

A MODEL FOR THE FORMATION OF THE COMMUNICATIVE COMPETENCE OF A FUTURE ENGLISH TEACHER

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Abstract. The model of formation of the communicative competence of a future English teacher by means of effective technologies of interaction between subjects of the educational process is a process of consistent creation of its constituent substantive blocks and ways to achieve the set research goal - the search and finding effective technologies for interaction between subjects of the educational process.

The article presents a model for the formation of the communicative competence of a future English teacher through effective forms and technologies of interaction between subjects of the educational process.

It includes the following blocks: a state order for an English teacher; requirements for graduates of employers; rules set out in new state standards; a goal-setting block; various forms of pedagogical interaction; communication technologies; a set of organizational and psychological and pedagogical conditions.

The key to the successful formation of the communicative competence of a future English teacher is the search and implementation of effective technologies for the interaction of subjects of the educational process in this process. The establishment of communications between the subjects of the educational process is possible through clear informing of all departments both about the general concept and purpose of the educational institution, and informing them about the set professional goals, tasks within the framework of professional training of students of all departments of the faculty, departments in the areas of their interaction with the university administration. To solve this problem, we used the modeling method.

The analysis of modern conditions for the training of future foreign language teachers has shown that there is a need to create a system aimed at the formation of professional and communicative competence of a foreign language teacher, which serves as the basis for the implementation of professional and pedagogical functions. On the basis of competence-based, communicative and professionally-oriented approaches, a model for the formation of professional and communicative competence has been developed, which includes targeted, conceptual, meaningful, procedural, methodological and effective blocks.

Keywords: education, communication, communicative, competence, modeling, future, teacher, English

Introduction

The main purpose of the formation of communicative competence is the effective interaction of subjects of the educational process, the development and identification of stages of setting communicative tasks by subjects of the educational process and certain psychological and pedagogical conditions. Within the framework of modeling the process of forming the communicative competence of an English teacher, we have identified a block characterizing various forms of

pedagogical interaction. Pedagogical communication of the "teacher - student" type represents a subject-object form of interaction, which is aimed primarily at the student, therefore, the subject of communicative activity is the student - he is also a communication partner. The student is attracted to himself or repelled from himself not just by some abstract person with a pedagogical education, but by a specific personality. In the process of teacher-student communication, the motivation for a student's communicative activity may be the teacher's high erudition in a certain field of science.

Recently, a reassessment of educational results is being carried out from such concepts as "education", "upbringing", "general culture" to the concepts of "competence", thereby encouraging scientists and specialists to organize the educational process in secondary and Higher School on the basis of a competency approach. This trend, as noted, is considered in the literature as a new conceptual basis.

As noted in the concept of modernization of general education: it is a competency approach as one of the foundations of modernization of Education, Designed to ensure the achievement of a new modern quality of professional education.

"The emergence of a competency approach is the regularity of the development of the education system in connection with the search for ways to approach the continuously developing needs of society. Knowledge, skills, abilities, which were traditionally considered the basis of a particular profession, can no longer provide training for effective activities within these professions.

The idea of a competency approach and a list of key competencies has been increasingly implemented in psychological pedagogical research in recent years, especially in the field of teaching foreign languages.

Kogan believes that "this is a fundamentally new approach that requires a revision of the approach to teaching students." This approach should lead to global changes - from changes in consciousness to changes in the methodological Base" [1].

Materials and methods

The key to the successful formation of the communicative competence of the future English teacher of tolerance is the search and implementation of effective technologies for the interaction of subjects of the educational process in this process. The establishment of communications between the subjects of the educational process is possible by clearly informing all departments about the general concept and purpose of the educational institution, as well as informing them about the professional goals, tasks set within the framework of professional training of students of all departments, departments of the faculty in the areas of interaction with the administration of the University. To solve the tasks set, we used the modeling method.

"The modeling method is a virtual, mentally presented or materially transformed system, the power of which is that process modeling always adequately

represents the subject of study, and also allows it to be modified to obtain a new message about the object of Study" [1, p.34].

