

CONCEPTUAL PRINCIPLES AND APPROACHES FOR THE FORMATION OF PROFESSIONALLY FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF THE STUDENTS “BIOLOGY” SPECIALITY

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Abstract. This article is devoted to the definition of the basic principles and approaches of non-linguistic university foreign language educational process. The authors believe that when implementing a multilingual program in the Republic of Kazakhstan, it is necessary to provide an in-depth study of biology in English and provide conditions for differentiating the content of education in accordance with individual abilities and interests. The authors believe that in order to organize and build theoretical and practical activities, a system of conceptual principles and approaches is needed to effectively implement the requirements of modern education and form a competitive specialist in demand on the international labor market.

The authors substantiate the pedagogical effectiveness of using a certain set of principles of foreign language education in the formation of foreign language communicative competence. It is noted that these principles are of particular importance in the study of a foreign language. Moreover, it is noted that the principle of a foreign language-professional orientation develops the ability of students to work with texts, the principle of foreign language-interactivity forms all the speech abilities of students, the principle of foreign language-systematicity and consistency develops a systematic approach to tasks, the principle of foreign language-communicative situational contributes to the work of students with problematic situations. The authors believe that it is necessary to create a continuity with vocational education and effectively train students to master vocational education programs.

The authors considered conceptual approaches in the foreign language educational process: foreign language professional behavioral approach, foreign language professional cognitive approach, foreign language professional humanistic approach, foreign language professional lexical approach. The article reveals the significance of these approaches in the formation of a foreign language professional communicative competence of biology students. According to the authors, taking into account approaches and principles in foreign language education contributes to improving the quality of education and the level of students' competence in preparing for a professionally oriented foreign language.

Key words: conceptual principles, conceptual approaches, foreign language educational process, biology student, professional communicative competence, professional equipment, competence, foreign language

Introduction

The task of training highly qualified specialists is especially relevant in today's educational space. This requires a specialist to be able to set goals for their work, to identify ways and means to achieve them, and to take responsibility for achieving

results. A high school graduate must know the function of their profile in the workplace, be able to create, change and develop it. It should be aware of the world standards of this service, which requires understanding of a foreign language as a means of professional communication. At present, understanding of a foreign language and its practical mastery is, on the one hand, a guarantee of competitiveness, on the other hand, a factor of national security.

The teaching of professionally oriented English began abroad in the 1960s as a scientific discipline. Currently, professional-oriented English language teaching is a key issue in educational services. Professionally-oriented foreign language teaching, in turn, requires a future specialist to study a foreign language based on their future needs.

In this regard, the formation of a high level of professional competence, one of the components of which is communicative competence, comes first, as any specialist participates. To ensure successful modern intercultural communication, it is essential to introduce new innovative approaches to the education system. The main objective of this article is to identify fundamental conceptual principles and effective methods of quality training for science education in a foreign language.

In the exchange of information and interacts with others. From the point of view of modern communication, the most important thing in communication is to express and achieve the communicative goals of communication partners.

The concept of the developing foreign language education extrapolates the strategic course for the development of education in the Republic of Kazakhstan to the qualitative renewal of domestic foreign language education and the training in this area of professional personnel who meet global standards.

The integration processes that have been rapidly advancing in the past decade, along with the increase in professional and academic exchanges and the expansion of international cooperation, have been the driving force behind the continuous development of foreign language education. In this context, a foreign language is regarded as a powerful tool for enhancing the intellectual potential of society, which is considered to be one of the primary resources for the development of new states in the present historical era. [1]

Since 1971, within the framework of projects of the Council of Europe, a lot of work has been done to develop the principles and practices of teaching foreign languages, their teaching and assessment. The result of this work was the document "Common European foreign language competencies" ("Common European foreign language competencies", 2003), which was approved in 1997. The main content of the document is based on the description of strategies for activating general and communicative competencies in order to perform language actions to solve communicative problems in different communication situations.

The methodological basis for the construction of any methodological system is didactic principles of teaching. They are associated with the objectives of training and education and have a historical nature; some of them are losing their purpose, others are being improved, new principles are emerging that reflect the current requirements of society and science to the organization of foreign language teaching. The principles

of learning also matter in determining the content, forms, methods and organization of teaching. Teaching any academic discipline is built, as you know, on a common didactic basis and is implemented in terms of compliance with didactic principles developed in the theory of education.

