

COMMUNICATIVE ASPECTS OF THE COMPETENCE APPROACH AS THE BASIS OF THE FOREIGN LANGUAGE COMPETENCE OF THE FUTURE SPECIALIST

*Ömer Zaimoğlu¹

^{*1}PhD, Akdeniz Üniversitesi, Antalya, Turkey

e-mail: bislauka@mail.ru

Abstract. The training of highly qualified personnel capable of ensuring the development of an innovative economy continues to be one of the most important tasks of modern Kazakh society, which it seeks to solve by modernizing the system of vocational education, primarily by reorienting the assessment of the result of education from the amount of knowledge, skills and abilities transferred to the assessment of the level of professional competence of a future specialist. In this regard, one of the main goals of vocational education is formulated as the training of a qualified employee, competent, fluent in his profession and oriented in related fields of activity, ready for continuous professional growth, social and professional mobility.

Modern education is designed to provide training for a competent specialist with the qualities, knowledge and skills that determine his competitiveness in the labor market and motivation for professional improvement throughout his life.

At the same time, in the traditional training of specialists, the object of scientific study, the subject of discussion and methodological discussions has recently become the question of determining professionally necessary competencies, about the possibilities and ways of their formation.

Key words: communicative, aspects, competence, approach, the foreign language, future specialist, competent, education, knowledge

Basic provisions

The study presents generalization of theoretical provisions and methodological experience in the formation of the competencies of future specialists, which can be the basis of high-quality educational innovations in vocational education. Important in the activities of specialists are not only the actual special knowledge, skills and abilities, but also the development of general cultural and general professional competencies, in the structure of which the formation of foreign language competence is especially significant in the conditions of increasing professional mobility.

Introduction

In the field of higher professional education, as a result of modernization processes, "competence" and "competence" have become key concepts. This indicates that the social order for a specialist is radically changing, who must present not so much knowledge, skills and abilities, but rather be ready to apply them, be ready to make independent decisions, show initiative, etc.

Modern education is designed to provide training for a competent specialist with the qualities, knowledge and skills that determine his competitiveness in the labor market and motivation for professional improvement throughout his life.

At the same time, in the traditional training of specialists, the object of scientific study, the subject of discussion and methodological discussions has recently become the question of determining professionally necessary competencies, about the possibilities and ways of their formation.

Currently, due to the development of international relations, the expansion of spheres in public life, politics, economics, culture, and production, an increasing number of representatives of various professional communities are involved in the real process of communication. The analysis of the research has shown that knowledge and proficiency in a foreign language is becoming one of the important requirements for specialists in the conditions of the modern labor market, and is one of the components of professional competence [1].

The relevance of the study is determined by the significance of further generalization of theoretical provisions and methodological experience in the formation of the competencies of future specialists, which can be the basis of high-quality educational innovations in vocational education. Important in the activities of specialists are not only the actual special knowledge, skills and abilities, but also the development of general cultural and general professional competencies, in the structure of which the formation of foreign language competence is especially significant in the conditions of increasing professional mobility.

The studied problems have become for us the justification of the content content of the developed pedagogical model of the formation of foreign language competence as a component of professional competence.

The problems of introducing new learning technologies in the process of forming a specialist model, the use of modular technologies in teaching, the conceptual ideas of a personality-oriented approach in education based on the provisions on the development and formation of a personality as a "subject of cognition", its self-knowledge and self-education were decisive for our research.

Despite the presence of various approaches to the problem of the formation of professionally significant competencies, the format of the foreign language competence of the future specialist requires a more complete consideration [2].

The purpose of the study is to scientifically substantiate the pedagogical model of the formation of foreign language competence of students in a non-linguistic university, to identify and experimentally verify pedagogical conditions that contribute to the effectiveness of the process under study.

Materials and methods

In the research work, both general scientific methods (the method of analysis, synthesis) and special research methods of linguistic and humanitarian disciplines were used: the method of comparative analysis, the system method, the method of categorization and functional-stylistic analysis of media texts, the method of content analysis; the method of experimental teaching.

The research is based on an interdisciplinary approach synthesizing knowledge of journalism, communication theory, psycholinguistics, cognitive linguistics, linguoculturology, social philosophy.

