

DIDACTICS IN COMMUNICATIVE COMPETENCE

Adyrbekov D. T.¹, master, Military Institute of Land forces Ministry of Defense of the Republic of Kazakhstan Almaty, Kazakhstan

Duisenbekova Zh.D.², teacher of the Department of foreign languages, Military Institute of Land forces Ministry of Defense of the Republic of Kazakhstan, Almaty, Kazakhstan

Abdulina L. B.³, master of pedagogy, teacher of the Department of tactics of Military Institute of Land forces Ministry of Defense of the Republic of Kazakhstan Almaty, Kazakhstan, e-mail: zhanat_2006@mail.ru

Abstract. The article introduces the concept of didactic potential in the context of studying the communicative competence of students of Humanities universities. Purposeful and systematic use of the didactic potential of methods, forms and means of control and evaluation plays a significant role in the formation and development of students' communicative competence. The didactic principle of practical solution of a communicative problem is the use of various forms of active and interactive learning. In addition, the author considers the need for a more complete use of the didactic potential as an inseparable combination of methods, tools, and forms of learning in the study of the communicative competence of students of Humanities universities. Also, the possibilities of the emerging new communicative paradigm of education, the methodological foundations of communicative education, its content and principles. The article substantiates communicative education as adequate to the needs of modern society.

Keywords: competence approach, didactic potential, communicative competence, methods of competence assessment.

Almost until the end of the twentieth century, the student as a subject of the educational process was studied by psychology, and pedagogy and, in particular, what is especially important, didactics studied and identified learning patterns, operating only with external means in relation to the subject of learning.

Modern didactics, implementing the tasks of state policy in the field of higher professional education, is actively developing a competence-based approach. With the transition to new General education standards of higher education, one of the urgent tasks of practical pedagogy is "creating didactic and psychological conditions in which a participant in the educational process can show not only intellectual and cognitive activity, but also a personal social position, their individuality, which allows them to Express themselves as a subject of learning" [1].

New guidelines require comprehensive research of students' communicative competence based on the didactic principle. Modern higher school pedagogy considers communicative competence from different points of view, within the framework of different approaches, and most authors understand this phenomenon as a set of communication abilities and skills, focusing on speech skills and the ability to persuade. At the same time, rapid changes in modern society determine the importance of such elements of a student's communicative competence as the

ability to identify, search, exchange, and transmit information through various channels. For a University graduate, the ability to effectively interact in the professional sphere and the meaningful use of communication techniques are very important.

The most important components of the communicative competence of students of Humanities universities should include a set of interrelated knowledge, skills, activities that allow you to establish and maintain the necessary contacts with other people, achieve mutual understanding, determine the situation and the subject of communication. From the point of view of didactics, the definition of O. V.'s communicative competence seems to be the most accurate. Klimova as "a meaningful generalization of theoretical and practical knowledge in the field of communication, presented in the form of concepts, principles, meaning-forming provisions and situations necessary for successful speech interaction" [2].

Based on the provisions put forward in the works Of V. I. Baydenko, M. V. Dolgikh, I. A. Zimnaya, E. F. Zeer, O. F. Korobkova, N. V. Kuzmina, A. K. Markova, O. I. Matyash, L. M. Mitina, Yu. g. Tatur, A.V. Khutorsky, the following components of communicative competence can be distinguished:

- * motivational: the need to communicate and exchange information, the desire for success, mutual understanding;

- * cognitive: a set of knowledge from the field of communication psychology, thinking processes, rhetoric, style and culture of speech, knowledge of business communication standards;

- * personal: empathy, sociability, tolerance;

- * activity-based: the ability to Express their thoughts, public speech skills, knowledge of modern technologies for searching, displaying and transmitting information.

Effective formation and successful development of the communicative competence of students of Humanities universities requires the implementation in practice of these components in their relationship. This task determines the priorities in the choice and nature of the application of various methods, forms and means, pedagogical techniques in the learning process.

Clarifying and structuring the concept of communicative competence allowed us to identify a system of pedagogical conditions that contribute to the successful formation of this parameter. As A. A. Kalyuzhny notes, such goals of higher education as "organization of the educational process, methods of control and evaluation, adequacy of knowledge control, etc., are secondary to the goals of knowledge transfer, skills formation and socialization of the individual" [3].

In the context of this problem, one of the most relevant areas of pedagogical and educational work at the University should be the purposeful formation and development of students' communicative competence as a fundamental professional and personal quality of a specialist. In modern conditions, communicative competence is considered as a personal complex resource necessary for building

effective communication in a certain range of situations of interpersonal interaction [4].