A model is a hypothesis that expresses a certain hypothesis, a finite visual scheme, shape, or drawing [2, 21 p].

Pedagogical communication, the relationship of teachers and students is a special type of communication as a form of interaction between people, which has its own specifics, obeys the general psychological laws inherent in communication, includes an interactive and perceptual component.

An analysis of the current conditions for the training of future Foreign Language teachers shows that there is a need to create a system aimed at the formation of professional communicative competence of a foreign language teacher, which is the basis for the implementation of professional and pedagogical functions.

Within the framework of this approach, the concept of a linguistic personality is emphasized as a person who has a special linguistic consciousness and the ability to carry out communicative actions. In scientific terms, the combination of the terms "communicative competence" was first used in the direction of Social Psychology (lat. competencies - "capable") - the ability to establish and maintain effective communication with other people in the presence of internal resources (knowledge and skills).

According to M. K. Kabardov, "communicative competence is the assimilation of socio-psychological standards, standards, stereotypes of behavior, mastering the technique of "communication"."

A similar position on the definition of communicative competence is expressed by I. A. Zimnya, who defines it as "the acquisition of complex communicative skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the field of communication, observance, education of decency; orientation to the communicative means inherent in the national, class mentality [3].

The content of primary education is aimed at the initial formation of the main aspects of the personality, one of which is communicative competence. In the course of work on the issue, we assumed that in order to achieve the necessary level of communicative competence of Primary School students, it is necessary to determine the essential content of the levels and criteria of communicative competence, as well as provide a set of necessary conditions for organizing lesson activities aimed at the formation of communicative competence.

D. I. Izarenkov understands by communicative competence "the ability of a person to communicate in one, several or all types of speech activity, which is a special quality of speech personality acquired in the process of natural communication or specially organized learning." Studying the structure of communicative competence, the scientist himself talks about its three main, main components - language, subject and pragmatic competencies.

Language competence provides the ability to build grammatically correct and meaningful statements. Subject competence is responsible for the content of the

statement, contains knowledge about the fragment of the world acting as an object of speech. Pragmatic competence forms the ability to use sentences in certain speech acts depending on the situation of communication.

Within the framework of the state standard, under the leadership of T. A. Ladyzhenskaya, the problem of the formation of a communicative culture of the individual is being solved based on the collection and methodological recommendations of the author's team on "children's rhetoric", which at the present stage is the main direction of speech development of Primary School students.

Being the subject of the humanitarian cycle, rhetoric allows a young student to get acquainted with the laws of the world of communication, with the peculiarities of communication in the modern world; understand the importance of mastering speech in order to achieve success in personal and public life. Therefore, an equal sign is put between the concepts of "speech development" and "rhetoric" in modern methodological science.

Thus, the requirements for the level of formation of communicative competence of a primary school student include the ability to distinguish between dialogue and monologue, narration, description, reasoning, types of repetition, as well as knowledge, participation in dialogue, the use of the rules of speech etiquette, the use of non-verbal means of communication and the performance of work of a creative nature [4].

Competence, communicative and professionally oriented approaches have developed a model for the formation of professional communicative competence, which includes targeted, conceptual, substantive, procedural-methodological and productive blocks.

However, you can better understand the norms of pronunciation, words and the rules for their use, grammatical forms and constructions, use different ways of expressing the same thought, in other words, be linguistically and linguistically literate, but not apply these knowledge and skills in accordance with a specific speech situation, or, as scientists say, communicative situations. In other words, for language acquisition, the skills and skills of using certain words, grammatical structures in a specific communication or communication situation are important.

Only about a person who has all kinds of competencies can we say that he "knows the language". Therefore, at present, the most important task of the methodology of teaching the Russian language is the implementation of this connection in the educational process, overcoming the isolation of the three components of the school course of the Russian Language, linguistic characteristics of the language system, spelling, speech development.