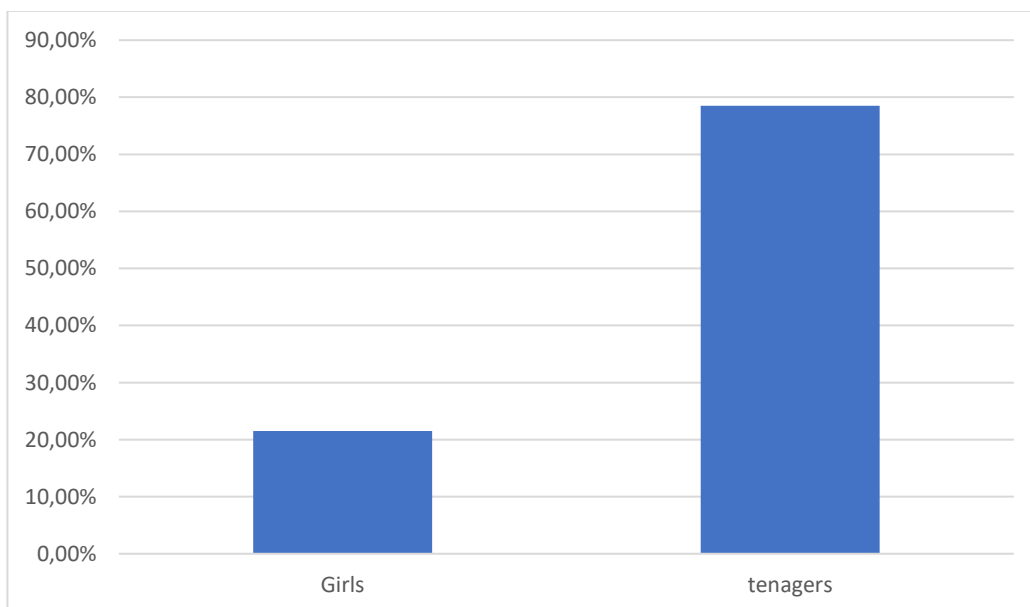
Results

It is known that one of the most pressing issues for higher education institutions is the formation of professional competencies of future teachers. In this regard, each student – future teacher should fully develop such characteristics as the ability to understand and accept global changes and, accordingly, the rapid development of knowledge and skills, the desire for innovation.

This is stated in the concept of continuous pedagogical education of a teacher of a new formation of the Republic of Kazakhstan: "The requirements of society for specialists with higher pedagogical education have become more complicated in recent years. A teacher of a new society is a person with high moral qualities, civic responsibility, active, creative, reflective, environmentally educated, creative person striving for self-development, characterized by a high level of methodological, social, personal-communicative, informational and other skills highly qualified specialist. This program idea was also the basis of our scientific research [3].

To the above, you can add knowledge aimed at professional competence in accordance with the requirements of the global educational space. There is no doubt that today's students studying in constantly changing conditions, future teachers should have theoretical knowledge and practical skills in new areas of professional competence.

Among the participants, 33 (78.5%) girls and 9 (21.5%) boys aged 17-19 years old (Figure 1).



The survey within the framework of experimental work was conducted using special software for the organization and administration of surveys "Anketologist", which is based on the Pearson Criterion 2 (a nonparametric method that allows you to assess the significance of differences between the actual (identified as a result of

the study) number of outcomes or qualitative characteristics of the sample that fall into the each category, and the theoretical amount that can be expected in the studied groups if the null hypothesis is valid).

As a result of the questionnaire at the stages of the ascertaining and formative types of experiment, data were obtained regarding the assessment of the readiness of the subjects to teach geography at school [4].

The answers to the question "Assess your readiness for future teaching as a geography teacher on a scale from 1 to 10" show differences among the subjects.

For the control group, there was a slight increase in the indicator of their attitude to future professional activity: on average by 0.5 points, or 5% (from 4.6 to 5.1 points).

The participants of the experimental group note that the indicator of their own attitude to the level of their readiness for future teaching as a geography teacher increased by an average of 3.1 points, or 31% (from 5.8 to 8.9 points).