In our research, we attempted to examine the applicability of didactic principles in teaching foreign languages, taking into account the current state and unique characteristics of the language. To achieve this, our initial focus was on exploring and analyzing the current status and distinct features of the subject "Foreign Language" in the education system.

E.G. Azimov and A.N. Shchukin note that "the system of learning principles is open, allowing the inclusion of new principles and rethinking of existing ones" [2].

S.S. Kunanbaeva singles out the professional concept, which involves the implementation of psychological and pedagogical principles, when the student in the learning environment can see and actively engage in the context of their future professional activity [3, p. 7].

B. Lipa points out the principles of special didactics correction (special) principles of teaching and in each of them defines the corresponding didactic rules [5].

Pedagogical research has repeatedly made reasonable attempts to expand the set of didactic principles, taking into account the conditions of learning in higher education. For the first time the Soviet educator S. I. Zinoviev expressed his position in this regard in the 70s of the XX century. According to him, with regard to higher education can be established their own didactic principles. In form they may coincide with the principles of general education school, but will differ from them in content [6, c. 6].

The term "principle" comes from the Latin word principium, "basis," "original. Hence, the principle of teaching is the primary basis, the pattern according to which the system of teaching the subject should function and develop. In foreign language teaching methodology under the principles we understand the basic provisions that determine the entire organization of training and appear in the interrelation and interdependence. Correct implementation of the principles ensures the effectiveness of the activities organized in the classroom and determines the interest of students in this activity. This implies the need and importance of their knowledge of the teacher and the ability to practically guide them in the organization and conduct of classes in a foreign language.

G.A. Kitaygorodsky singles out the following principles of intensive foreign language teaching, determining the "method of activating the reserve capabilities of individuals and groups": the principle of collective interaction, the principle of person-oriented communication, the principle of role-based organization of the educational process, the principle of organizing educational material by focusing on a particular topic and educational process, the principle of multifunctionality of exercises [7, c.14-21].

K.S. Makhmuryan, developing the methodology of foreign language teacher training in the conditions of additional professional education, puts forward the

principles of awareness, functionality, situationality, novelty, authenticity, clarity, psychological comfort, variability, creativity [8].

Due to the organic unity of principles, individual adjustment methods for their implementation are repeated. The close combination of these didactics leads to the correct organization and implementation of educational work in the principles of foreign language lessons.

Materials and methods

As part of our research, we attempted to develop provisions that, on the one hand, would take into account the general didactic and methodological principles of teaching a foreign language, and, on the other side, the specifics of the formation of professional and communicative competence of biologists. The work we have done in the framework of the study allows us to identify several principles that, in our opinion, should be guided when creating and using a system of exercises aimed at the formation of professional and communicative competence of biologists.

The main of these principles include the following:

- principle of foreign-language-professional orientation;
- principle of foreign-language-communicative situations; the essence of which is reduced to the selection and organization of situationally conditioned and problematic material;
- principle of foreign-language novelty, which is characterized by a constant change of the subject of conversation, circumstances, conditions, tasks, methods and technologies of teaching, bringing closer to the goal of learning a foreign language
- principle of foreign-language interactivity;
- principle of foreign language-systemacity and consistency.

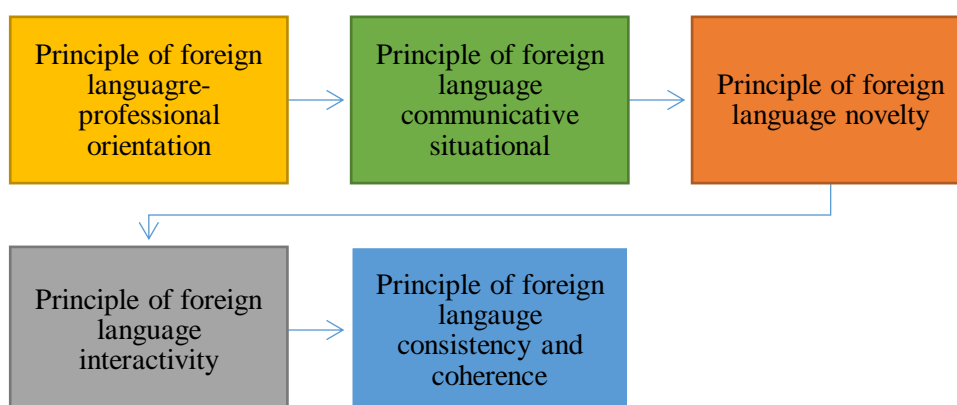


Figure 1 – Principles of formation professional and communicative competence of biologists

