

PROFESSIONAL COMPETENCE OF FOREIGN LANGUAGE TEACHERS

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Abstract. The article is devoted to the actual problem of defining the concept of «professional competence of a foreign language teacher». The introduction of new standards has set serious challenges for all teachers. The State educational standard has been firmly established in our professional life. But whatever reforms take place in the education system as a result, they, in one way or another, affect the teacher directly. Therefore, in the context of modernizing modern education, the professional competence of a foreign language teacher is particularly important. This article discusses various existing interpretations of this concept in relation to the specialty of a foreign language teacher. Defining the structure of this concept, the author points to the strategy of preparing students for teaching.

Keywords: competence, competences, competence approach in education, structure of professional and pedagogical competence of a foreign language teacher.

Trends in the development of modern society require modernization of education. The educational process in a pedagogical University is undergoing significant changes and is becoming increasingly relevant “competence-based approach, which involves significant systemic changes affecting the teaching of the subject, its content, evaluation, and use of educational technologies” [1]. Competencies are not once and for all given entities. They are characterized by constant development and updating. The development of competencies depends on changing conditions and requirements of society, as well as on values [2].

In the context of modernization of education, “professional competence” is considered as an indicator of the quality of training of University graduates and is defined as the readiness of a graduate to solve typical professional tasks, depending on the level of education. In relation to the professional training of teachers, this concept is specified, and the main goal of training is the formation of professional and pedagogical competence. This term most fully and accurately reflects the specifics of the teacher’s activity, which is carried out in two directions: teaching the subject and developing students, educating their personal qualities. The first is the specialty of a particular teacher, the second is the essence of his profession, an invariant component of the actual pedagogical activity. In other words, the formation

of professional and pedagogical competence of a teacher is the ultimate goal of teaching students at a University.

Interest in the problem of defining the concept of “professional competence” does not subside due to the fact that the authors cannot come to a single interpretation of this concept. Such well-known scientists as N.

V. Kuzmina, A. K. Markova, V. A. Slastenin, M. A. Choshanov and others have been engaged in issues of professional competence and professional competence.

Professional competence is considered as professional literacy, the degree of qualification of a specialist, as the level of development of his personality and human culture, as a complex single system of internal mental States and personality traits of a specialist, professional self-education (A. K. Markova), the ability to perform actual activities (M. A. Choshanov), the unity of theoretical and practical readiness of a teacher to carry out activities (V. A. Slastenin).

Next, we will consider several interpretations of the concept of “professional competence” of a teacher.

As the main elements of pedagogical competence, N. V. Kuzmina identifies:

- special competence in the field of the taught discipline;
- methodological competence in the field of ways to form knowledge, skills and abilities of students;
- psychological and pedagogical competence in the field of motives, abilities, orientation of students;
- reflection of pedagogical activity or autopsychological competence.

Professional competence of a teacher is a set of professional and pedagogical competencies, which include:

- 1) socio-psychological competence related to readiness to solve professional tasks;
- 2) communication and professional communication skills;
- 3) General pedagogical professional competence (psychological, pedagogical and methodological);
- 4) subject competence in the field of teaching specialty;
- 5) professional self-realization [3].

The Council of Europe identifies five basic competencies that are necessary today for any specialists who, according to E. N. Solovova, acquire a special meaning in the context of training a foreign language teacher, namely: political and social competencies related to the ability to take responsibility, participate in joint decision-making, and participate in the functioning and development of democratic institutions. competencies related to life in a multicultural society, designed to prevent the emergence of xenophobia, the spread of a climate of intolerance and promote both understanding of differences and willingness to live with people of other cultures, languages and religions. competencies that determine the mastery of oral and written communication that is important in work and social life. This group

also includes knowledge of several languages, which are becoming increasingly important competencies related to the emergence of the information society. Knowledge of new technologies, understanding of their strengths and weaknesses, the ability to be critical of information and advertising distributed through the media and the Internet are competencies that realize the ability and desire to learn all your life, not only professionally, but also in your personal and public life [4].

