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DIGITAL TECHNOLOGIES FOR THE FORMATION OF PROFESSIONALLY-BASED COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

*Mendekenova A.D.[1], Dzhussubaliyeva D.M.[2]
*[1]PhD. student, Kazakh Ablai khan University of International Relations and World Languages, Almaty, Kazakhstan, e-mail: aikadm_95@mail.ru
[2] d.p.s., professor, Kazakh Ablai khan University of International Relations and World Languages, Almaty, Kazakhstan, e-mail: dinaddm@mail.ru

Abstract. To date, digital technologies are on-demand due to the development of the Internet and the emergence of many computer programs that simplify the learning process. Moreover, digital technologies have significantly changed foreign language acquisition by supplying the teaching process with authentic sources. The development of digital technologies requires competent professionals therefore the role of professional competencies has increased in recent years. Professionally-based competence is essential since it is formed via studying profession-related disciplines. To identify the scientific and methodological bases of using digital technologies for the formation of the professionally-based competence of future foreign language teachers, the views of scientists regarding digital technologies and the advantages of digital technologies on foreign language education are presented in the article. The differences between the concepts “competence” and “competency” are explained in the article to define the concept of “the professionally-based competence” of future foreign language teachers. The digital technologies, relevant for the formation of the professionally-based competence of future foreign language teachers, are manifested and exemplified in the article. Views of local and foreign scientists in terms of using digital technologies for the formation of the professionally-based competence of future foreign language teachers are analyzed in the article. Digital technologies, representing a huge potential to form the professionally-based competence of future foreign language teachers, are illustrated in the article.

Keywords: digital technology, digital content, competence, competency, professional competence, professional readiness, professionally based competence, foreign language education.

Basic provisions

In the age of digital technologies, there is a significant need for retraining teachers of higher education. The attention of our government is concentrated on the development of digital technologies as one of the ways to vary the national economy. In this respect, a new state program for the development of Kazakhstan, “Digital Kazakhstan”, was established in December 2017. The objectives of the state program "Digital Kazakhstan" are to accelerate the development of the economy of Kazakhstan and improve the quality of life of the population through the use of digital technologies in the medium term, as well as to create conditions for the transition of Kazakhstan's economy to a fundamentally new development trajectory ensuring the creation of a digital economy future in long term perspective [1].

Competence as a concept should remain at the level of professional discussions and characterize the training of personnel in general, reflecting a descriptive model of readiness and ability to perform certain types of activities. It is important to note that

understanding the purpose of higher and vocational education as the formation of a personal, professional, and informational culture of a specialist, where digital technologies act as a powerful means of intellectual support and support of the educational process, makes it possible to address the development of didactics of vocational education. Therefore, professional competence and its types currently are highly regarded owing to the development of digital technologies.

Introduction

The new generation of students lives in a digital environment, which is formed by digital technologies, including educationally significant digital technologies such as telecommunications technologies, big data, distributed registry systems, artificial intelligence, robotics components, wireless communication technologies, virtual and augmented reality technologies, and cloud technologies. Digital technologies have a huge potential that is in demand in education.

Apparently, a significant role in the digital educational process is played by digital educational technologies based on the use of technical means and specialized interactive equipment such as PCs, laptops, tablets, robotic sets, interactive whiteboards, electronic flipcharts, and interactive sandbox. In the age of digital technologies, it is vitally significant to apply the most modern techniques in the learning process, contributing to better assimilation of the material and in this respect, the role of digital technologies is incommensurable.

The modern digital society requires professionals capable of using digital technologies. The economy of Kazakhstan needs graduates with professional readiness to work in the field of a certain profession. In this case, this concept sounds multifaceted, so each profession should define the types of vocational training with its sub-competencies in order to ensure that the aptitude corresponds to a particular profession and is associated with it.

Materials and methods

The presenting research was based on theoretical and empirical methods. The theoretical method refers to the critical analysis of literature related to the article topic, observation of gathered data, and collection of well-organized information. The empirical one covers the analysis of gained outcomes and the use of theory in practice. In addition to this, materials from a number of scientific works of local and foreign scientists were used to write the article.

Among local and foreign scientists who made a research on digital technologies, G.Nurgaliyeva, D.Dzhussubaliyeva, E.Artykbayeva, A.Chakrikova, M.Bogdanova, S.Titova made a significant contribution in terms of the use of digital technologies in foreign language education. S.Kunanbayeva, L.Zanina, and E.Zeyer scrutinized concepts of professional competence and professional readiness.

