

FORMATION OF COMMUNICATIVE COMPETENCE AS A CONDITION OF DEVELOPMENT OF SOCIAL ORIENTATION OF THE FUTURE TEACHER

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Abstract: The messages of Nursultan Nazarbayev, the President of the Republic of Kazakhstan, to the people of Kazakhstan dated on March 1, 2006 “Strategy of Kazakhstan entering into the 50 most competitive countries of the world” and dated on February 28, 2007 “New Kazakhstan in the new world” clearly identified the challenges facing the country, and putting in turn to education.

Kazakhstan’s economy as well as the economies of developed countries are experiencing a need for people who can work with the knowledge, able to turn knowledge into an object of purposeful work, working with uncertainty, to carry out formulation of the problem, its solution to schedule, to determine the formulation of policies. The Challenges of time are the cause of our educational system modernization.

There is a need to create a new school built on activity-competency, student-centered approaches to learning so that the school to become the basis for a child for his further social and civil success.

Requirements for education as a social order is realized in the state standards regulating results, educational content, methods and techniques of training, monitoring and evaluation system, the requirements for the material and technical base and professional development of teachers.

Keywords: Communication, competence, social, education, preparation.

INTRODUCTION

A new stage of development of the Republic of Kazakhstan on oriented joining with the top 30 most developed countries of the world. In the Message to people of Kazakhstan Strategy “Kazakhstan - 2050” is a new policy of the established state” N.A. Nazarbayev stressed: “Today Kazakhstan is an important international center for intercultural and interfaith dialogue. It is our land, the first four of the Congress of Leaders of World and Traditional Religions. In the twenty-first century Kazakhstan should become a bridge for dialogue and interaction between East and West.” [1]

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“Kazakhstan should be perceived worldwide as a highly educated country whose population can use three languages: Kazakh language is the state language, Russian is as the language of international communication and English is the language of successful integration into the global economy.” [2]

In this regard, increasing demands on the quality of training of future specialists, who must have a high level of competence for the successful organization of joint productive activity, effective participation in dialogue on the basis of a competent behavior, active speech, self-regulation and self-correction, erudition and knowledge.

Presented requirements require adjustment of the educational process in higher education, to find new ways of training, ensuring a high level of formation of professional competence of future specialists.

In the present time, a considerable fund is accumulated that allows you to explore the topic of the research:

- issues of implementation of competence approach to the assessment of learning outcomes, namely the identification of the components of core competencies studied foreign scientists (S. Adam [3], D. Raven [4], G. Khalazh [5], B. Hutmaer [6]);
- the essence of professional competence in the structure of professionalism disclosed by Russian scientists A.A. Andreyev, A.N. Afanasyev, I.A. Zimneya.

Meanwhile deficient in pedagogical science studied the issue of formation of professional competence of future specialists.

Modern educational practice shows that the level of training of future specialists, does not meet modern requirements of society, employers, as well as the growing needs of the individual.

Graduates who have acquired qualifications, insufficient own the most important skills of professional competence.

Often they are not able to consistently and convincingly argue their point of view, replacing the logic of the argument unsubstantiated allegations, poor command of vocabulary and can not successfully engage in professional communication.

High school teachers don't enough use modern technology.

Thus, research and analysis of the real state of educational practice leads to the conclusion that studied the problem of formation of professional competence of future specialists on the basis of modern technologies should be considered as a purposeful process that requires scientific justification.

However, analysis of research and educational practice reveals objectively existing contradictions:

- Between recognition of the decisive role of the competitive person skilled in the global community and the lack of formation of professional competence;
- Between the declared requirement pedagogy of formation of professional competence of future professionals through modern technology and low elaboration of the theoretical study and scientific and methodological support.

Identified contradictions show the need for the study of the main problems in the study, which is formulated as follows: what are the conditions of formation of professional competence of future specialists on the basis of modern technology?

The urgency of the problem, it insufficiently developed in modern educational theory and practice resulted in selection of the research topic: Formation of communicative competence as a condition of development of social orientation of the future teacher

The modern system of higher education in Kazakhstan dynamically embedded into the context of the Bologna process, which requires consensus building in determining the level of competence of graduates' preparation on completion of training at the university.

Questions of competence as a result of education were discussed at the forum of the European Community [7].

