

## MODERN PEDAGOGICAL TECHNOLOGIES IN PROFESSIONAL ENHANCEMENT OF SPECIALISTS

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**Abstract:** The Kazakhstan higher education institutions realize multilevel professional educational programs on higher education various specialties. For these programs implementation in trainees social protection context and graduates mobility increase there is necessity to observe the general and innovative principles and methods during the training course.

The Kazakhstan higher education institutions task is to provide education at the international standard level, and their leaders diplomas have to be recognized all over the world". The president underlined in the Address to the people: "We have to create unified system of learning efficiency assessment, and each trainee knowledge and abilities level".

Modern education is necessary element of our society and culture, capable to keep the country socio-cultural specificity, to promote youth development, and their integration into traditional culture, to help young generation to make a choice of the way of life adequate to our people values.

At any time education acted as backbone factor of state life, all over the world it is a future outpost, a dominant in the national modernization course, main condition of economic and social breakthrough in the future century.

**Keywords:** Knowledge, abilities, skills, creative activity, experience accumulation, the emotional and strong- relations professional efficiency.

### INTRODUCTION

In Kazakhstan education modernization conditions and Bologna declaration signing the educational institutions have made certain commitments. One of the main tasks is entering into unified European educational space and achieving of educational programs international recognition on leading specialties. For this task solution the education development main direction is taken onto qualified experts' preparation on international level with high professional and communicative competence formation on the competence-based approach. [1]

Integration into the world community tasks the Kazakhstan education system new purpose – trainees personality formation, perceiving themselves not only as one certain culture representatives, but also as world citizens, subjects of the cultures

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political scientists realizing the importance, responsibility in the global universal processes occurring place both in Russia, and in the world as a whole.

Foreign language is one of the main instruments of trainees' personalities' education, possessing all-planetary thinking. Researches in socio-cultural area distinctly show that exactly by means of studying language of the international communication it is possible to promote trainees bilingual socio-cultural competence formation including such qualities as tolerance, impartiality to representatives of other countries and cultures (S.S. Kunanbayeva, V.V. Safonova, P.V. Sysoyev, M. Byram, M. Fleming, S. Kramersch). Foreign language and its culture studying give an opportunity to trainees to expand the socio-cultural space and gain independence culturally - come to understanding of themselves as cultural and historical subjects in a range of the country both native, and studied languages cultures [2].

In modern time scientists developed system of language proficiency levels these levels description using standard categories. These two complexes create unified network concepts which can be applied for the any certification system description using standard language, and, therefore, any training program starting from tasks statement - the training purposes and finishing with reaching competences as training result.

The basic principles, according to which specifications for English are developed, are the level approach to linguistic-didactic units' representation and the communicative-focused approach for training content selection. Herewith, the text formation mechanism at the sentences level, the grammar and vocabulary in particularly, aren't considered as the training purpose by itself, but are communicative purposes performance means. [2]

Language usage and its studying include person actions and during the implementation of which he develops a number of competences: general (General competences) and communicative language (Communicative language competence). Thus competences are understood as the sum of knowledge, abilities and personal qualities which allow the person to make various actions. They provide tasks solution in various conditions taking into account various restrictions, and realized in activity types and processes (actions) directed on texts generation and/or perception, in connection with communication certain subjects and spheres, corresponding strategy application.

## **METHOD**

The general competences include: ability to study (ability to learn); existential competence (existential competence); declarative knowledge (declarative knowledge); skills and abilities (skills and know-how). The general competences aren't linguistic, they provide any activity, including the communicative.

Communicative language competences (Communicative language competence) include: linguistic component (linguistic component - lexical, phonological, syntactical knowledge and skills); socio-linguistic component (socio-linguistic component); pragmatic component (pragmatic component - knowledge, existential competence and skills and know-how relating to the linguistic system and its sociolinguistic variation) and also allow to carry out activity with linguistic means usage.

The following communicative competence components have been allocated:

1. Grammatical or formal (grammatical competence) or linguistic (linguistic) competence is systematic knowledge of grammatical rules, word units and phonology which will transform lexical units onto the intelligent statement.
2. Socio-linguistic competence (socio-linguistic competence) is an ability to choose and use adequate language forms and means depending on the communication purpose and situation, communication participants a social role, the one who is the partner in communication.
3. Discourse competence (discourse competence) is an ability of different functional styles complete, coherent and logical statements creation in oral and written language on the basis of different texts types understanding during the reading and audition; implying linguistic means choice depending on statement type.
4. Socio-cultural competence (socio-cultural competence) is native speaker cultural features knowledge, their habits, traditions, behavior standards and etiquette, ability to understand and adequately use them during the communication, remaining other culture carrier; socio-cultural competence formation implies personality integration in world and national cultures system. [1]

## **Discussion**

The essence of the experimental work was not only in the development of student knowledge, skills, and to explore ways of their use in the modeling profession, but also in the development of an adequate attitude to the formed competencies required in demand for future professional activities. The problem was, thus, in the position associated with the reflecting entity through professional expertise culture specialist. Education in the course of the experiment was organized so as to create the opportunity to meet students with a wider professional experience, technology and methodology selected on the basis of their actual capabilities designed to positively impact the quality of learning material. [1]

To characterize the competencies required graduate, we analyzed the content of the activities, for the inclusion in the content of the elective course these types of learning activities, which are aimed at the formation of professional competence, and held a collective expert assessment of their substantive significance. Questionnaire was designed for the expert, which was carried out on the basis of their statistical analysis.