The basis of primary philological education, in our opinion, is the formation of the integral competence of the linguistic personality of a primary school student, which includes linguistic, textual and communicative competencies that differ in accordance with the trichotomy of language, speech, speech activity. Accordingly, philological competence is carried out at the levels of language operations, textual actions and communicative activity. In each of them, their own units are updated, which in the educational process become didactic units.

Consequently, developing a promising program for teaching the Russian language in the studied class from an individual-differentiated point of view, it is necessary to characterize the specifics of working with children in accordance with communicative competence, to form it as a linguistic personality in a student as part of an integral philological competence.

That is why in language education, such a type of competence as communicative is distinguished, which is decisive and consists in the ability to practically master the language. This is the mastery of all types of speech activity and the basics of oral and written speech culture, the ability to move from one code (style, dialect) to another depending on the state of communication in the process of communication; manifested in the use of language in vital areas, genres and communication situations [5].

The created model shows. There is a structure, relationships between the elements that are part of it. A consistent transition from one component to another ensures the achievement of the set goal - the formation of professional and communicative competence of a foreign language teacher. The proposed model was introduced into the process of professional training of future Foreign Language teachers at a Linguistic University.

Based on the concept of the development of higher professional education, we assume that the formation of a holistic structure of mastered professional activity, that is, meeting the professional needs of specialists in the interests of developing their personality and creative abilities, taking into account the requirements of society in highly qualified personnel.

At the same time, it should become one of the conditions for the formation of professional communicative competence of a foreign language teacher, contribute to the free entry of a future foreign language teacher into active professional activity. The purpose of this article is to build a model for the formation of professional communicative competence of a future foreign language teacher on the basis of competence, communicative and professionally oriented approaches.

Training a future foreign language teacher aimed at mastering professional and communicative competence is possible if a certain model of the object under study is developed, that is, an artificially created object in the form of a scheme, physical structures, symbolic forms or formulas that simply represent and reproduce a structure similar to the object (or phenomenon) under study. Its effectiveness is confirmed by the results of the experimental part of the study.

In the process of developing a model for the formation of professional and communicative competence of undergraduate students - future Foreign Language teachers, we were guided by the theoretical provisions set out in a number of works on pedagogical design and modeling. According to modern ideas, the pedagogical system and the educational system that implements it, the process is a complex multi-element and multi-level structure.

The model proposed by us for the formation of professional and communicative competence of a future foreign language teacher is based on competence, communicative and professionally oriented approaches. The

implementation of the competence approach is manifested in the focus of the teaching system on the formation of professional and pedagogical competence of a foreign language teacher and all its components, as well as in the allocation of professional and communicative competence as a system-forming, basic component. The communicative approach clearly demonstrates the learning process through training close to Real communicative activity, which is a necessary condition.

A professionally oriented approach makes it possible to form the professional and communicative competence of a future foreign language teacher, where the determining role belongs to the functions of professional and pedagogical activity, where this competence finds its implementation. In the structure of the model of professional communicative competence of a foreign language teacher, the following components are distinguished: targeted, conceptual, substantive, procedural and methodological and productive blocks [6].

In the structure of the model of professional communicative competence of a foreign language teacher, the following components are distinguished: target, conceptual, substantive, procedural.

Based on the professional and communicative structure defined by us, the competence of a foreign language teacher, we have outlined a number of functions of professional pedagogical activity in which this competence is implemented. The components of the professional and communicative competence of a foreign language teacher, which we have named, affect the performance of these functions. We divide the functions allocated by us into two groups: target and operational structural functions. The successful implementation of the allocated pedagogical functions involves mastering the appropriate system of general pedagogical and methodological skills and the necessary amount of knowledge. The target functions include: the learning function, the pedagogical function that develops the educational function. Operational structural functions include: Gnostic function, constructive planning function, organizational function, intercultural communication organizer function, and control function.