Currently, according to experts in the field of vocational education, a modern teacher should be able to use modern digital technologies for conducting the educational process. M. Bogdanova claims that digital technologies in foreign language education refer to the process of using computers and portable electronic devices [2].

According to professor D.Dzhusubaliyeva, digital technologies are a promising direction in the field of forming students' professional skills [3]. A.Koptelov believes that new digital technologies that are actively developing on a global scale will soon turn our understanding of the possibilities of IT [3]. According to Tony Prince, Academic Director of Norwich Institute for Language Education, when educators think about the use of digital technologies for teaching purposes, they most often focus on the question: “What applications or computer programs should be used to achieve the best result?” [4], which means that digital technologies are aligned with computer programs.

There are several didactic advantages of using digital technologies in the educational process

- freedom to search for various information in the global network;
- interactivity which is the process of educational interaction;
- multimedia which means complex involvement of various channels of information perception;
- hypertext which is a free movement through the text, the use of cross-references, the reference nature of information, etc. [5].

Digital technologies enable users not only to work with appliances but with a number of available digital content. G.Nurgaliyeva assumes that digital content means electronic textbooks, multimedia training programs, digital, i.e. educational information presented in digital format [6]. Digital content is a collection of materials that are distributed electronically through special channels for use on digital devices: computers, tablets, and smartphones. The use of digital and information and communication technologies in the educational process of professional educational organizations will make it possible to prepare competitive specialists in the labor market, who possess professionally-based competence.

To define professionally-based competence, it is vitally significant to focus on the concepts of “competence” and “competency”. Competency is the possession of competencies and the ability to operate with them in important aspects of professional activity. Competence as a whole is considered “a certain end result of the educational process” [7, p.18]. A.V. Khutorskoy claims that competence is a certain alienated, predetermined requirement for the educational preparation of a student, aimed at mastering the knowledge, skills, and abilities necessary for the qualitative performance of further activities, while competency is the possession of personal qualities for further functioning and development in the field of activity [7]. S.Kunanbayeva believes that “competence” as a result of enrichment with new knowledge and skills, turns into “competency” [8]. After analyzing both domestic and foreign scientific research, we concluded that competence is the ability to perform certain tasks, which, from a certain point of view, is related to the concept of "skill". Competence can be acquired through training and involvement in professional work activities.

Considering the essence of professional competence, which is a rather broad concept the British branch of work psychology refers to a “functional” approach, and under professional competence, they understand “the ability to act in accordance with the standards of work performance” [9]. Professional competencies in modern

conditions, according to V. Gnevasheva, “are defined as a measure of the ability to generate income acquired by an individual, which includes, on the basis of innate abilities, knowledge, skills acquired throughout life through vocational education, as well as those acquired in the framework of labor activity (on-the-job training) in accordance with the achieved professional level” [9]. Professional competence is formed when students are involved in studying disciplines related to their professions, therefore S.S.Kunanbayeva suggests blocks of professionals competences, particularly professionally-oriented, professionally-based, and professionally-identified blocks of competences [8], among which professionally-based one is of paramount importance owing to the fact that this competence is formed in the 3rd course when all the disciplines are intended to the professional domain. Thus, we are convinced that professionally-based competence is abilities and willingness to acquire professional skills.

Results

In the 3rd course, students are expected to possess an advanced level of foreign language, when they are capable of delivering project works, solving problem tasks, and analyzing situations. Relying on the analysis of digital technologies and professionally-based competence, the use of digital technologies for the formation of professionally-based competence of future foreign language teachers is realized in a different way depending on the teacher’s decision.

As regards the practice of using digital technologies for the formation of professionally-based competence of future foreign language teachers, the educators mostly utilize computers, and interactive blackboards in conjunction with digital content namely Microsoft programs such as Microsoft Office, Microsoft PowerPoint, and Microsoft Excel, and etc. While defending project works and analyzing problem tasks and situations students and teachers use these contents as well. Therefore, those who are involved in the educational process must be aware of a number of digital content, available due to the development of digital technologies.

