

## ENHANCING PROFESSIONAL COMPETENCE IN FOREIGN LANGUAGE TEACHING: PRACTICING INFORMATION AND CONTEXTUAL TECHNOLOGIES

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**Abstract.** This article is about the possibilities of using new information technologies in teaching a foreign language in the formation of students' professional competence, which increases the personal and developmental orientation of higher professional education. The study of a foreign language is one of the compulsory subjects in all study programs (for a bachelor's degree). One of the most important the goal of teaching a foreign language in higher education is to develop students' foreign language communicative competence. Competence (linguistic, sociolinguistic, sociocultural, professional) is necessary for students to communicate in social and professional areas. That is why the use of ICT in teaching a foreign language will be aimed at developing verbal skills (reading, speaking, writing, listening), language skills (vocabulary, phonetics, grammar) and the formation of sociocultural and intercultural competencies. Several factors are given that determine the formation of students' professional competence in teaching a foreign language. Great attention is paid to innovative teaching methods and technologies, including the use of the Internet. The use of new information technologies and Internet resources in professional activities puts forward new requirements for future specialists and their level of professional competencies in teaching foreign languages. A foreign language is defined as a means of forming the professional orientation of a future foreign language specialist. University graduates require a new quality of training for a foreign language teachers in the strengthening the pedagogical training.

**Keywords:** information and contextual technology, professional foreign language competence, professional competence, teaching methods.

### Introduction

Technology is a means of communication and scientific innovation that affects the development of students' thinking. The development of technology affects the quality of education since today the entire field of education is associated with technology and innovative teaching methods. Improving the quality of education, training competent specialists is one of the most important issues for all teachers. Compliance with modern requirements for students is growing day by day, year by year. The article of the President on spiritual renewal, focused on the future, outlines the tasks of a competitive society in addressing these issues and joining the top 30 most developed countries in the world.

Our work must be preceded by human consciousness. In this context, the revival of national self-consciousness and openness of consciousness is relevant. And the new model of national consciousness, as shown in the article, is a platform

that connects the horizons of the past, present, and future of the people, and is aimed at uniting the contradictions of national consciousness [2].

In addition, recent advances in new technologies and integrated informatization and digitization have “made changes in the education system and teaching method”, as a result of which higher education has come to be seen as an important factor in the development of human capital, its effectiveness, the quality and completeness of communication and educational technologies. Teaching a foreign language in higher education requires learning the technological impact of significant changes in the educational paradigm [1].

### **Basic provisions**

S.S. Kunanbayeva in her book considers “The study of a foreign language in the system of private scientific education as an object of his developmental research, and put on the agenda many issues that need to be addressed today” [3].

Implementation and use of a methodological platform, regulatory and content base, as well as a mechanism for monitoring and evaluating students’ knowledge of foreign languages, which will ensure the integrity of the foreign language system.

All over the world, with the advent of new technologies and innovative teaching methods, the content of education has been updated and a new approach has emerged. Computer learning technologies can be used, first of all, as one of the pedagogical technologies for activating the student’s activity. The use of computer technology in teaching allows the teacher to prepare interesting and exciting lesson materials to interest and reveal the creative abilities of students, that is, to develop the creative abilities, thinking and attention of future teachers. The First President of the Republic of Kazakhstan said “We have a great responsibility to the younger generation”, that is, teachers have a great responsibility for the future of the younger generation. Based on the theory and practice of the developed countries of the world, it is necessary for the comprehensive development of each child, creating favorable conditions for the formation of his natural abilities.

At one of the meetings, the First President of the Republic of Kazakhstan, Nursultan Nazarbayev, shared his views on the problem of “Trilingual Education” in the English language: - English is the language of the 21<sup>st</sup> century. This is the language that introduces Kazakhstan to the world and brings them to the world level. That is why the systematic teaching of English in schools from the 1<sup>st</sup> grade has become the most important requirement today. The task of school teachers is to develop students’ speaking skills, communication skills, English language skills, as well as to develop the knowledge they have received. Acquired and learned at the university to such an extent that they can freely express their thoughts. Formation of an effective and convenient system and structure for teaching foreign languages, depending on the skills and creative abilities of each teacher. A big start is to master advanced technologies for teaching English [3].

