

PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF THE PROCESS OF FORMATION OF COMMUNICATIVE COMPETENCE AMONG CADETS IN THE MILITARY INSTITUTE OF LAND FORCES

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Abstract. In this article, the author studies the psychological and pedagogical foundations of the process of formation of communicative competence among cadets of the Military Institute of the Land forces. Communicative competence is considered as a broad term that includes not only the structural features of the language, but also its social, pragmatic and contextual features. The formation of students' communicative competence is facilitated by the use of foreign language teaching technology based on the use of a student-centered approach. Its essence lies in the consistent implementation of pedagogical procedures, operations and techniques that together make up an integral didactic system. The implementation of this system in the practice of the teacher contributes to both the formation of communicative competence and the comprehensive development of the student's personality. This technology assumes the maximum transfer of the teaching initiative to students at all stages of cognitive activity, during which the teacher acts as a consultant, adviser, with extensive experience and knowledge. In addition, it contains elements of communicative and problem-based learning, includes search methods, thanks to which cadets independently set tasks and conduct research on problems, creatively extract and apply knowledge, carry out self- / mutual assessment, self- / mutual control, forming internal motivation to improve the achieved level of communicative competence.

Keywords: communication, foreign language, communicative competence, teaching, professionalism.

The most important component of professionalism among cadets of the Military institute of the Land forces is their ability to effectively interact with other subjects in various conditions and situations of service, and in most cases the effectiveness of such interaction is provided by their communicative competence. However, the analysis of military practice shows the existing problems and difficulties experienced by graduates of military institutions of the Republic of Kazakhstan in situations of communication and interaction with subordinates and senior managers [1].

Requirements of the defense Ministry, the requirements for professional training of the cadets of the Military institute of Land forces, offered the achievement of the integrated end result of education, which deals with the formation of the graduate competencies, as expressed in the development of a certain subject area, skills and ways of working. Competence is considered as the basis for the development and development of competence. Competence is defined as the possession, possession by cadets of a military Institute of relevant competencies, manifested in the ability and readiness for activities based on

knowledge and experience. At the same time, competence is understood not just as a set of competencies, but is represented as “a set of competencies that are updated in certain types of activities” (A. I. Subetto).

Among the General cultural competencies that graduates of the Military institute of the Land forces – future officers of the Republic of Kazakhstan, a special place is given to communication competencies in these standards. [2]

The integrative nature of competencies and competencies noted by many researchers, as well as a clearly expressed integrative beginning in the didactic forms of implementation of military higher education institutions, create favorable conditions for the further development of an interdisciplinary factor in the real educational process of military institutions of the Ministry of defense of the Republic of Kazakhstan. Since within the framework of the competence approach, the goal of professional training of cadets of the military Institute is, as already noted above, the formation of knowledge along with the ability and willingness to apply this knowledge in official activities, the formation of the communicative competence of cadets of the military Institute requires not interdisciplinary connections, but a different didactic tool – interdisciplinary integration. It is the integration bases in the professional training of cadets of the Military institute that will ensure the formation of an individual capable of holistic thinking and implementation of integrative communication activities in their professional sphere.

In this regard, the study of various aspects of the formation of communicative competence of cadets of the Military institute of the Army, including on the basis of interdisciplinary integration, is relevant in the theory and methodology of professional education [3].

The analysis of the sources (A. V. Barabanschikov, A. I. Goncharov, A. N. Kapustin, V. P. Kashirin, A. A. Kidron, A. A. Kobenko, E. N. Short, V. N. Kunitsyn, I. A. Lobach, T. I. Lukyanenko, M. A. Lamzin, S. S. Mucins, I. K. Radchenko, L. N. Uvarov) suggests that the high level of formation of communicative skills is at the heart of communicative competence of the modern officer, which is evident in his ability to solve these problems associated primarily with training, guidance to subordinates. The complexity and inconsistency of communication tasks, their individual and unique nature, and the multiple ways of solving them, of which only one or several lead to optimal results, require the officer to be fully prepared for communication. Therefore, the formation of communication skills of cadets who, after graduation, will lead military collectives, train and educate various categories of military personnel, and solve other professional tasks, is an urgent problem, both for the development of theory and for improving military pedagogical practice [4].

Bases of formation of communicative skills of future officers of the Military institute of the Land forces are carried out in higher military educational establishments, where students in the learning process possess special psychological and pedagogical knowledge, acquire relevant skills, gain initial experience communicative activities, shape personal qualities necessary for the exercise of professional activities. The key place of training for communication

activities is due to the fact that the daily activities of officers of the Military Institute of the Land forces for training, education, psychological training of personnel, and solving other tasks is one of the leading links of their military professional work.

The tasks facing the higher military school at the present stage of reforming the Armed Forces actualize the problem of comprehensive training of cadets for service in the armed forces. At the same time, comprehensive training is determined by a new look at the appearance and functions of a modern officer, who must not only be a professional in his field, but also be able to train and educate his subordinates [5].

Developed communication skills occupy one of the leading places in the structure of an officer's training aimed at performing complex and responsible tasks for the official purpose. In this regard, the problem of formation of students' communicative competence in educational activities in higher military educational institutions that contribute to the mastery of a particular professional activity is of particular importance.

An important place in solving this problem is occupied by training sessions aimed at mastering a foreign language by cadets. The communicative nature and functions of language attach special importance to the communicative qualities of cadets as a factor that implements not only educational speech communication, but also contributes to the successful implementation of future officers' professional tasks of training and educating subordinates during their service in the military.