Discussion

There are a number of digital content to substitute for the aforementioned programs. Canva is a good substitution for Microsoft PowerPoint, it provides the user with a range of options to present data in an interesting way. Canva is a graphic design program that was founded in 2012 by Australian entrepreneur Melanie Perkins. It represents a drag-and-drop format that will be user-friendly for both the average user and design professionals.

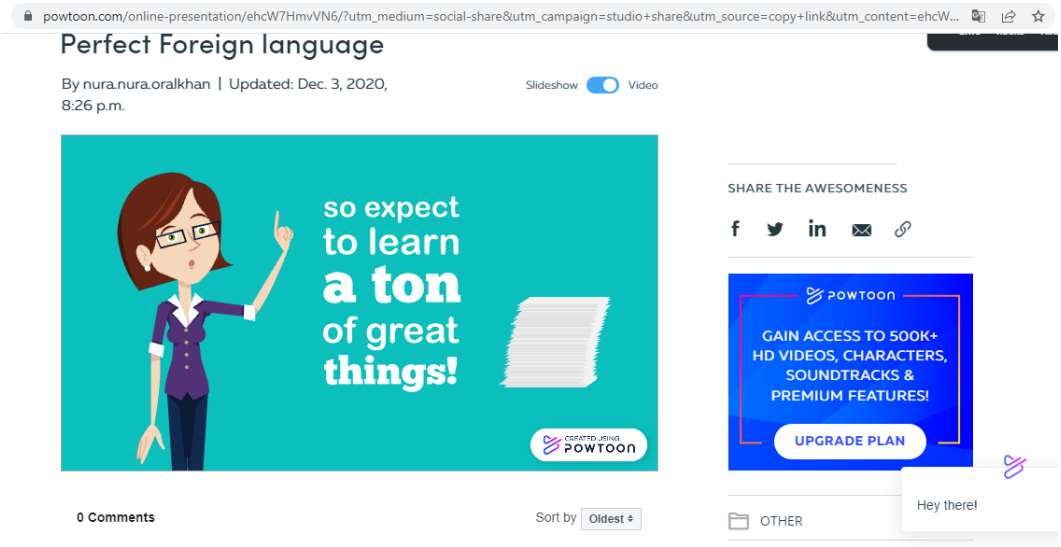
Padlet is an interactive tool to discuss and analyze situations with students. Teachers can collect blocks of situations and discuss them with future foreign language teachers.

Edpuzzle is the web service that offers access to more than 5 million videos, and also allows users to create their own interactive video tutorials with the possibility to add questions to them.

Mobile programs such as Duolingo or Eva facilitate students to read the text in a foreign language and receive necessary information. In general, there are a number of digital technologies to conduct profession-related discipline in an attempt to form the professionally-based competence of future foreign language teachers.

Powtoon is digital content that is full of animations, enabling users to record their voices while making the presentation, moreover, students can present their works either as a slideshow or as a video (picture 1).

We are convinced that it is mandatory for teachers to utilize a variety of digital technologies and digital content inside to make the lesson comparatively interesting and interactive. The use of these digital contents is likely to diversify the lesson and make students delve into foreign language acquisition.



Picture 1 – the example of Powtoon presentation

As is seen from the picture, which is the example of project work by a 3rd-year student of Zhetysu University, the presentation is more colorful in stark contrast to PowerPoint, in addition to this, students were excited to present and defend their project works using a brand-new tool for them.

Conclusion

All in all, digital technologies attract students and are one of their main interests. Therefore, the use of digital technology in the educational process contributes to the formation of positive motivation. The advantage of using digital technologies stems from their imperativeness and influence on forming professionally ready graduates. In order to supply the government with professionally-ready graduates, it is obligatory to form their professional competence and its types while teaching.

The use of digital technologies for the formation of professionally-based competence of future foreign language students is vital since there is a plethora of available digital technologies for the formation of this competence, highlighted in this article.