### **Materials and methods**

The term “competence” was introduced in the middle of the twentieth century by N. Chomsky, who gave the concept of the performance of a certain language function in the native language [6].

The term “language competence” was first defined by N. Chomsky as a separate concept. Initially, the term “competence” was interpreted mainly as the ability to carry out linguistic activities in the native language. Later, the term began to be used in a broader sense, referring to any language being studied. However, in my opinion, the meaning of the concept of “foreign language competence” is much more complicated and “wider”, so I agree with N. Chomsky, A.V. Khutorsky, A.A. Leontiev, I.L. Bim, M.N. Vyatyutnev, A.N. Schukina, G.V. Kolshansky, D.I. Izarenkova, N.L. Goncharova, V.V. reviewed the work of I. Safonova and other foreign scientists to clarify the concept of “foreign language competence” and analyze its structural components.

During its use in the education system “professional (linguistic) competence” had such a meaning as the ability to program, implement and control interpretation; See also Vocabulary units become a meaningful statement through knowledge of vocabulary units and mastery of some formal rules; The availability of language tools, the process of compiling and recognizing text; Knowledge of linguistic units at all levels (phonetic, lexical, derivative, morphological and syntactic); Knowledge of the language system and the rules of its functioning in foreign languages. Different views of scientists on the concept of “foreign language professional competence” allow us to conclude that “foreign language professional competence” is a system of various types and complexes of skills in working with language material that allows for speech activity. According to the language norms of the language, translation is carried out in various fields of activity. The approach to the competence of a foreign language as a system allows scientists to think about the elements of this system.

In 1997, the Council of Europe adopted the document Modern Languages: Reading, Teaching, Evaluation. Common European competence [9]. According to this document, along with “communicative competence”, the term “general competence” was introduced, which is not in the linguistic sense, but without the formation of this competence, it is impossible to carry out any activity, including communicative one. General competencies include the ability to learn; existential competence; declarative knowledge; skills and know-how. After the documents of the Council of Europe, N.D. Galskova singled out two auxiliary abilities of foreign language competence: general and communicative. General competence determines the cognitive activity of a person, his ability to communicate and master the language culture of another. Within the framework of foreign language competence, communicative competence is the ability of students to understand and compose their statements in a foreign language in various socially conditioned situations, of course, for native speakers, taking into account linguistic and social rules. And this competence consists of three components: linguistic, pragmatic and sociolinguistic [10].

Russian scientist L.S. Znikina suggested introducing the following concepts to reveal the meaning, structural elements: cognitive competence (to be ready and

able to independently acquire knowledge and realize one's potential); professional reflection, social perception, and intercultural competence (knowledge of communication technologies); social information competence (knowledge of information technologies and perception of information and news from social resources); special competence (readiness for professional activity) [11]. However, N.S. Sakharov in his scientific work singled out such a term as professional foreign language competence. In his work, he emphasized the importance of the professional component of "language competence of a future specialist" – the ability to learn how to solve cognitive problems and take actions to achieve important goals for a specialist in this field. In the documents of the Council of Europe on the "pragmatic component", the professional component of Galskova N.D. is associated with the use of a foreign language in practice, including in professional activities.

There are many opportunities for coordinating the interaction of information knowledge, the environment and humans, the use of information technologies in a new society, and for expanding communication with information culture. Given that the growth of civilization is directly related to the formation of the information society, the current level of development of education and technology requires each person to have high-quality and deep knowledge and professional skills, active creative activity of young people. Information competence:

- process information using logical operations (analysis, generalization, structuring, direct and indirect evidence, verification of analogs, modeling, imaginary experiments, systematization of material);
- independently set goals, plan and implement the same goals;
- independently find a problem, analyze, change and transfer information, using modern information and communication technologies if possible;
- make the right decision;

Informatization develops based on socio-economic, scientific, and technical processes aimed at the development of electronic resources. At the same time, informatization is directly related to the pedagogical process, since the informatization of students is the competence of their knowledge and skills. Information technologies as a pedagogical concept are considered as part of the formation of communicative competencies of future specialists, characterizing their quality indicators and ensuring the integrity of theoretical and practical training.

The experiment took place at IKTU named after Kh.A. Yassawi, in the Philology Department.