When talking about the professional competence of the specialist, we mean, above all, his knowledge of his profession, but at the same time assume that professional knowledge supported by the overall humanitarian culture of man, his ability to understand the world, the ability to communicate.

As we have said, the ability to communicate for a variety of professions, it is an integral part of professional competence, a prerequisite for true professionalism. Professional speech competence should be taught to give the necessary knowledge to form basic skills. So, what should be taught and trained?

The modern world is going through an important turning point in its history. We live in an era of advancing globalization, the revolution of communication that are changing the way we live, communicate and thinking and special requirements to the educational system.

The future depends on the ability to understand and accept new concepts, make the right choices, to learn and to adapt to changing conditions throughout life. The new century puts before the youth an alternative to hard, but offers new opportunities

American scientists Gordon Dryden and Janet Vos in their book "The revolution in education" identified trends that will shape the future of the people in the new century: instant communications, a world without economic borders, trade and

education through the Internet, changing forms of work, more effective use of the brain, the growing popularity of the idea of “Do It Yourself” and the triumph of the individual. Today they operate.

The new generation of computers, the global network of the Internet led to changes in the role of the individual in the development of society. The way in which people create, build, store, transmit information - has changed radically, thus changed forms of communication, learning, working.

Robert Reich in his book «The work of Nations» noted that the economy of developed countries is experiencing increasing demand for symbolic analysts, that is, people who know how to work with the uncertainty pose problems, plan their decision to define a strategy.

In today's world, more and more updated knowledge economy based on the integration of science, industry, education, and ensuring the continuity of the generation, development and practical application of this knowledge.

The relevance of research. The humanistic paradigm of modern education, which determines the development of all levels of educational systems, implies the strengthening of attention to the formation of man as a subject of communication and interaction with other people.

In the second half of the last century, nothing caused so much controversy and did not generate as many approaches as communication. Communication was studied in the mainstream of many sciences: philosophy, cybernetics, informatics, psychology, semiotics, linguistics, culturology, linguodidactics and, of course, pedagogy. These works revealed the role of communication as the leading factor in the emergence and existence of culture. Communication includes the whole variety of spiritual and material forms of human being and is at the same time its primary social need in ontogenesis. [8]

Communication is directed to the upbringing of a person, the development and formation of the consciousness of the individual, her attitude and perception of the world, relations to people and herself. At the same time, the organization of communication training on the basis of socio-psychological training showed the effectiveness of a specially organized socially directed learning activity for the development of communicative skills. The problem of communication, its organization, values, the creation of psychological and pedagogical prerequisites and technologies of learning communication is most successfully solved by activating the reserve capabilities of the individual, where the task of mastering the language is realized not only as a means of oral and written communication, but also as a means of familiarizing with a different culture.

The importance of communication in the life of each person and of humanity as a whole is growing, but the existence of a paradoxical situation is still evident: an educational process based on interaction and carried out in the course of

communication between the teacher and students practically leaves aside organized and focused training for this very interaction and communication. Paradox resolution is possible on the basis of a person-oriented approach to communication learning, which considers the interaction of the teacher and the student as the central link of the educational process, and learning as the management of the interaction mechanism, which expands the learning opportunities not only in the didactic but also in the developing and educational plans. The realization and realization of these opportunities are necessary to overcome a number of contradictions that have developed at the present time:

- between the use of communication only as a pedagogical means and the lack of a similar pedagogical goal realized on the basis of the formed interaction;
- between the urgent need for a person's communicative development in the educational process and the weakness of this component in the activities of general and vocational education institutions;
- between the still monologic, subject-object impact in learning and the relevance of the dialogical subject-subject interaction.

This research poses the problem of such an organization of learning communication, in which students acquire subject knowledge and simultaneously develop the ability to cooperate, communicative competence, develops a dialogue form of partner communication based on a person-oriented approach, tolerance is cultivated.

It is well known that the level of communication and speech culture of future teachers of higher educational institutions has recently declined markedly. This is due to a variety of reasons: socio-economic, political, ethical, ethnocultural, linguistic, etc.