For the first time, the principle of professional orientation in higher education was introduced by R.A. Nizamov and A.V. Barabanshchikov in the mid-1970s [9]. Professional orientation in learning a foreign language enables our students to enter the world of their future profession. Professional orientation of learning brings to the fore one of the main problems of modern linguodidactics scientifically grounded

quantitative and qualitative selection of language material and its consistent introduction in the speech activity of students.

The principle of professional orientation is realized through:

- formation of certain practical skills oriented to future professional activity taking into account the specifics of training within the framework of the educational program in the specialty;

- development of practical skills and competencies as part of the educational program's profile corresponding to the requirements;

- formation of tasks and practical works taking into account professional oriented terminology, providing simulation of conditions directly related to future professional activity.

The principle of foreign language-communicative situational. The most important principle of communicative-oriented learning is situativity, when teaching speaking in a foreign language takes place with the help and on the basis of situations. That is the expression of their thoughts in the process of communication, means of which are speaking, reading, listening and writing. This allows us to make the lesson effective and interesting, and to increase students' interest in the language and intensify cognitive activity. In modern methodology, the principle of situation is considered as a means of implementing a communicative approach to learning.

According to A.N. Shchukin, the situational principle implies "such an organization and carrying out of classes in which the introduction and consolidation of educational material is carried out using topics and communication situations that reflect the content of the sphere of communication chosen for classes. In general terms, situativity as a principle means that all teaching of speaking occurs on the basis of and with the help of situations. In the process of teaching oral foreign language communication we should simulate speech situations that recreate the parameters of this type of communication [10].

V.P. Furmanova notes that in teaching a foreign language we must proceed from the specific situation, because the situation is considered "as a social construct, created by bearers of culture, in which the connection of linguistic and cultural aspects is very clearly traced [11, c. 48].

The information available in the theory and methodology of teaching foreign languages in the field of studying the features of communicative / educational-communicative situations allows us to determine the specificity of speech culture-oriented situations. They represent a scheme of students' interaction with each other in order to meet their various cultural and communicative needs by means of a foreign language in the conditions of simulated oral foreign language communication.

The principle of foreign-language novelty the approach to communicative learning emphasizes the importance of incorporating fresh and innovative content and organization. This necessitates the use of texts and exercises that introduce novel concepts to students, avoiding repetitive readings and exercises with identical tasks, the use of texts of diverse subject matter constructed from identical material.

Thus, novelty ensures the rejection of mechanical memorization, develops speech production, the heuristic nature of speech skills, and arouses interest in learning activities.

For the formation of professional and communicative competence of biologists we singled out the following approaches. Foreign-language professional-biological approach, foreign-language professional-cognitive approach, foreign-language professional-humanistic approach, foreign-language professional lexical approach.