The professional orientation of future teachers in teaching a foreign language means relying on the basic principles that, in our understanding, allow us to model the most important aspects of the teacher's activity and contribute to the successful acquisition of professionally important skills that ensure the performance of the main functions of a foreign language teacher. To the main of these principles we include:

1. the principle of conscious basis in the acquisition of professionally oriented communication skills;
2. the principle of functionality in the professional and pedagogical sphere;
3. professional and communicative principles;
4. the principle of creative use of a foreign language in the conditions of professional and pedagogical communication;
5. the principle of multifunctionality of vocational-oriented training;
6. the principle of professionally oriented role-based organization of the process of teaching a foreign language;

7. the principle of combining educational and extracurricular activities of students in mastering professional and communicative competencies;

8. the principle of interdisciplinary communication of linguistic and methodological training.

The procedural block includes teaching technology and strategies, methods, pedagogical technologies implemented in exercises, stages of training, as well as forms of interaction. The procedural component is carried out through stages, methods, strategies, as well as a system of exercises.

According to the proposed model, various forms of educational interaction are used in the process of forming the professional communicative competence of a foreign language teacher. When discussing career-oriented information in general, preference is given to the group form of work. When performing tasks of a creative nature, work is organized in small groups. When working with receptive tasks or tasks that require preliminary preparation, the individual work of students plays an important role [7].

In the course of the study, we identified four levels of formation of professional and communicative competence of undergraduate students of a Linguistic University, namely: 1) Low; 2) medium; 3) high; 4) Advanced level of formation of professional and communicative competence.

A low level is characterized by superficial knowledge of the structural elements of the language (grammatical, lexical, phonetic) necessary for communication in the studied foreign language, insufficient skills and abilities to use them in the context of oral and written communication, poor mastery of the set of organizational formulas necessary in professionally oriented communication in a foreign language lesson. As a result, the undergraduate student has a low level of motivation to master professional and communicative competence.

The middle level is characterized by sufficient skills to realize the intention to speak in a foreign language lesson, which makes it possible to establish communication and mutual understanding between the teacher and students and apply knowledge about the national cultural features of language and speech phenomena.

An undergraduate student, in general, can use the necessary lexical tools and speech behavior that are appropriate for speech communication situations. However, when using these means of communication, certain difficulties arise due to the adaptation of schoolchildren to the level of speech.

A high level is manifested in deep knowledge of a professionally oriented direction. Undergraduate students-a future foreign language teacher-have deep knowledge of verbal compensation in conditions of communicative difficulty in the process of communication in a foreign language, can competently use them. He feels confident when communicating in almost all speech situations, knows a wide range of language tools, does not have problems adapting foreign language speech in a foreign language lesson. The advanced level is expressed in the constant and creative use of skills and abilities to use verbal/non-verbal compensation tools to overcome communication difficulties. An undergraduate student is a future teacher of a foreign

language who successfully applies theoretical knowledge in practical work. In different professional situations, carries out language interaction. According to the purpose and conditions of the course of communication, the professional has the necessary qualities to solve various speech problems.

The model developed by us for the formation of professional and communicative competence of a foreign language teacher is characterized by integrity (all its components are interconnected and focused on the final result), functionality (serves to implement the established functions), pragmatism (acts as a means of organizing practical activities aimed at achieving the desired result) and openness (included in the context of

Despite the relative independence, individual elements, the general structure of the created model involves an unambiguous interpretation in the chain of transition from one component to another to solve problems aimed at achieving a set goal. The proposed model was introduced into the process of professional training of future Foreign Language teachers at a Linguistic University. Its effectiveness was confirmed by the results of the experimental part of the study. Numerous studies in the field of pedagogical Psychology show that most of the pedagogical difficulties that arise are explained not by the weak scientific, methodological and practical training of university teachers, but by a lack of understanding of how to build relationships with a youth audience, how to build professional relationships with a group of adolescents.

Discussion

Young teachers, coming to the University and starting their pedagogical activity, demonstrate such a phenomenon as imprinting, the first impression, which is the most durable and long-lasting, will be remembered for decades.