Therefore, the improvement of the pedagogical process in the university (when many ideas about the content of education, its improvement, humanization are rethought, when the student becomes the subject of instruction, and the learning process turns into a teaching and research, based on an integrated, developing and nurturing character of teaching), calls for increased attention to Formation of communicative competence of future teachers. This is especially true for universities that train specialists in the sphere of increased speech responsibility (managers, lawyers, social workers, etc.). [9]

In the process of studying pedagogical literature and analyzing existing practice, we have identified a contradiction between the practical need for the effective formation of communicative competence and its insufficient development in pedagogy. The choice of the topic is conditioned by the fact that the real needs of training in higher educational institutions of the humanitarian profile call for the development of a pedagogical model for the formation of the communicative

competence of future teachers of a liberal arts university, taking into account the personality-oriented approach as a means of mastering a specialty.

Theoretical and experimental studies, especially recent times, as well as generalization of practice show:

- In the general system of professionally important qualities of a modern specialist, communicative skills are most significant;
- The efficiency of the work of a specialist depends to a large extent on the nature of the relations that he develops with his colleagues;
- Among the various difficulties and problems that arise in the work, one of the first places is occupied by communicative difficulties, difficulties and problems in communication;
- The greatest dissatisfaction in the society and the workers themselves is caused by those aspects of their professional training that are related to the style of communication, interpersonal interaction skills, cooperation and dialogue with partners, and the depth and completeness of mutual understanding in the labor process.

At the present stage of development of international relations, the dynamics of reform in education of the Republic of Kazakhstan there is an urgent need for social and educational development of the individual in a given quality. The most important task of training, in this regard, is to professional competence, without which the intellectual and creative development of personality. [10]

Currently, the need for possession of skills and abilities of oral and written foreign language communication in personal and professional purposes is a generally recognized fact. This is due to the fact that an important role in the globalization of our time playing relationships in the modern world, the expansion of political, economic and personal international contacts and intensification of the dialogue of cultures between countries. Knowledge of foreign languages, speaking as a factor that increases the value of a specialist in the labor market today is in many cases a prerequisite for admission to employment and increase the size of his salary. At the same time, in accordance with the decision of the Bologna Convention as a priority to make demands to provide multi-level training of specialists - translators, including the formation of students' intercultural professional competence, optimizing the efficiency of the contacts in a particular area and the situation of communication and the achievement of certain objectives of communication. [11]

CONCLUSION

Professional competence, speaking as part of the content and object of study, not only fulfills a communicative function, but the function of influencing the behavior/ actions, thoughts, feelings and consciousness of foreign language interlocutors. At the same time the formation of professional competence reflects the modern

tendency to humanization and humanization of education, contributing to the achievement of relevant goals - attaches to a different culture, increases the overall level of education of cadets, study a foreign language in the process of mastering new communicative knowledge, expanding his horizons, ensures effective management of his communication activities and his personal behavior.

In accordance with the definitions of modern scientists, we believe that the professional competence of a student's knowledge of "elements of national culture, cultural identity verbal behavior of the carriers of a particular language and the ability to use those elements of the socio-cultural context, are relevant for the generation and perception of speech in terms of the media Language: customs, rules, regulations, knowledge of the country, social conventions and stereotypes, "that is a stable system of social attitudes of the individual. Solving the problem of formation of professional competence requires the study of individual components of the competence to develop a theoretical model and methodology.

Professional competence is a complex whole.

Results, experimental work convinced that from semester to semester has been a steady increase in the quality of education of future professionals.

The presented method of formation of professional competence of future specialists on the basis of modern technologies indicate the need for a focused and systematic work.

Results of the study contributes to the development of the problem of formation of professional competence of future specialists on the basis of modern technologies in complete pedagogical process in higher education.

Analysis of the theory and practice of higher education leads to understanding the special relevance and importance of the study of scientific problems in the higher education system of the country.

On the basis of developed theoretical and methodological positions and the experimental data obtained following conclusions:

1. Socio-economic needs of the republic naturally led to an objective need for theoretical and methodological bases of formation of professional competence of future specialists on the basis of modern technologies in complete pedagogical process in higher education.
2. Formation of professional competence of future specialists on the basis of modern technologies in complete pedagogical process of higher education is innovative and is effective if it is based on a theoretical model, which provides a stable functioning and development of higher education.
3. Formation of professional competence of future specialists on the basis of modern technologies entail new management functions, such as the organization of experimental work.

Thus, in a study developed scientific-theoretical and methodological foundations of the problem; formulate a working definition; developed and experimentally verified theoretical model of professional competence of future specialists; methodical recommendations on development issues.

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