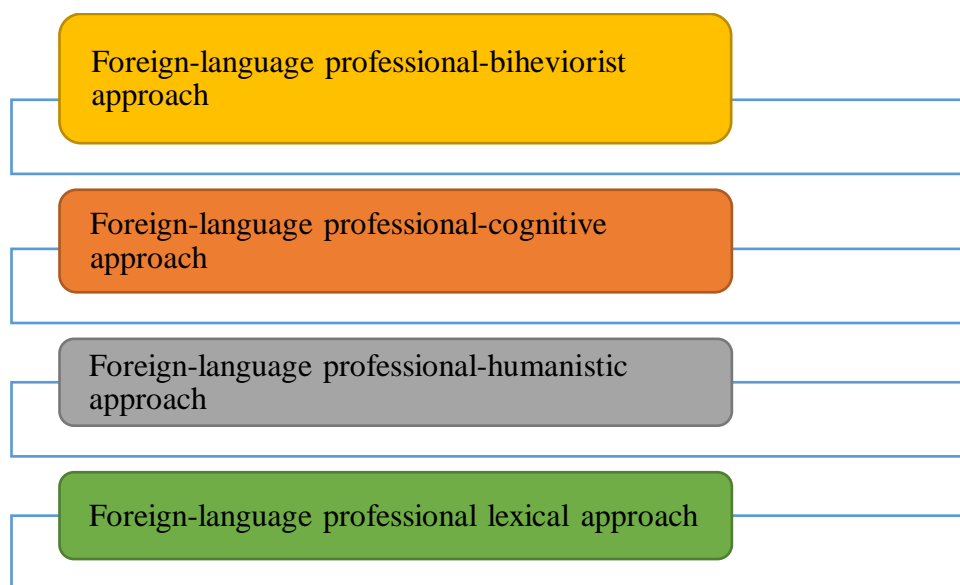


Figure 2 – Approaches of formation of professional and communicative competences

The foreign-language professional-behaviorist approach is provided by a detailed program of foreign language learning and teaching. In it the material is graded by degree of complexity and studied in small portions. The learning process is based on the individual characteristics of the students. However, the principle of consciousness is not taken into account, and learning is based on imitation and mechanical execution of actions. The learning process is identified with actions, the basis of which are reflexes. The purposeful and motivated nature of the student's activity is not taken into account. The foreign-language professional-cognitive approach, the authors of which are considered to be J. Bruner and W. Rivers [12].

This approach is based on the principle of consciousness in learning and on the theory of socio-constructivism, according to which students are active participants in the process of learning, not the object of the teacher's learning activity. Depending on individual psychological features and personality traits students have their own way of cognition, their own cognitive style, which affects the choice of learning strategies.

Foreign-professional-humanistic approach the method of teaching a foreign language from a humanistic perspective aims to prioritize the learner's needs and interests, foster their personal growth and development to teaching a foreign language relies on the thoughts, feelings and emotions of the students.

In psychology, this approach is associated with the name of C. Roger [13]. According to the humanistic approach, teaching should be personality-oriented,

contribute to the development and realization of the sense of personal identity. The humanistic approach means the necessity to educate students to have a sense of responsibility, an ability to self-assessment and self-control. This approach assumes a humane and "free" nature of teaching and rejects curriculum development, i.e., it is virtually uncontrolled.

The foreign-language professional-lexical approach reflects the content side of language. In this way, dictionary is studied in all its diversity. Particular attention is paid to the formation of word usage skills. According to this approach, the leading learning process is listening, receptive type of speech activity. Formation of receptive skills should precede the formation of productive oral-speech skills. Speech training begins after the skills of understanding a text by ear are formed. Teaching is based on the transfer of listening skills to other speech activities. The main attention is paid to the meaning of the studied linguistic phenomenon, not to its form.

Thus, the process of formation of foreign language communicative competence of biologists will be successful with the implementation of the above principles and approaches, which are closely interrelated, and the integrated application of which allows preparing future biologists with a high level of professional competence.

Results and discussion

Based on the principles and approaches, we decided to use the method of interactive technology to determine their effectiveness. The purpose of the experimental work:

- to study the state of the problem under study in the practice of forming the communicative competence of the biologist on the basis of interactive teaching methods;

- Diagnosis of the formation of communicative competence of biologists using interactive teaching methods.

The experiment was attended by 25 3rd year students majoring in "Biology" studying in the multilingual group of Taraz Humanities University.

During the experiment, students were given text-oriented tasks. In the selection of texts we were got by the principles we have identified: the principle of foreign-professional orientation, the principle of foreign-communicative situational, the principle of foreign non-reactivity, the principle of foreign novelty, the principle of foreign systemicity and consistency contributed to the development. The purpose of our study is to form the foreign communicative competence of future biologists.

In our experiment, the texts are directed at the development of foreign communicative competence, the formation of students' ability to communicate orally in English, to conduct controversy and discussion, as well as to study with various informational, scientific and necessary materials. Using modern computer technology, the teacher integrates students by planning lessons according to their level of preparation, size and content.

During the introduction of the principle of foreign language-interactivity, students developed the ability to work with text. The approbation of our study was as follows: we presented interactive exercises developed using the exercises for students

majoring in "Biology" studying in a multilingual group. Before reading the text, students answered the teacher's questions.