Initial communication and initial communication with students determine the style and character that determines the development of pedagogical communication in the future. At the same time, the development of "teacher – student " communications can go from a simple inert-informational approach, to authoritarian monologic and further trust-dialogical communication. Communicative activity can be represented as a process of human activity aimed at another person (his feelings, motives, actions). Calls for communicative means (words, gestures, facial expressions) and appropriate motives for the realization of a communicative need (recognition of another person as a person) [8].

Today, communicative competence is understood as:

- the ability of a person to carry out communicative activities (N. A. Moreva, N. D. Galskova, N. I. Gez, I. A. Zimnyaya nanny, etc.);
- acquisition of communicative skills and abilities (O. S. Ovchinnikova V. B. Kashkin, G. O. Chanysheva, etc.);-
- readiness and ability to implement communication (I. L. BIM, D. A. Ivanov, etc.) [3].

The model of the formation of the communicative competence of the future English language teacher through effective technologies for the interaction of

subjects of the educational process the process of consistent construction of its constituent content blocks and the way to achieve the goal of the study is the search and discovery of effective technologies for the interaction of subjects of the educational process. It contains the following blocks.

Results

The first block. The first block in the model designed to solve the problem of the formation of communicative competence of future English teachers should be a state order for the creation of a temporary English teacher, requirements for graduates of English teachers on the part of the employer.

Second block. Requirements for a modern English teacher.

The third block of the model, which is directly related and interconnected with the first two blocks - the state order and the requirements of the employer – will be according to the rules specified in the new ones.

Taking generalizing blocks, the solution is to solve the problem of the formation of the ability and competence of future English teachers to work. One of the main requirements for a modern English teacher in the profile "English language and literature" in the context of overcoming stereotypes in intercultural professional communication is the formation of his communicative competence in a foreign language as the key to success in the context of globalization. Communicative competence in a foreign language allows the Bachelor-philologist to actively communicate with representatives of other cultures, use basic vocabulary, professional, retelling words and phrases[9].

In general, its model is shown in the following table:

Table 1 - Model list

State order for a modern English teacher
1. employers ' requirements for a modern English teacher.
2. the purpose of the interaction of subjects: the formation of communicative competence of the future English teacher.
3. principles of interaction of subjects: the principle of communicative influence, the presence of motivation, awareness of all subjects of interaction of the functions of pedagogical communication.
4. forms of interaction of subjects of the educational process of the University.
5. technology of interaction of subjects of the educational process of the University.
6. psychological and pedagogical conditions for using the potential of effective forms and technologies of interaction of subjects of the educational process.
7. modeling result: formation of communicative competence of the future English teacher.

The first blocks of the model glorify a number of tasks set for the University, which trains Foreign Language teachers. The next block is the fourth-for setting

goals. It is designed to answer the question – What goal should be set for it in order to effectively and qualitatively form a university. Future English teachers have communicative professional competence and competence to be competitive in the Professional Services Market[10].

The main goal of the formation of communicative competence is the effective interaction of the subjects of the educational process, the development and determination of the stages of setting communicative tasks by the subjects of the educational process and certain psychological and pedagogical conditions.

As part of modeling the process of forming the communicative competence of an English teacher, we have identified a block that characterizes various forms of pedagogical interaction. A student attracts or pushes a certain person to himself, and not just some abstract person with a pedagogical education. The motive for the communal activity of the student in the process of communication" teacher – student " can be the higher education of the teacher in a particular field of science.

An important block in the developed model includes the use of effective communication technologies by all subjects at the University. In particular, the following technologies can be distinguished as effective: technology of learning through the interaction of the student with educational resources;

An important role in the university is played by the system unit, which determines the creation of its own system of interaction between administrators and teachers, between the administrator and students, as well as the interaction of administrators of various structural units, which can be strengthened by the introduction of Information Technologies[11].

Consider the main model ways to increase the motivation and interest of students in learning English:

1.communication with life is a necessary condition for increasing students ' interest in learning grammar. This communication is carried out through the language material used in the exercises, the basis of which are texts and examples related to their profession, interests.