The research process was carried out according to the traditional algorithm for the experimental part:

1. A stating stage-for identifying and formulating a pedagogical problem and setting a task.
2. Formative stage-for determining the methods and means of solving (planning and solving the problem; conducting an experiment and measuring results).
3. The analytical and generalizing stage-is the analysis of the effectiveness of the developed model and its implementation.

For the purpose there was developed a questionnaire and formulated with questions related to the formation of foreign language competence. Under the model of formation of foreign language competence, at the initial stage, we form a scientific and methodological method for the development of an educational program. To begin with, we conducted a diagnostic survey of students of the 1st year of the undergraduate level in the pedagogical direction. The goal is to find out their expectations at the end of training and knowledge about new educational technologies. 48 1st year students participated in the questionnaire.

We conclude that the result is important for students, which is expressed either in the form of a certificate confirming the level of knowledge of a foreign language or in the possibility of participating in international projects or competitions. The questionnaire also gave us the following results: 40% of the surveyed students believe that the result is important in teaching a foreign language, 30% of the surveyed students believe that the goal is important in teaching a foreign language, and 30% of the surveyed students are important content.

In the content of professional language training, 50% of the students surveyed consider the main thing to be business communication, 30% of the surveyed students consider the solution of professional language problems, 20% - knowledge of information.

And the most interesting fact, which turns out after receiving the results of the study, is that students want to spend more time getting a quality language education. This is evidenced by the results obtained: 63% of students believe that for quality language education it is necessary to spend 4 hours in a week on teaching, 37% 6 hours of classes per week, and in the curriculum, the number of hours for a foreign language is on average 2-4 hours per week.

The development of the purpose, content, form, methods, and means of training requires a change in the educational paradigm and a transition to education in the direction of developing competencies. The definition of methods and principles of teaching the formation of information-contextual competence in a foreign language is based on competence-based, cognitive-communicative, personality-oriented, contextual-problem, linguoculturological, and socio-developing approaches.

The competence-based approach to teaching foreign languages involves the formation of three main competencies in students: linguistic, communicative, and intercultural. Important components of modern student training. This is due to the interaction of different cultures, the performance of productive communicative functions. Thanks to the intercultural aspect of the professional activity of a modern specialist, he can reach various agreements, resolve negative situations, and overcome communication barriers [7].

The purpose of developing the manual is to assist educators in identifying the origins, goals, objectives, directions of spiritual renewal, relevance in teaching and educating future generations, and mastering practical skills [5].

The most important and basic solution for improving quality is the development of competencies in young teachers [5]. The purpose and idea of the foreign language-competency approach answer the question: "What kind of

knowledge does society and the individual need and how can they satisfy the needs of society?” That’s we receive in return what we can give. In this regard, the terms competence, professional competence, which are widely used in the education system of developed countries, are included in the education system of our country as the main direction of the new educational standard [1].

Thanks to Internet technologies, today’s young professionals can learn what they want. Online distance learning platforms allow everyone to learn a new profession in a few months. But for some, online courses are a great opportunity to learn a new profession, while for others, they are a great opportunity to earn extra money [4].

Since 2000, the content of education has been updated, and in connection with this, the “competency-based approach” has become rapidly widespread as a method of ensuring the quality of education. In the concept of modernization of education in Kazakhstan, such concepts as “training”, “education”, “general culture” coincide with the concepts of “competence” and “competence” of students.

A competency-based approach is a method of modeling the quality of educational goals and results, the readiness of young professionals to perform a particular task, which reflects the results of education.

The requirements for the results of educational programs are based on a competency-based approach, in particular, on the formation of certain competencies of a young specialist. Therefore, the goal of foreign language competence in language teaching in higher education.

## **Result**

The obtained results show that the majority of students consider grammatical skills to be the most important, and professionally-oriented language materials are considered less important, which, in our opinion, is due to a lack of understanding of the goals of language education at the university. After analyzing the results of the survey, we came to the following conclusions:

- foreign language competence is an integral part of professional competence and

business English proficiency opens us opportunities for the student's future career growth.

- scientific and methodological support for organization of student`s individual work;

- to increase the students` motivation to learn a foreign language, it is necessary to diversify the form of work: presentations, conferences, round tables, discussions, etc.