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БОЛАШАҚ ШЕТ ТІЛІ МҰҒАЛІМДЕРІНІҢ КӘСІБИ-НЕГІЗДЕЛГЕН ҚҰЗЫРЕТІН ҚАЛЫПТАСТЫРУҒА АРНАЛҒАН ЦИФРЛЫҚ ТЕХНОЛОГИЯЛАР

*Мендекенова А.Д.[1], Джусубалиева Д.М.[2]

*[1]докторант, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы, Қазақстан

e-mail: aikadm_95@mail.ru

[2]п.ғ.д., профессор, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы, Қазақстан

e-mail: dinaddm@mail.ru

Аңдатпа. Бүгінгі таңда цифрлық технологиялар Интернеттің дамуына және оқу үрдісін жеңілдететін көптеген компьютерлік бағдарламалардың пайда болуына байланысты сұранысқа ие. Сонымен қатар, цифрлық технологиялар оқыту процесін аутенттік материалдармен қамтамасыз ету арқылы шетел тілін меңгеруді айтарлықтай өзгертті. Цифрлық технологиялардың дамуы сауатты мамандарды қажет етеді, сондықтан соңғы жылдары кәсіби құзыреттің рөлі артты. Кәсіби-негізделген құзірет маңызды болып табылады, өйткені ол мамандыққа байланысты пәндерді оқу арқылы қалыптасады. Мақалада болашақ шетел тілі мұғалімдерінің кәсіби-негізделген құзыретін қалыптастыруға арналған цифрлық технологиялардың ғылыми-әдістемелік негіздерін анықтау үшін цифрлық технологияларға қатысты ғалымдардың пікірлері мен цифрлық технологиялардың шетел тілін оқытудағы артықшылықтары берілген. Мақалада болашақ шетел тілі мұғалімдерінің «кәсіби-негізделген құзыреті» ұғымын анықтау мақсатында «құзырет» және «құзыреттілік» ұғымдарының арасындағы айырмашылықтар түсіндіріледі. Мақалада болашақ шетел тілі мұғалімдерінің кәсіби-негізделген құзіретін қалыптастыру үшін өзекті цифрлық технологиялар көрініс тауып, мысалға келтірілген. Мақалада болашақ шетел тілі мұғалімдерінің кәсіби-негізделген құзыретін қалыптастыруға арғалған цифрлық технологияларды пайдалану тұрғысында отандық және шетелдік ғалымдардың көзқарастары талданылады. Мақалада болашақ шетел тілі мұғалімдерінің кәсіби-негізделген құзыретін қалыптастырудың үлкен әлеуетін білдіретін цифрлық технологиялар суреттелген.

Тірек сөздер: цифрлық технология, цифрлық контент, құзырет, құзыреттілік, кәсіби құзырет, кәсіби дайындық, кәсіби-негізделген құзырет, шет тілдік білім беру.

ЦИФРОВЫЕ ТЕХНОЛОГИИ ДЛЯ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНО-БАЗИРУЕМОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

*Мендекенова А.Д.[1], Джусубалиева Д.М.[2]
*[1]докторант, Казахский университет международных отношений и мировых языков имени Абылай хана, Алматы, Казахстан
e-mail: aikadm_95@mail.ru
[2]д.п.н., профессор, Казахский университет международных отношений и мировых языков имени Абылай хана, Алматы, Казахстан
e-mail: dinaddm@mail.ru

Аннотация. На сегодняшний день цифровые технологии востребованы в связи с развитием сети Интернет и появлением множества компьютерных программ, упрощающих процесс обучения. Более того, цифровые технологии существенно изменили процесс обучения иностранному языку, снабдив процесс обучения аутентичными источниками. Развитие цифровых технологий требует профессиональных специалистов, поэтому роль профессиональных компетенций в последние годы возросла. Профессионально-базируемая компетенция полезна, так как она формируется путем изучения профильных дисциплин. Для выявления научно-методических основ использования цифровых технологий для формирования профессионально-базируемой компетенции будущих учителей иностранных языков в статье представлены взгляды ученых про цифровые технологии и преимущества цифровых технологий в обучении иностранному языку. В статье разъясняются различия между понятиями «компетенция» и «компетентность» для определения концепции «профессионально-базируемой компетенции» будущих учителей иностранного языка. В статье определяются и поясняются цифровые технологии, актуальные для формирования профессионально-базируемой компетенции будущих учителей иностранных языков. В статье анализируются взгляды отечественных и зарубежных ученых об использовании цифровых технологий для формирования профессионально-базируемой компетенции будущих учителей иностранных языков. В статье проиллюстрированы цифровые технологии, представляющие огромный потенциал для формирования профессионально-базируемой компетенции будущих учителей иностранных языков.

Ключевые слова: цифровые технологии, цифровой контент, компетенция, компетентность, профессиональная компетенция, профессиональная готовность, профессионально-базируемая компетенция, иноязычное образование.

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