2.holding various competitions contributes to increasing students ' interest in learning the language. (including participation in distance competitions, internet Olympiads)

3. visualization as a means of developing interest in foreign language lessons (posters, tables, diagrams, interactive whiteboard)

4.the use of modern information technologies in classes, on the one hand, contributes to increasing the motivation of students to study, the formation of key competencies, on the other hand, organizes the work of the student and teacher.

5.use modern methods and techniques, modern technologies ("thin" and "thick" questions, cluster, Fishbone, prediction tree).

6. Use of games (by didactic, role-playing, talk show type)

7.Set realistic goals for students so that they can work to achieve them.

8.creating a favorable psychological climate for personal development (comparing the student only with himself).

The low level of communicative competence of English teachers at school is due to the following reasons:

1. in the practice of teaching the discipline, insufficient attention is paid to working with the text;

2. traditional methods and methods of Teaching do not correspond to the tasks of forming written and oral speech of students;

3. the main content of the subject "foreign language" is reduced to teaching spelling and punctuation.

4. based on this analysis, an integral model of the formation of communicative competence of teachers was created, including:

- The idea of an approach to activity associated with developmental pedagogy and implemented in the development of the theory and technology of organizing various types of reproductive activity. Speech activity in the educational process is organized in such a way that each child becomes an active figure. He understands that he not only adds sounds to syllables, syllables to words, words to sentences, but also reads them. The child tries not only to write an essay on the topic given by the teacher, but also to find the means to express his thoughts, realizing his idea using template phrases and ready-made constructions.

* The idea of systematic education as a possible result of the entire process of joint activity of the teacher and each student, which is a series of questions that require mental effort to answer. These questions concern both the text itself and the student's personal experience.

Conclusion

The English language is becoming one of the main factors in the socio-economic and general cultural progress of society. English plays a huge role in the formation of personality and increasing education, since with its help it is possible to directly access the spiritual wealth of another country, to establish direct contacts with representatives of other peoples. With the improvement of the selection and placement of educational material in textbooks, the interest of students in reading, analyzing text material in a foreign language has increased somewhat. In turn, work experience shows that the formation of foreign language communicative competence of future English teachers is at an intermediate level. Many of them believe that communication skills and abilities are insufficient and do not provide productive participation in the act of communication.

Therefore, it is not surprising that recently interest in foreign languages and mainly English humor has increased significantly in our country [12].

Then the model presents a set of psychological and pedagogical conditions for the effective formation of the communicative competence of an English teacher. This complex of conditions involves the creation of certain administrative, but managerial, organizational-pedagogical and didactic-methodological conditions.

The process of modeling the communicative competence of English teachers is summed up by a productive block. Based on the maximum understanding of the situation, which contributes to the solution of the tasks set by communicants, ensures

the achievement of goals with the optimal involvement of communicative resources – methods and technologies of effective interaction, and the formation of the communicative competence of the English language teacher as a process of achieving communicants.

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БОЛАШАҚ АҒЫЛШЫН ТІЛІ МҰҒАЛІМІНІҢ КОММУНИКАТИВТІ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ МОДЕЛІ

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Аңдатпа. Білім беру үдерісі субъектілерінің өзара іс - қимылының тиімді технологиялары арқылы болашақ ағылшын тілі мұғалімінің коммуникативтік құзыреттілігін қалыптастыру моделі оның құрамдас мазмұндық блоктарын дәйекті құру процесі және зерттеу мақсатына жету жолы-білім беру үдерісі субъектілерінің өзара іс-қимылының тиімді технологияларын іздеу және табу.

Мақалада білім беру процесі субъектілерінің өзара әрекеттесуінің тиімді формалары мен технологиялары арқылы болашақ ағылшын тілі мұғалімінің коммуникативті құзыреттілігін қалыптастыру моделі келтірілген.