For example:

1. Analyze the process of transporting substances by Phloem and Xylem. What are their similarities and differences?
2. What causes make them stronger and slower?
3. Why you... can you tell me what it is?
4. Why does temperature as a factor affect the intensity of metabolism in any living cell?

By answering these questions, each student has the opportunity to express their views and join the lesson. At the beginning of the lesson, these questions will help to relieve the stress of students and adapt them to work actively in the classroom.

During the study. Task: They work in small groups. They start to read the text and put the words into it, give reasons. Working in small groups, students learn to interact with each other, listen to their peers and develop their ability to perceive their point of view.

After reading the text, students are given the following task. Work in pairs. Discuss the text whether you like it or not. Then think about the conclusion of the text. What can be the idea of the text? Present your point of view to the group using the new words and phrases. Students work in pairs, discuss the story they read, share their impressions. They then suggest an alternative ending to the text and introduce them to the whole group using the newly learned vocabulary.

We conducted a comparative analysis of students' knowledge on the topics covered.

Table 1 – Students' knowledge on the topics covered

<i>Questions</i>	<i>Number of correct answers</i>	
	<i>25 students</i>	
Who proposed the term homeostasis first ?	12	9
Which insect spreads malaria?	17	11
Biological science studies?	20	17
What is a liquid yellowish substance in the blood?	16	12
What is used in paper production?	17	8
What is Stoma?	15	10
What is Transpiration?	12	7
How much water do the plants daily lose ?	15	10
From what does the transpiration protect the plant?	14	15
How much bacteria live in our organism?	18	10
Do you remember how the lesson went? (the answer is "yes")	20	15
Do you like working as a couple/in a group? (the answer is "yes")	21	18
	78,8%	56,8

According to the results of the survey, it can be seen that the use of interactive tasks in the texts has a positive effect on the mastery of the content of the text. In this

regard, the use of interactive tasks in the survey showed a significant increase in the use of terms in the speech of students by 78.8%, and at the end of the academic year by 56.8% (figure 3).

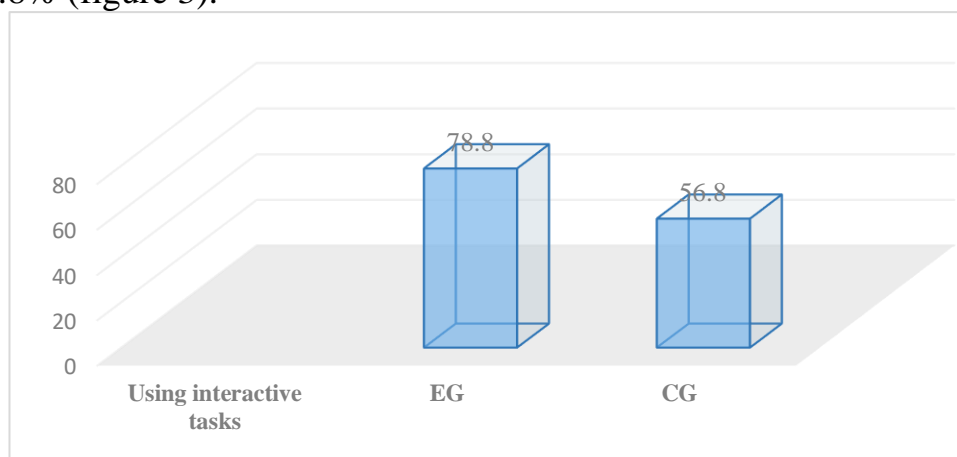


Figure 3 – The results of using interactive tasks

Hence, from the achieved outcomes, it is evident that incorporating English texts during lessons has a favorable impact on enhancing the aptitude of learners and is an essential prerequisite for the appropriate application of a foreign language.

We have defined the principle of professionally oriented foreign language through the tasks given by the method of "Jigsaw". Jigsaw puzzles are a great way to get word out that the students are learning from each other. Students read the lengthy text individually in small groups. Then the composition of the groups was changed and new groups were formed, consisting of one student from each primary group. In the group of experts, students discussed only a certain part of the text. Here, they not only work together on the content of the topic (by discussing and explaining the difficult parts), but also on how to teach others to their own section of the text when they return to their original groups. This method allowed students to explore the topic, identify complex, conflicting issues and approaches to the topic. The results show that 85% of students are interested in this method of teaching.