The obtained results of the questionnaire show that the result of their education is important for the students who participated in the survey, and the majority of students do not own new educational technologies and need an educational and methodological complex.

To date, in the curricula for new educational programs, a large number of hours have been allocated for individual work. The question arises, “Will students be able to organize their individual work, or do they need help?” Of course, the result

of the questionnaire showed the answer to this question. 60% of the students surveyed believe that they need help in organizing their individual work, 30% they do not know, 10% do not need help. This suggests that our students do not know how to do individual work and they have not any requirements for individual work.

The results indicate that the formation of a foreign language teacher's competence enables the following:

- to use well-known and widely-spread Internet technologies in practice,
- to show a significant amount of material studied in an extracurricular form that seems relevant in reducing foreign language teaching hours;
- to develop the students' skills of independent learning through ICT activities;
- to teach students a foreign language on individual ICT-based trajectories, depending on their interests, needs, and abilities.

The modern requirement is to master new teaching technologies. One of the new learning technologies is information technology. At the stage of the development of information technology, the main task of the teacher is to train well-educated and qualified specialists. The rapid development of informatization processes in society requires the formation of a comprehensive individual who masters new technologies.

Educational Reform is one of the most important tools for ensuring the competitiveness of future English teachers in Kazakhstan [1].

The methods and means of collecting, storing, processing, and disseminating information have undergone dynamic changes, through which the infrastructure of society has begun to take shape.

Effective use of information technology for teachers:

- independent work of the student;
- save time;
- knowledge – testing skills through tests;
- implementation of creative problems by explaining physical phenomena;
- the possibility of distance learning;
- the ability to quickly obtain the necessary information;
- economic efficiency;
- studying disciplines and tasks that require action (movement, handicrafts, physical education classes, etc.);
- allows you to see and feel the results of various experiments with the amazing processes of nature, which are impossible to see with the naked eye, touch, or feel with the ears;
- it also has a significant impact on broadening the student's horizons.

Whatever the significance of the book for the next generation, the computer is a natural tool for the student to learn about the world around him. Therefore, learning to conduct all lessons with the help of computers is one of the most pressing issues of today. Therefore, the teacher-church has a very big task. Today, one of the most effective ways to explain the subject to the younger generation is the basics of new technologies. In the context of informatization, the amount of knowledge, skills, and abilities that students need to acquire is growing and the content is changing.

## **Discussion**

Today, the ability to use information and telecommunication technologies is equivalent to the reading and writing skills necessary for every member of society. In this regard, the knowledge and skills of future professionals in this area will help to determine the future development of society. Therefore, the informatization of education requires a real transformation in the work of teachers by introducing new requirements for their professional qualities and levels. Teachers do not have to be programmers, as it is done by a professional trained in the field, but the teacher is required to understand the basics of programming and the essence of the programmer's work. And in the implementation of such requirements, there is a need to determine the pedagogical conditions for the formation of students' readiness to use information technology.

We note that the pedagogical conditions for the formation of using of information technology for future students are:

- speed of self-management and management of the process of formation of students' readiness to use information technology in professional activities;
- Modular technology for structuring educational material on the theory and practice of using information technology in professional activities.
- Orientation of education in modern higher education to the personal and professional development of future teachers raises the issue of creating conditions aimed at activating students' self-knowledge, self-development, changing their attitude to their achievements in the use of information technology, and research in their professional activities.

In my mind, the development of the student's decision increases the value of his experience in the use of information technologies and shows that his/her subjective position in the training process is relevant through:

- Stimulation of personal achievements of students in the use of information technology in professional activities;
- creation of problem situations in the process of forming students' readiness to use information technology in professional activities (problem-based learning);
- Involve students in personal activities.

## **Conclusion**

Thus, the conditions for the formation of student's readiness for the use of information technology in their future careers contribute to the development of students' interest in their profession, creative inspiration, scientific outlook, improving the quality of the profession, and training competitive professionals in the labor market. Using and mastery of information technology contributes to the formation of students, future specialists as a person. Future specialists can see information technology as a subject of managing the process of acquiring knowledge, and teachers as interaction with a student.

In conclusion, it should be noted that the formation of the readiness of future foreign language specialists to use information technologies in future activities will



increase the interest of students in their profession and prepare competitive specialists.