Оған келесі блоктар кіреді: ағылшын тілі мұғалімдеріне мемлекеттік тапсырыс; жұмыс берушілердің түлектеріне қойылатын талаптар; жаңа мемлекеттік стандарттарда көрсетілген ережелер; мақсат қою блогы; педагогикалық өзара әрекеттесудің әртүрлі формалары; коммуникативті технологиялар; ұйымдастырушылық және психологиялық-педагогикалық жағдайлар кешені.

Болашақ ағылшын тілі мұғалімінің коммуникативті құзыреттілігін сәтті қалыптастырудың кілті-бұл процеске білім беру процесінің субъектілерінің өзара әрекеттесуінің тиімді технологияларын іздеу және енгізу. Білім беру процесінің субъектілері арасында коммуникацияларды жолға қою білім беру мекемесінің бас тұжырымдамасы мен мақсаты туралы барлық бөлімшелерді нақты хабардар ету, сондай-ақ оларды жоғары оқу орнының әкімшілігімен өзара іс-қимыл салаларында факультеттің барлық бөлімшелерінің, кафедралардың студенттерін кәсіби даярлау шеңберінде қойылған кәсіби мақсаттар, міндеттер туралы хабардар ету арқылы мүмкін болады. Тапсырманы шешу үшін біз модельдеу әдісін қолдандық.

Болашақ шет тілі мұғалімдерін даярлаудың қазіргі заманғы жағдайларын талдау кәсіби-педагогикалық функцияларды іске асырудың негізі болып табылатын шет тілі мұғалімінің кәсіби-коммуникативтік құзыреттілігін қалыптастыруға бағытталған жүйені құру қажеттілігі бар екенін көрсетті. Құзыреттілік, коммуникативтік және кәсіптік-бағдарланған тәсілдер негізінде мақсатты, тұжырымдамалық, мазмұндық, процесік-әдістемелік және нәтижелі блоктарды қамтитын кәсіптік-коммуникативтік құзыреттілікті қалыптастыру моделі әзірленді

Тірек сөздер: білім, коммуникация, коммуникативті, құзыреттілік, модельдеу, болашақ, мұғалім, ағылшын тілі

МОДЕЛЬ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО УЧИТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. Модель формирования коммуникативной компетентности будущего учителя английского языка средствами эффективных технологий взаимодействия субъектов образовательного процесса представляет собой процесс последовательного создания составляющих содержательных её блоков и пути достижения поставленной цели

исследования - поиск и нахождение эффективных технологий взаимодействия субъектов образовательного процесса.

В статье представлена модель формирования коммуникативной компетентности будущего учителя английского языка через эффективные формы и технологии взаимодействия субъектов образовательного процесса.

Он включает в себя следующие блоки: государственный заказ на учителя английского языка; требования к выпускникам работодателей; правила, изложенные в новых государственных стандартах; блок целеполагания; различные формы педагогического взаимодействия; коммуникативные технологии; комплекс организационных и психолого-педагогических условий.

Залогом успешного формирования коммуникативной компетентности будущего учителя английского языка является поиск и внедрение в данный процесс эффективных технологий взаимодействия субъектов образовательного процесса. Налаживание коммуникаций между субъектами образовательного процесса возможно через четкое информирование всех подразделений как о генеральной концепции и цели образовательного учреждения, так и их информирование о поставленных профессиональных целях, задачах в рамках профессиональной подготовки студентов всех подразделений факультета, кафедр в сферах их взаимодействия с администрацией вуза. Для решения поставленной задачи мы воспользовались методом моделирования.

Анализ современных условий подготовки будущих учителей иностранного языка показал, что существует необходимость создания системы, направленной на формирование профессионально-коммуникативной компетенции учителя иностранного языка, служащей основой реализации профессионально-педагогических функций. На основе компетентностного, коммуникативного и профессионально-ориентированного подходов разработана модель формирования профессионально-коммуникативной компетенции, включающая в себя целевой, концептуальный, содержательный, процессуально-методический и результативный блоки.

Ключевые слова: образование, коммуникация, коммуникативная, компетентность, моделирование, будущий, учитель, английский язык

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