It can be said that 89% of students studying in the multilingual group have changed the interaction of students as a result of the use of interactive methods in the formation of foreign communicative competence. 67% said they were free to engage in dialogue. 72% said that the lessons were very interesting. 45% of students reported that their vocabulary in biology was replenished.

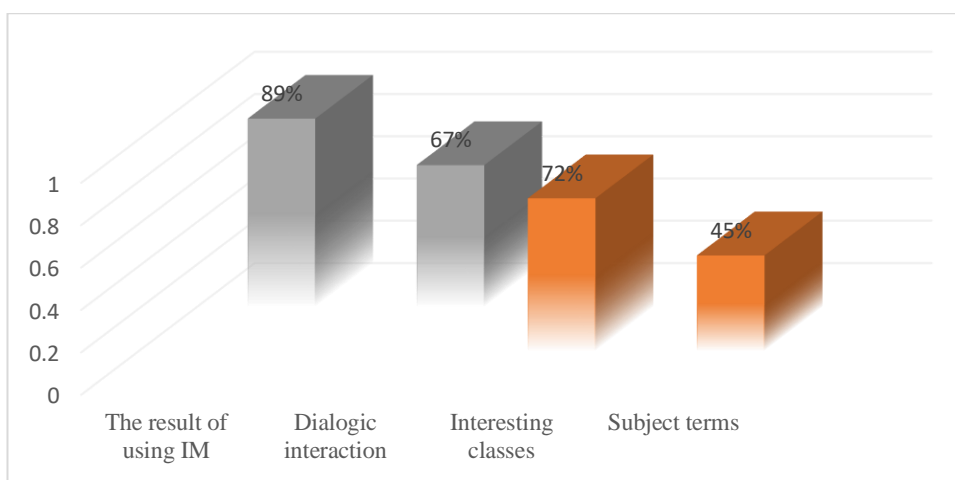


Figure 4 – The survey results

Therefore, through the utilization of interactive technologies in English language instruction, students were able to intentionally modify and cultivate their communicative proficiency by engaging in interactive tasks. This method of teaching facilitated the development of communicative competence in a foreign language.

Conclusion

Implementation of the above-mentioned principles through the application of various forms of work, interactive and communicative technologies in accordance with the profile of the specialty has the aim of maximum activation of foreign language activity of all students of the study group, regardless of their initial level of knowledge and abilities. Such a comprehensive approach contributes to the consolidation of the language material and, accordingly, increases the effectiveness of the formation of professional foreign language communicative competence of biology students.

Thus, different approaches and principles are considered as a conceptual basis for the formation of professional communicative competence. It is an undeniable fact that communicative education of university students is an integral component of their professional training. The choice of the most effective among the many existing approaches depends on the language students are taught, on the profile of students' training, as well as on the technologies, methods and techniques that are chosen to form professional communicative competence in higher education institution.

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«БИОЛОГИЯ» МАМАНДЫҒЫ СТУДЕНТТЕРІНІҢ КӘСІБИ-КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ТҰЖЫРЫМДАМАЛЫҚ ПРИНЦИПТЕРІ МЕН ТӘСІЛДЕРІ

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Аңдатпа. Мақала тілдік емес ЖОО-да шеттілдік білім беру үдерісінде негізгі принциптер мен тәсілдерді анықтауға арналады. Авторлар Қазақстан Республикасында көптілді бағдарламаны жүзеге асыру кезінде биологияны ағылшын тілінде тереңдете оқыту жеке тұлғаның қабілеті мен қызығушылығына сәйкес оқу мазмұнын саралауды қамтамасыздардыру қажет деп есептейді. Теориялық және практикалық іс-әрекетті ұйымдастыру мен құру үшін заманауи білім беру талаптарын тиімді жүзеге асыруда және халықаралық еңбек нарығында сұранысқа ие бәсекеге қабілетті маманды қалыптастыруда тұжырымдамалық принциптер мен тәсілдер жүйесі қажеттілігіне тақталады.