Training of a future foreign language teacher involves mastering a number of special professional competencies. For example, such as:

1. Linguistic, assuming knowledge of the language system and the rules of its functioning in foreign language communication;

2. Sociolinguistic, which includes knowledge about how social factors in both cultures (native and foreign language culture) affect the choice of linguistic forms;

linguistic and cultural Studies, which presupposes knowledge of the main features of the socio-cultural development of the countries of the studied language at the present stage and the ability to carry out their speech behavior in accordance with these features;

1. communicative, which implies the ability to perceive and generate foreign-language texts in accordance with the set or emerging communicative task;

2. Educational and cognitive, including mastering the technique and strategy of learning foreign languages, the formation of students' ways of Autonomous acquisition of knowledge and the development of foreign language skills and abilities;

3. Linguometodic, which assumes language proficiency at an adaptive level determined by a specific pedagogical situation, and mastering the skills of pedagogical communication (managing students' intellectual activity, stimulating their speech activity);

4. Social, consisting in the desire and ability to interact with students, parents, colleagues;

5. Strategic, involving the development of linguodidactic strategies that will help the future specialist to choose training technologies taking into account the psychological and age characteristics of students [5].

Professional competence of a future teacher of a foreign language is defined as the initial level of his professional development, as a professionally significant, integrative quality of personality, the main components of which are knowledge, skills and abilities; communicative orientation of the individual; pedagogical creativity, which provide effective educational activities of students in a complex [6].

The most important component of the structure of professional competence of a foreign language teacher is considered by scientists to be communicative competence, which is understood as the ability to communicate in writing and orally with a native speaker of a particular language in a real-life situation. At the same time, special attention is paid to the semantic side of the utterance, and not only to

the correct use of language forms. As part of the communicative competence, American linguists distinguish grammatical, sociolinguistic, strategic and speech competence, language (linguistic), speech, socio-cultural (linguo-cultural) competence [7].

Subsequent research allowed scientists to identify the following components of communicative competence: production (excellence in oral and written speech); reception (reading and listening comprehension of professionally significant text); language competence (grammatical, vocabulary, phonetics); sociolinguistic competence (cross-cultural and pragmatic competence). In linguodidactic competence, the second main component of the structure of the concept under study, the primary values of competence are refracted, such as awareness, knowledge, experience, and which is a system of acquired knowledge, taking into account their breadth, depth, volume, style of thinking, norms of pedagogical ethics, and social functions of the teacher. This type of competence implies, on the one hand, the ability of the teacher to teach students their subject, and, on the other hand, the need and ability of self-educational activities.

Thus, the basis of didactic competence includes the acquired synthesis of knowledge (psychological and pedagogical, social, General education); skills (professional and pedagogical, special, self-educational); the skills of creative teaching activities, transforming the potential into real, action status and functioning in ways of activity necessary for the teacher to design their own technology students design the logic of the educational process, resolve difficulties and problems, methods of independent mobile solution of pedagogical tasks, generating ideas, unconventional thinking that generally contributes to its samoobrazovaniem and professionalism. The content of the communicative and linguodidactic components in the professional competence of the teacher is reflected in the control and evaluation activities that underlie reflexive competence. It manifests itself in the ability to consciously control the results of their activities and the level of their own development, personal achievements; in the formation of such important qualities and properties for the teacher as creativity, initiative, focus on cooperation, self-confidence, a tendency to introspection, as well as professionally significant knowledge, skills and abilities. The reflexive component finds its practical implementation in the personal competence of the teacher [8].

Professional competence of a foreign language teacher is a synthesis, an indissoluble unity of content and structural components implemented through:

- communicative competence in the field of native and foreign languages, based on linguistic (phonetic, grammatical, lexical and spelling skills), socio-cultural (knowledge of the country of the language being studied, norms of behavior and culture), discursive (ability to logically build communication), strategic (ability to predict communication difficulties) competencies;
- philological competence, including linguistic, literary, rhetorical, cultural competence;