The analysis of special psychological and pedagogical literature on this issue allows us to form a holistic view of the degree of development of the theoretical foundations of the formation of communicative competence among cadets in the process of all types of educational activities and especially when cadets study a foreign language and solve the tasks set, subordinating the analysis to the implementation of the research plan. The special significance of the formation of communicative competence for training cadets for military service is that they are universal in nature, that is, they are required in any professional activity and are part of the majority of both General and special abilities - pedagogical, the core of which is communication abilities (N.V. Kuzmina, F.N. Gonobolin), organizational (K.K. Platonov, L.I. Umansky), foreign languages (B. V. Belyaev, M. G. Kasparova, G. G. Saburova, V. Lambert, A. Morison) and others. This activity is due to the following specific features: - a foreign language is essentially the only subject in vvuz, within which students are purposefully trained in the conscious use of certain communicative competence (how to address the interlocutor, how to ask a question, how to politely interrupt the speech of a communication partner, etc.);

- the interests of training cadets to solve professional problems of training and education of personnel in the military objectively require that the content of the taught foreign language is closer to solving these problems. This is done by modeling in the course of the lesson such a language communication environment, which contributes to the "professionalization" of the formed communicative competence. Methods, forms and means of solving these problems are discussed in the following sections of the dissertation;

- this activity is communicative in nature, as it is aimed at organizing the communication activities of cadets.

Thus, the psychological and pedagogical foundations of the process I have considered contribute to the successful formation of communicative competence among cadets, since they activate their educational and cognitive activity, increase motivation to acquire theoretical knowledge, and ensure a consistent transition from mastering professional knowledge to mastering it, to self-realization of professional tasks and professional functions [6].

The study showed the importance of implementing the results in the practice of higher education institutions, but it does not exhaust the entire content of the problem under consideration. In the future, the research should be carried out in such areas as specifying mechanisms and developing diagnostic tools for assessing the levels of professional competence formation in future teachers and psychologists. The analysis of sources made it possible to use all the wealth of theoretical knowledge of domestic and foreign scientists on General problems of activity, its structure, content, activity approach, activity mediation of mental processes in the individual's consciousness and interpersonal relationships.

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ҚӘӘИ КУРСАНТТАРЫНЫҢ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ ПРОЦЕСІНІҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ НЕГІЗДЕРІ

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Аңдатпа. Бұл мақалада автор ҚӘӘИ курсанттарында коммуникациялық құзыреттілікті қалыптастыру процесінің психологиялық-педагогикалық негіздерін зерттейді. Коммуникативтік құзыреттілік тілдің құрылымдық ерекшеліктерін ғана емес, оның әлеуметтік, прагматикалық және контекстік ерекшеліктерін де қамтитын кең термин ретінде қарастырылады. Курсанттарда коммуникативтік құзыреттілікті қалыптастыруға білім алушыға бағытталған тәсілді қолдануға негізделген шет тілін оқыту технологиясын қолдану ықпал етеді. Оның мәні тұтас дидактикалық жүйені құрайтын педагогикалық процедураларды, операциялар мен әдістерді дәйекті түрде жүргізу болып табылады. Бұл жүйені мұғалімнің тәжірибесінде іске асыру коммуникативтік құзыреттілікті қалыптастыруға да, курсант тұлғасын жан-жақты дамытуға да ықпал етеді. Бұл технология танымдық іс-әрекеттің барлық кезеңдерінде студенттерге оқу бастамасын барынша беруді қамтиды, оның барысында мұғалім үлкен тәжірибесі мен білімі бар кеңесші, кеңесші ретінде әрекет етеді. Сонымен қатар, ол коммуникативті және проблемалық оқыту элементтерін қамтиды, іздеу әдістерін қамтиды, соның арқасында курсанттар өз бетінше міндеттер қояды және проблемаларды зерттейді, білімді шығармашылықпен алады және қолданады, өзін - өзі бағалауды, өзін - өзі бақылауды жүзеге асырады, қол жеткізілген коммуникативтік құзыреттілік деңгейін көтеруге ішкі уәжді қалыптастырады.

Тірек сөздер: коммуникация, шет тілі, коммуникативтік құзыреттілік, оқыту, кәсібилік.

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ПРОЦЕССА ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У КУРСАНТОВ ВИСВ

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Аннотация. В данной статье автор изучает психолого-педагогические основы процесса формирования коммуникативной компетенции у курсантов ВИСВ. Коммуникативная компетенция рассматривается как широкий термин, который включает не только структурные особенности языка, но также и его социальные, прагматические и контекстные особенности. Формированию коммуникативной компетенции у курсантов способствует применение технологии обучения иностранному языку, основанной на использовании центрированного на обучающемся подхода. Сущность ее заключается в последовательном проведении педагогических процедур, операций и приемов, составляющих в совокупности целостную дидактическую систему. Реализация указанной системы в практике работы преподавателя способствует как формированию коммуникативной компетенции, так и всестороннему развитию личности курсанта. Данная технология предполагает максимальную передачу инициативы учения обучающимся на всех этапах познавательной деятельности, в процессе которой преподаватель выступает как консультант, советчик, обладающий большим опытом и объемом знаний. Кроме того, она содержит элементы коммуникативного и проблемного обучения, включает поисковые методы, благодаря которым курсанты самостоятельно ставят задачи и ведут исследование проблем, творчески добывают и применяют знания, осуществляют само- / взаимооценку, само- / взаимоконтроль, формируя внутреннюю мотивацию к повышению достигнутого уровня коммуникативной компетенции.

Ключевые слова: коммуникация, иностранный язык, коммуникативная компетенция, преподавание, профессионализм.

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