The structure of communicative competence includes cognitive (social intelligence, socio-psychological knowledge and reflexive-perceptual abilities), emotional (social attitudes, the system of personal relationships) and conative (skills and abilities) components. The formation of competence in communication makes it relevant to address a number of personal parameters of students. First of all, we are talking about developing students' qualities such as openness, sociability, empathy, tolerance, positive social and ethno-cultural identity, and the ability to work in a "team". Speaking about the timeliness of communicative training of a specialist, it makes sense to talk not so much about the list of special subjects necessary for this, but in the direction of finding effective ways (forms, methods) of organizing and building the educational process. In General, it is advisable to combine work on the development of students' communicative abilities with the formation of their cognitive, intellectual, moral and humanistic, creative and socio-cultural qualities. To do this, it is necessary to introduce a "cross-cutting" communication component in all training courses and in the social life of students. This is due to the fact that within the framework of this discipline, the tasks of deepening the General inculturation/socialization of the student, forming his humanistic worldview, developing intellectual and creative abilities, and General culture are carried out. All these components are interrelated in the structure of the individual and the development of one of them increases the level of formation of others. To help them realize the uniqueness and value of each culture, to promote the study of their native culture in a variety of connections with all of humanity; - the principle of communication involves creating conditions for the interpenetration of educational and communication activities. This will allow, firstly, to actively include the student in the process of developing their communication skills; secondly, in the future, to transfer the acquired experience of business (educational) interaction to professional activities. In the context of personal-oriented humanistic education, the following can be noted as conditions that contribute to the successful implementation of the process of communicative training of students: - taking into account and using the individual characteristics and capabilities of students; - active involvement of the student in the process of developing their communication skills; - co-creation of the teacher and student as the leading type of educational interactions and relationships; - Dialogic interaction of subjects of the educational process; - creative atmosphere in the process of communication; - organization of students' "work in a team", in a situation of collective co-creation. In all these processes, the communicative activity of the teacher itself is of particular importance, which is based on building interpersonal interaction and relationships with students, establishing psychological contact with the group, with each student, as well as managing communication in the process of joint activities on the basis of cooperation and equal partnership.

The main didactic means of solving a communicative problem is the activation of students' communicative activity in order to acquire the necessary experience of business communication in various communicative situations. Various forms and methods of active and interactive learning allow students to stimulate their communicative activity. Speaking about active learning, first of all, they mean new (modern) forms, methods and means of learning, called active: problem lectures (dialogical relations between students and teachers are implemented), seminars, discussions, business games, research work of students, and others.

Interactive learning in pedagogy is understood as a way of learning carried out in the forms of joint activity of students: when all participants in the educational process interact with each other, exchange information, jointly solve problems, model situations, evaluate the actions of fellow students and their own behavior, and plunge into the real atmosphere of business cooperation [5].

The main reference point in higher professional education is didactics as a field of pedagogical knowledge, which "offers an understanding of the essence and laws of learning, principles and approaches, a system of methods and means of implementing the task" [6]. The pedagogical skills of a high school teacher largely depend on their knowledge in the field of didactics and their creative application. Understanding the didactic in the communicative competence helps the teacher to see the relationship of factors that determine the process and results of learning, to choose the most effective methods, forms and means of forming, developing and evaluating competencies. In the modern system of personality-oriented higher education, the didactic principle becomes a regulatory framework for the formation of a system of competencies, including communicative ones.

Modern pedagogy defines the hierarchy of these concepts as follows. Didactics is a "General theory of learning, considering the whole set of problems, goals, content, forms and methods of teaching and learning, and teaching tools" [7].

Since there are two parties involved in the research process—the teacher and the student—each method should be considered from the point of view of the teacher's activity, the students' activity and their interaction.

The teacher's activity is regulated by the didactic structure of research, which consists of three stages that act as three generalized didactic tasks: updating basic knowledge and key skills; forming new knowledge and skills; applying knowledge, forming skills and abilities. These problems are solved to varying degrees by different research methods.

In an interactive study, the student actively develops the content of communicative competence in interaction with the educational environment, acquires new experience in a real communicative situation related to his future professional activity. Develop skills of mutual understanding, empathy, and tolerance for communication partners. If the research is conducted in a microgroup, students gain experience of communication and interaction in a small group, "value-oriented unity of the group" and skills of flexible change of communicative role

depending on the situation are formed, and skills of “analysis and self-analysis in the process of group reflection are developed... ability to resolve conflicts, ability to compromise” [1].

Students ‘ activities are largely independent (i.e. independent of the teacher), which allows us to evaluate their communication skills, ability to work in a team, ability to listen and persuade, and other elements of communicative competence.

The didactic potential of this type of research for the “teacher - group” system is provided by the informal organization of the educational process, the presentation of a communicative situation in various dimensions, as well as the expansion of interpersonal interaction beyond educational situations.