The first stage – the search stage – included the analysis of domestic and foreign scientific literature on the problem under study, the definition of the categorical apparatus, the formulation of goals, objectives, hypotheses, drawing up a plan of experimental work; theoretical justification of the model and pedagogical conditions for the formation of foreign language competence of students.

The second stage – experimental - included experimental (ascertaining, forming and control experiments) work. The ascertaining experiment was devoted to identifying the initial level of formation of foreign language competence of students; within the framework of the formative experiment, the pedagogical model of formation of foreign language competence of students was tested in the educational process of the university, pedagogical conditions were experimentally tested and clarified; the control experiment assumed the final diagnosis of the formation of foreign language competence of students.

The third stage – generalizing – included an assessment of the effectiveness of experimental work on the formation of students' foreign language competence; scientific and methodological recommendations were put into practice; the results of the study were analyzed, systematized and generalized; the provisions submitted for defense were clarified, the text of the dissertation and the abstract were drawn up.

Discussion

It is obvious that the main purpose of vocational education is to train a qualified employee of the appropriate level and profile, competitive in the labor market, competent, fluent in his profession and oriented in related fields of activity, ready for continuous professional growth, social and professional mobility.

As part of our research, we define the "professional competence" of a specialist as a set of basic and special competencies, the possession of which is mandatory for the professional activity of an engineer [5]. The analysis of a number of provisions that have developed within the competence approach, despite the ongoing discussions about the content of a number of key concepts, shows the expediency of highlighting the activity aspect of the competence approach as a

theoretical and methodological basis for research related to the professional training of specialists, in particular, with the language training of students in specialties demanded by the modern labor market.

Currently, the requirements imposed by employers on graduates of Kazakh universities, including non-linguistic specialties, have changed due to the expansion of international cooperation within the framework of economic and political globalization. In addition to a high professional level, a modern specialist with a higher education should also have a sufficiently high level of language competence for further professional activity.

The development of international relations of the state and their qualitative change, the internationalization of all spheres of public life make foreign languages really in demand in practical and intellectual human activity. All these dynamic phenomena emphasize the place of the subject "foreign language" in the system of higher professional education [6]. Knowledge of a foreign language is becoming the most important requirement for specialists in a market economy and in the context of global globalization.

Foreign language competence in this case is part of the basic competencies of professional competence and is considered by us as a relatively independent result of the professional training of a future specialist and means proficiency in a foreign language, at the functional level. The development of foreign language competence contributes to the solution of the following professional tasks of an engineer: the ability to correctly and argumentatively formulate his thoughts in writing in a foreign language; the ability to conduct a conversation in a foreign language- a dialogue of a general and professional nature; knowledge of a foreign language in order to obtain information from foreign sources; striving for self-development, improving their qualifications and skills [7].

According to the new requirements for the professional training of engineers in a non-linguistic university, we have determined that foreign language competence is not only a means for communication (communicative competence), but also a means for performing professional activities.

Conclusion

We emphasize that the structure of foreign language competence, in which the value-semantic component is significant, is key in the content-target component of the pedagogical model. The first component of the model is to justify the need for future specialists to acquire foreign language competence. The second important technological component of the model - operational-activity - is revealed in the development of a specific methodological content of the learning process, determining the conditions and mechanism for the implementation of the process of formation of foreign-language competence of future specialists in a non-linguistic university [8]. Russian Russian and Russian-English dictionaries, reference literature, work on the Internet, search for the necessary information), interactive (role-playing and business games, group discussions during the course, etc.), among the adequate methods and forms of teaching a foreign language in a non-linguistic university, the following should be noted: informational (reading original literature,

working with English-Russian and Russian-English dictionaries, with reference literature, working on the Internet, searching for the necessary information), interactive (role-playing and business games, group discussions during conferences, in conducting special translation competitions, in establishing personal contacts with foreign companies.