Шеттілдік коммуникативтік құзыреттілікті қалыптастыруда шеттілдік білім беру белгілі бір принциптерін қолданудың педагогикалық тиімділігін негіздейді. Бұл принциптердің шетел тілін меңгеруде аса маңызыды екенін атап өтеді. Сонымен бірге, шеттілдік кәсіби бағдар беру принципі студенттердің мәтінмен жұмыс жасау қабілетін дамытатынын, шеттілдік-интерактивтік принцип студенттердің барлық сөйлеу қабілеттерін қалыптастыратынын, шеттілдік-жүйелілік және бірізділік принципі тапсырмаларға жүйелі көзқарасты дамытатынын, шеттілдік-коммуникативтік ситуативтік принципі студенттердің проблемалық жағдаяттары шешуіде ықпал ететінін баса көрсетеді. Авторлар кәсіби білім берумен сабақтастықты қалыптастырып, студенттерді кәсіби білім беру бағдарламаларын меңгеруге тиімді оқыту қажет деп есептейді. Шетел тілін оқыту үдерісінде тұжырымдамалық тәсілдерді қарастырады: шеттілдік кәсіби-бихеверисттік тәсіл, шеттілдік кәсіби-танымдық тәсіл, шеттілдік кәсіби-гуманистік тәсіл, шеттілдік кәсіби лексикалық тәсіл.

Мақалада биолог студенттердің шеттілдік кәсіби коммуникативтік құзыреттілігін қалыптастырудағы осы тәсілдердің маңызы ашылады. Авторлардың пікірінше, шеттілдік білім беруде тәсілдер мен принциптерді ескеру білім беру сапасы мен даярлық барысында кәсіби-бағдарлы шетел тіліне даярлау құзыреттілік деңгейін арттыруға ықпал етеді.

Тірек сөздер: тұжырымдамалық принциптер, тұжырымдамалық тәсілдер, шеттілдік оқу үрдісі, биология мамандығы студенті, кәсіби -коммуникативті құзыреттілік, кәсіби білім беру, құзыретті, шетел тілі

КОНЦЕПТУАЛЬНЫЕ ПРИНЦИПЫ И ПОДХОДЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНО-КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ СПЕЦИАЛЬНОСТИ «БИОЛОГОВ»

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Аннотация. Данная статья посвящена определению основных принципов и подходов в иноязычном образовательном процессе неязыкового вуза. Авторы считают, что при реализации полиязычной программы в Республике Казахстан необходимо обеспечить углубленное изучение биологии на английском языке и условия для дифференциации содержания обучения в соответствии с индивидуальными способностями и интересами личности. Полагают, что для того, чтобы организовать и построить теоретическую и практическую деятельность необходима система концептуальных принципов и подходов для эффективной реализации требований современного образования и формирования конкурентоспособного специалиста, востребованного на международном рынке труда.

Обосновывают педагогическую эффективность использования определенной совокупности принципов иноязычного образования в формировании иноязычной коммуникативной компетенции. Отмечают, что данные принципы приобретают особенное значение при изучении иностранного языка. Более того, показывают, что принцип иноязычной-профессиональной направленности развивает способности студентов работать с текстами, принцип иноязычной-интерактивности формирует все речевые способности студентов, - принцип иноязычной-системности и последовательности развивает системно подходить к заданиям, принцип иноязычной-коммуникативной ситуативности способствует работе студентов с проблемными ситуациями. Авторы полагают что, необходимо создать преемственную связь с профессиональным образованием и эффективно обучать студентов для усвоения программ профессионального образования. Авторами рассмотрены концептуальные подходы в иноязычном образовательном процессе: иноязычный профессиональный-бихевиористский подход, иноязычный профессиональный-когнитивный подход, иноязычный профессиональный- гуманистический подход, иноязычный профессиональный лексический подход.

В статье раскрывается значимость этих подходов при формировании иноязычной профессиональной коммуникативной компетенции студентов-биологов. По мнению авторов, учет подходов и принципов в иноязычном образовании способствует повышению качества образования и уровня компетентности обучающихся при подготовке к профессионально-ориентированному иностранному языку.

Ключевые слова: концептуальные принципы, концептуальный подход, иноязычный образовательный процесс, студент-биолог, профессиональная коммуникативная компетенция, профессиональное образование, компетентность, иностранный язык

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