The following tools can be used in the study of communicative competence:

- * rating model that determines the level of development of key elements of competence-knowledge, skills;
- * monitoring model that provides for creating a portfolio of achievements;
- discussion;
- * creating various types of texts: essays, answers to questions, public speech, term papers and theses;
- presentation;
- * situational and behavioral tests;
- * tests of information processing efficiency;
- * personal questionnaires, sets of standardized questionnaires with closed-type questions;
- * interview (strategic interview) with an open discussion of weaknesses and strengths and defending your point of view;
- observation;
- survey.

Based on the above, all the listed forms and means used in the course of research have their own characteristics and their own didactic potential. Thus, during discussions, interviews, and methods with elements of an oral survey, oral speech is trained, and the skills of information exchange and persuasion of the interlocutor are developed both on the verbal and non-verbal levels. Written works provide more opportunities to assess the quality of language proficiency, its norms, the level of development of monologue speech, etc. Term papers and theses demonstrate the skills of working with information, the ability to receive it, structure it, and the knowledge of scientific and business style of speech.

Active and interactive research methods and forms contribute to the development of communication competence of future specialists in the Humanities, increase students ‘ interest in their future professional field, allow them to feel the communicative situation, develop and test possible strategies for their own actions. Working on the tasks set by the research, students improve their language skills, work in an atmosphere of cooperation, learn to select, sort and analyze information, conduct a discussion and defend their point of view. Therefore, active forms of

research on the communicative competence of students of Humanities universities have a much greater didactic potential than passive ones.

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КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТЕГІ ДИДАКТИКА

Адырбеков Д.Т.¹, ҚРҚМҚӘӨИ магистрі Алматы, Қазақстан **Дүйсенбекова Ж.Д.²**, шет тілдері кафедрасының оқытушы ҚРҚМҚӘӨИ, Алматы, Қазақстан
Абдулина Л.Б.³, ҚРҚМҚӘӨИ тактика кафедрасының оқытушысы, педагогика магистрі, Алматы, Қазақстан, e-mail: zhanat_2006@mail.ru

Аңдатпа. Мақалада гуманитарлық жоғары оқу орындары студенттерінің коммуникативтік құзыреттілігін зерттеу контекстінде дидактикалық әлеует тұжырымдамасы енгізіледі. Бақылау, бағалау әдістерінің, нысандары мен құралдарының дидактикалық әлеуетін мақсатты және жүйелі пайдалану оқушылардың коммуникативтік құзыреттілігін қалыптастыру мен дамытуда маңызды рөл атқарады. Коммуникативті мәселені практикалық шешудің дидактикалық принципі-белсенді және интерактивті оқытудың әртүрлі формаларын қолдану. Сонымен қатар, гуманитарлық жоғары оқу орындары студенттерінің коммуникативтік құзыреттілігін зерттеуде дидактикалық әлеуетті оқыту әдістерінің, құралдарының, нысандарының ажырамас үйлесімі ретінде неғұрлым толық пайдалану қажеттілігі туралы мәселе қарастырылуда. Сондай-ақ білім берудің қалыптасып келе жатқан жаңа коммуникативтік парадигмасының мүмкіндіктері, коммуникативтік ұйымдастырылған білім берудің әдіснамалық негіздері, оның мазмұнымен қағидаттары. Негізделеді коммуникативтік білім беру барабар сұраныс қазіргі заманғы қоғам.

Тірек сөздер: құзыреттілік тәсіл, дидактикалық әлеует, коммуникативтік құзыреттілік, құзыреттерді бағалау әдістері.

ДИДАКТИКА В КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

Адырбеков Д.Т.¹, магистр ВИСВ МО РК Алматы, Казахстан **Дүйсенбекова Ж.Д.²**, преподаватель кафедры иностранных языков, ВИСВ МО РК, Алматы, Казахстан

Абдулина Л.Б.³, магистр педагогики, преподаватель кафедры тактики ВИСВ МО
РКАлматы, Казахстан, e-mail: zhanat_2006@mail.ru

Аннотация. В статье вводится понятие дидактического потенциала в контексте исследования коммуникативной компетенции студентов гуманитарных вузов. Целенаправленное и систематическое использование дидактического потенциала методов, форм и средств контроля, оценки играет значительную роль в формировании и развитии коммуникативной компетенции учащихся. Дидактическим принципом практического решения коммуникативной задачи является использование различных форм активного и интерактивного обучения. Кроме этого, рассматривается вопрос о необходимости более полного использования дидактического потенциала как неразрывного соединения методов, средств, форм обучения в исследовании коммуникативной компетенции студентов гуманитарных вузов. Также возможности формирующейся новой коммуникативной парадигмы образования, методологические основания коммуникативно организованного образования, его содержание и принципы. Обосновывается коммуникативное образование как адекватное запросам современного общества.

Ключевые слова: компетентностный подход, дидактический потенциал, коммуникативная компетенция, методы оценки компетенций.

Статья поступила 21.08.2020