Within the framework of the study, it was determined that the main work on the formation of foreign-language competence of future specialists in the process of professional training in a non-linguistic university should be carried out within the framework of the operational-activity component of the model [9]. The main objective of this component is to develop an effective set of pedagogical conditions that allows to actualize the student's subjective activity as an indicator of the personal significance of educational results for the student. The implementation of a set of pedagogical conditions includes the following: guiding participation of special departments in the development and implementation of educational and methodological support of the educational process; motivated involvement of students in in-depth foreign language teaching for special purposes; system analysis and training of students in self-assessment of the effectiveness of the process of forming foreign language competence. The formative stage of experimental work was carried out in the experimental group, subject to the identified pedagogical conditions for the formation of foreign language competence in future specialists. As we indicated in the second paragraph of the first chapter, the foreign language competence of a future specialist is determined by a set of general and professional competencies, the mastery of which constitutes the main content of foreign language competence.

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ҚҰЗЫРЕТТІЛІК ТӘСІЛДІҢ КОММУНИКАТИВТІК АСПЕКТІЛЕРІ - БОЛАШАҚ МАМАННЫҢ ШЕТ ТІЛДІК ҚҰЗЫРЕТТІЛІГІНІҢ НЕГІЗІ

*Өмер Заимұғлы¹

*¹PhD, Акдениз университеті, Анталия, Түркия
e-mail: bislauka@mail.ru

Аңдатпа. Инновациялық экономиканың дамуын қамтамасыз етуге қабілетті жоғары білікті мамандарды даярлау қазіргі заманауи қазақстандық қоғамның маңызды міндеттерінің бірі болып қала береді, оны кәсіптік білім беру жүйесін жаңғырту жолымен, ең алдымен білім беру нәтижесін білім, білік және дағды көлемінен қайта бағдарлау жолымен шешуге ұмтылады. қабілеттер болашақ маманның кәсіби құзыреттілік деңгейін бағалауға ауыстырылады. Осыған байланысты кәсіптік білім берудің негізгі мақсаттарының бірі құзыретті, өз кәсібін еркін меңгерген және қызметтің сабақтас салаларында бағдарланған, тұрақты кәсіптік өсуге, әлеуметтік және кәсіптік ұтқырлыққа дайын білікті қызметкерді даярлау ретінде тұжырымдалады.

Қазіргі заман білімі оның еңбек нарығындағы бәсекеге қабілеттілігін және өмір бойы кәсіби жетілдіруге деген ынтасын анықтайтын қасиеттері, білімі мен дағдылары бар білікті маман даярлауды қамтамасыз етуге арналған.

Сонымен қатар, мамандарды дәстүрлі даярлауда ғылыми зерттеу объектісі, талқылау және әдіснамалық пікірталастардың тақырыбы жақында кәсіби қажетті құзыреттерді анықтау, оларды қалыптастыру мүмкіндіктері мен жолдары туралы мәселе болды.

Тірек сөздер: коммуникативті, аспектілер, құзыреттілік, тәсіл, шетел тілі, болашақ маман, құзыретті, білім беру, білім

КОММУНИКАТИВНЫЕ АСПЕКТЫ КОМПЕТЕНТНОСТНОГО ПОДХОДА КАК ОСНОВА ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ БУДУЩЕГО СПЕЦИАЛИСТА

*Өмер Заимұғлы¹

*¹PhD, Университет Акдениз, Анталия, Турция
e-mail: bislauka@mail.ru

Аннотация. Подготовка высококвалифицированных кадров, способных обеспечить развитие инновационной экономики, остается одной из важнейших задач современного казахстанского общества, которое стремится решить путем модернизации системы

профессионального образования, прежде всего путем переориентации результатов образования с объема знаний, умений и навыков. способности заменяются оценкой уровня профессиональной компетентности будущего специалиста. В связи с этим одна из основных целей профессионального образования формулируется как подготовка компетентного работника, свободно владеющего своей профессией и ориентированного на смежные сферы деятельности, готового к устойчивому профессиональному росту, социальной и профессиональной мобильности.

Современное образование призвано обеспечить подготовку квалифицированного специалиста, обладающего качествами, знаниями и навыками, определяющими его конкурентоспособность на рынке труда и мотивацию к профессиональному совершенствованию на протяжении всей жизни.

Кроме того, объектом научного исследования в традиционной подготовке специалистов, предметом дискуссионных и методологических дискуссий в последнее время стал вопрос об определении профессионально необходимых компетенций, возможностях и путях их формирования.

Ключевые слова: коммуникативный, аспекты, компетентность, подход, иностранный язык, будущий специалист, компетентный, образование, знания

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