative subcompetencies.

The theoretical and methodological framework of the research is based on the scientific works of domestic and foreign scholars. Issues of professionally oriented foreign language teaching for students of non-linguistic educational programs are explored in the studies of N.K. Stamgalieva, P.K. Yelubayeva, Zh.G. Shaikhyzada, Zh.T. Zhyltyrova, A.B. Tynyshtykbayeva, G.Sh. Akhmetova, M.A. Serebryanikova, G.Z. Moldakhmetova, A.K. Aubakirova, G.O. Rakhimbekova, O.D. Moskovchenko, R.F. Zhusupova. The theoretical and methodological

foundations of foreign language teaching are presented in the works of N.D. Galskova, T. Hutchinson, J.C. Richards, I.L. Bim, T.S. Rogers, A.P. Howatt, Q.X. Liu, J.F. Shi, J.D. Brown, I.A. Zimnyaya, O.A. Obdalova, E.I. Passov, K. Graves, E.N. Solovova, T.S. Farrell, J. Scrivener. Issues of communicative competence are addressed in the works of S.S. Kunanbayeva, N. Chomsky, D. Hymes, S.J. Savignon, M. Celce-Murcia, M. Anderson, S. Thurrell, M. Canale, M. Swain, W.M. Rivers, Z. Dörnyei, D. Larsen-Freeman. The principled eclectic approach is analyzed in the studies of B. Kumaravadivelu, F. Al-Khasawneh, D.S.Mwanza, N. Chernus, A. Sivkov, T. Savina, S. Sivkov, A. Zolovitskaya. Student-centered teaching methods and techniques are discussed in the works of H.D. Brown, M. Weimer, I.K. Nagy, S.C. Chang, L.V. Sherba.

Research methods: the theoretical methods included a comparative analysis of domestic and international practices in teaching English for professional purposes, as well as a quantitative content analysis of syllabuses designed for medical students. The empirical methods comprised surveys, interviews, and a pedagogical experiment.

The sources and materials of the research: the study draws on regulatory and legal documents of the Republic of Kazakhstan in the field of education and language policy, as well as scientific, pedagogical, and methodological literature. Quantitative data were collected through an online survey involving 901 medical students and 31 English language lecturers from five higher education institutions. In addition, a quantitative content analysis of syllabuses from four universities was conducted. Qualitative data were obtained through semi-structured interviews with 11 students and 5 lecturers.

Experimental base of the research: the pedagogical experiment was conducted within the “Foreign Language” course at the Medical Faculty of Al-Farabi Kazakh National University.

The scientific novelty of the research:

– a needs analysis of the current state of English language instruction for medical students in Kazakhstan was conducted, including an examination of teaching practices, existing challenges, and the perceptions of medical students and English language lecturers;

– a comparative analysis of English course syllabuses used for teaching medical students in Kazakhstan was carried out in order to identify their strengths and limitations in relation to the development of professional foreign language communicative competence;

– a syllabus for teaching English to medical students was developed, in which General English and English for Medical Purposes components are integrated;

– a methodological model based on the principled eclectic approach, along with a collection of teaching materials, was developed for the formation of medical students’ professional foreign language communicative competence;

– the proposed methodological model and the developed collection of teaching materials were experimentally tested and evaluated in a real educational setting, confirming their effectiveness, practical applicability, and alignment with contemporary trends in the modernization of medical education.

The theoretical and practical significance of the research lies in its contribution to the development of professionally oriented foreign language education by substantiating the structure and content of medical students' professional foreign language communicative competence and demonstrating the application of a principled eclectic approach as the basis of a comprehensive methodological model. The study provides a foundation for further theoretical and methodological development in teaching foreign languages to students of non-linguistic majors, while the proposed model and developed teaching materials have practical value for English for Medical Purposes (EMP) courses, supporting instructors in enhancing students' professional communicative competence and serving as supplementary resources in the training of future foreign language teachers.

The statements submitted for the defence:

1 The current state of English language instruction at Kazakhstani medical faculties is characterized by a mismatch between students' real communicative needs and existing teaching practices. Both students and lecturers recognize the necessity of integrating more professionally oriented and interactive approaches. The analysis of student and lecturer feedback revealed specific areas for improvement in university-level English courses, including the need for clearer professional focus, practice-based activities, and alignment with students' future career requirements.

2 A comparative analysis of English language syllabuses used in Kazakhstani medical universities reveals a structural misalignment between syllabus content and professional requirements. The predominance of General English (GE) over English for Specific Purposes (ESP) in academic syllabuses fails to facilitate the transition from basic literacy to professional foreign language communicative competence. Consequently, despite formal instruction, medical students remain unable to function in clinical or academic English environments.

3 The improvement of university-level English instruction depends on a curricular redesign that prioritizes professional communicative situations and clinical communication, bridging the gap between theoretical language acquisition and professional communicative competence.

4 The development of professional foreign language communicative competence in medical students is contingent upon an integrated methodological model that systematizes interconnected interconnected foreign language communicative, sociocultural, medically-oriented metalinguistic, and professional communicative subcompetencies. The implementation of this model, supported by purpose-built instructional materials, facilitates a shift from General English proficiency to a specialized functional capacity required for authentic clinical and academic engagement.

5 The efficacy of the developed pedagogical model is confirmed through experimental verification, which reveals that the integration of active and student-centred learning approaches leads to a measurable advancement in medical students' communicative competence. Experimental verification demonstrates that the systematic use of Eclectic approach facilitates a statistically significant transition

from general linguistic proficiency to specialized professional communicative competence of medical students.

The approbation of the results of the research. The main results of the dissertation were presented and discussed in 9 scientific publications and have undergone approbation. In total, 1 article was published in a scientific journal indexed in the Scopus database, 4 articles were published in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan, 3 articles were presented at international conferences, and 1 article was published in a foreign journal. In addition, 1 copyright certificate was obtained.

Structure of the research: The dissertation work consists of introduction, three chapters, conclusions for each chapter, a conclusion, list of references, and appendices.