- psychological and pedagogical competence (knowledge of basic psychological and pedagogical concepts, age characteristics of students, formation of speech, communication, educational process, pedagogical technologies, research skills, pedagogical qualities such as openness, love for children, ability to creative activity);

social competence (readiness to engage in communication, listen and hear the interlocutor, the ability to choose the appropriate set of language tools in accordance with the status and social role of the addressee);

- methodological competence, including methodological knowledge, professional and methodological skills (the ability to formulate final and intermediate goals, plan, conduct and analyze the lesson, establish and implement interdisciplinary links with the subjects of language, psychological, pedagogical and General cultural cycles, provide the necessary level of professional and methodological reflection on their own experience of teaching

/ learning foreign languages, choose the best forms of work, training and control tools, depending on the nature of the course, the characteristics of the audience, ability to adapt training materials);

- compensatory competence (the ability to predict and overcome communication, philological, psychological, pedagogical, social, methodological difficulties in the absence of the required knowledge, skills and abilities);

The structure of a teacher's professional competence includes motivational, cognitive, activity, and personal components. Currently, there are various approaches to the disclosure of the essence and content of the concept under consideration. "Professional competence" teacher of a foreign language we define as integrative characteristic of personality, reflected in all of the following characteristics: motivation (positive motivation to the future profession); cognitive (professional knowledge: foreign language teaching methods, psycho-pedagogical knowledge); activity (professional skills: the ability to logically build communication in a foreign language, the ability to teach, the ability of pedagogical communication, the ability of self-educational activities); personal component (professionally significant personal qualities). An important place in the structure of professional competence of a foreign language teacher is occupied by his worldview, ability to reflect, self-development, self-improvement, his spiritual values, culture of speech and behavior, culture of appearance.

The process of formation of professional competence has a permanent, continuous character and at each stage it is characterized by certain features of professional activity, which makes it possible to identify the levels of its formation, describe them, so that it is possible to measure and evaluate the effectiveness of the teacher.

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ШЕТТІЛІ ОҚЫТУШЫЛАРЫНЫҢ КӘСІБИ ҚҰЗЫРЕТІ

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Аңдатпа. Мақала «Шеттілі оқытушысының кәсіби құзыреттілігі» ұғымын анықтаудың өзекті мәселесіне арналған. Жаңа стандарттарды енгізу барлық оқытушыларға маңызды міндеттер қойды. Біздің кәсіби өмірімізге мемлекеттік білім беру стандарты енді. Бірақ білім беру жүйесінде қандай реформалар болмасын, олар қандай да бір жолмен мұғалімге тікелей әсер етеді. Демек, қазіргі заманғы білім беруді жаңғырту жағдайында шеттілі оқытушысының кәсіби құзыреттілігі ерекше мәнге ие болады. Бұл мақалада шеттілі мұғалімінің мамандығына қатысты осы тұжырымдаманың әртүрлі түсіндірмелері қарастырылады. Осы тұжырымдаманың құрылымын анықтай отырып, автор студенттерді педагогикалық қызметке даярлау стратегиясын көрсетеді.

Тірек сөздер: құзыреттілік, құзыреттілік, білім берудегі құзыреттілік тәсіл, шеттілі мұғалімінің кәсіби педагогикалық құзыреттілігінің құрылымы.

ПРОФЕССИОНАЛЬНАЯ КОМПЕТЕНЦИЯ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

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Статья посвящена актуальной проблеме определения понятия «профессиональная

компетентность преподавателя иностранного языка». Введение новых стандартов поставило перед всеми педагогами серьезные задачи. В нашу профессиональную жизнь прочно вошел Государственный образовательный стандарт. Но какие бы реформы происходили в системе образования в результате они, так или иначе, затрагивают непосредственно преподавателя. Следовательно, в условиях модернизации современного образования, профессиональная компетентность преподавателя иностранного языка приобретает особо важное значение. В данной статье рассматриваются различные существующие трактовки данного понятия применительно к специальности преподавателя иностранного языка. Определяя структуру данного понятия автор указывает на стратегию подготовки студентов к педагогической деятельности.

Ключевые слова: компетентность, компетенции, компетентностный подход в образовании, структура профессионально педагогической компетентности учителя иностранного языка.

Статья поступила 20.07.2020