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## **АҚПАРАТТЫҚ-КОНТЕКСТТІК ТЕХНОЛОГИЯЛАРДЫ ПАЙДАЛАНА ШЕТ ТІЛІН ОҚЫТУДА КӘСІБИ ҚҰЗЫРЕТТІЛІКТІ ДАМУ**

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**Аңдатпа.** Мақалада студенттердің кәсіби құзыреттілігін қалыптастыруда шет тілін оқытуда жаңа ақпараттық технологияларды пайдалану мүмкіндіктері жайлы баяндалған, бұл жоғары кәсіби білім берудің тұлғалық және дамытушылық бағыттылығын арттырады. Шет тілін оқыту барлық білім беру бағдарламаларында (бакалавр дәрежесі) міндетті пәндердің бірі болып табылады. Жоғары оқу орындарында шет тілін оқытудың маңызды мақсаттарының бірі студенттердің шет тілінің коммуникативтік құзыреттілігін дамыту болып табылады. Құзыреттілік (лингвистикалық, әлеуметтік лингвистикалық, әлеуметтік-мәдени, кәсіби) бұл студенттердің әлеуметтік және кәсіби салаларда қарым-қатынас жасауы үшін қажет. Сондықтан да шет тілін оқытуда АКТ-ны қолдану сөздік дағдыларды (оқылым, айтылым, жазылым, тыңдалым), тілдік дағдыларды (лексика, фонетика, грамматика) дамытуға және әлеуметтік-мәдени және мәдениетаралық құзыреттіліктерді қалыптастыруға бағыттады. Студенттердің кәсіби құзыреттілігін қалыптастыруды анықтайтын бірқатар факторлар келтірілген. Оқытудың инновациялық әдістеріне, оның ішінде интернет ресурстарын пайдалануға ерекше көңіл бөлінеді. Кәсіби қызметте жаңа ақпараттық технологиялар мен интернет-ресурстарды пайдалану болашақ мамандардың шет тілдеріндегі кәсіби шет тілін меңгеру деңгейіне жаңа талаптар қояды. Жоғары оқу орындарының студенттерін оқыту контекстінде шет тілі болашақ маманның шет тілдеріне кәсіби бағдарын қалыптастыру құралы ретінде қарастырылған. ЖОО түлектерінің педагогикалық даярлығын күшейту тенденциялары шет тілі мұғалімін даярлаудың жаңа сапасын талап етеді.

**Тірек сөздер:** ақпараттық-контексттік технология, кәсіби шет тілінің құзыреттілігі, кәсіби құзыреттілік, оқыту әдістері.

## РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ: ИСПОЛЬЗУЯ ИНФОРМАЦИОННО И КОНТЕКСТУАЛЬНЫЕ ТЕХНОЛОГИИ

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**Аннотация.** В статье рассматривается использования информационных технологий в обучении иностранному языку при формировании профессиональной компетенции студентов, что повышает направленность личностного развития высшего профессионального образования. Изучение иностранного языка является одним из обязательных предметов во всех учебных программах (для степени бакалавра). Одним из самой главной целью преподавания иностранного языка в высшей школе является развитие у студентов иноязычной коммуникативной компетентности. Компетенция (лингвистическая, социолингвистическая, социокультурная, профессиональная) необходимо для студентов для общения в социальной и профессиональной сферах. Именно поэтому использование ИКТ в обучении иностранному языку будет направлен на развитие вербальных навыков (чтение, говорение, письмо, аудирование), языковых навыков (лексика, фонетика, грамматика) и формирование социокультурных и межкультурных компетенций. Использование компьютерных технологий в обучении дает возможность предоставлять новые учебные материалы во время урока и раскрывать творческие способности учащихся, то есть развивать творческие способности, мышление и внимание будущих учителей. Технологии – это средство коммуникации и инноваций, влияющих на развитие мышления учащихся. Тенденции усиления педагогической подготовки выпускников вузов требуют нового качества подготовки учителя иностранного языка. В современном быстро развивающемся обществе потребность в профессионально грамотных учителях все больше возрастает. Тенденции усиления педагогической подготовки выпускников ВУЗов требуют нового качества подготовки учителей иностранного языка.

**Ключевые слова:** информационно-контекстная технология, профессиональная иноязычная компетенция, профессиональная компетенция, методы обучения.