In order to closely monitor the results of the experimental work, we obtain objectivity diagnosed experimental group who mastered the elective courses and are familiar with the necessary amount of their content. Rated as the use of case studies based on the diagnostic skills on following indicators and formed a professional level of self-esteem.

After an experiment has allowed to establish the actual state of an object, establish the initial parameters of the object, which acts as a basis for forming experiment. In the course of ascertaining experiment produced the following statistics that we distributed according to criteria selected by us, and performance levels.

As indicators characterizing the formation of the competence were used: (a) the level of knowledge in the discipline of mandatory and elective courses, and (b) the level of formation of skills of compulsory and elective courses, and (c) a positive attitude to the profession, and (d) the independence of the application of knowledge, and (e) awareness and quality of jobs, (f) level of development of personal qualities, elements of professional culture, (g) the level of preparedness for an informed decision. [2]

Analysis of the results obtained during the experimental research on the level of competence, carry generated at the rate of formation of the completeness of skill that has been examined in studies Yu. K. Babanskogo, V.P. Bepalko, V.V. Zavyalova, A.V. Usovoy. It is defined by the following formula:

where,  $ni$  – the number of true technical operations;  
 $n$  – number of operations that must be performed;  
 $N$  – the number of students who performed the work;  
 $K$  – coefficient of completeness of formation of skills.

According to this method, it was determined the status of categories that determine the formation of the competencies in the range:

- Professional –  $0,9 < k < 1$ ;
- High level –  $0,7 < k < 0,9$ ;
- Advanced –  $0,5 < k < 0,7$ ;
- Elementary –  $0,3 < k < 0,5$ ;
- Initial –  $k < 0,3$ .

The number of students who have shown a high level of ability and willingness to solving problems has increased from 5 to 15%, and showed an advanced level - from 15% to 44%.

The results suggest that the professional level requires a longer time and methodology support for the immersion of students in the professional environment. In other words, the possibility of using didactic elective courses (pilot course - 1 credit) in their relationship with the mandatory courses allow students to basically achieve the advanced level of competence formation.

The results indicate a stable positive dynamics in the assimilation of the developed program content based on the formation of professional competence of students of various disciplines of the university: The selected content, forms and methods of study of the proposed course contribute to the successful formation of the skills required in the future professional activity of graduates. These results give reason to believe that the introduction of elective courses allows you to achieve. [2]

### **Main Part**

Range of professional activities and their depth require more substantial for on-time full-time students in practical work. We believe that in today's high school interest and attention to the introduction of elective courses, built on the ideas of competence-based approach, as with the leadership of the university, and on the part of students will increase.

Analysis of the results emphasize the positive trend of mastering the material in the course of training on the developed program. As shown by the data, further improving training in the formation of the professional competence of the professionals associated with the more active involvement of students in the professional environment and an increase in the time spent in professionally oriented disciplines chosen by the student. [3]

The problem of formation of professional competence of graduates should be considered from the viewpoint of formation and development of culture specialist. That is the essence of the tasks aimed at developing skills of high school students must assume not only focus on the knowledge and skills identified in the maintenance of mandatory and elective subjects, but also the formation of experience in the application of knowledge and skills. This thesis has led to the fact that the study focus in the organization of elective courses was made in favor of teaching methods, which are designed to show the effectiveness of the practical utilization of knowledge in solving professional problems - Simulation, a method of projects. Based on these results we can talk about the need for the study of certain cycles of elective courses to conform the development of social and professional interests of students as well as a fully binding to the compulsory subjects. [4]

**TABLE 1: CHANGES IN THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS**

<i>Level Titles</i>	<i>Ascertaining Experiment</i>		<i>Formative Experiment</i>		<i>Check Experiment</i>	
	<i>KG</i>	<i>EG</i>	<i>KG</i>	<i>EG</i>	<i>KG</i>	<i>EG</i>
Initial	43,4	45,7	41,1	12,6	39,1	–
Elementary	48,2	49	46,5	30,2	44,7	19,2
Advanced	8,4	5,3	12,4	41,0	16,2	51,8
High	–	–	–	16,2	–	29

## CONCLUSION

In the foreign languages education history it is possible to allocate two main ways: (a) language studying on the rules basis using reduced communication; (b) language studying on the communication basis.

The first way is in foreign languages training grammar-translation system usage. According to it, training is constructed on the grammatical rules and vocabulary studying basis with the following transition to generation (designing) and decoding (to reading and oral speech understanding) speeches. Using language rules and vocabulary, trainees have to recreate (to generate) new language for them. The knowledge mastering way lay through enormous quantity of the mistakes detaining the language mastering level and reducing interest to its studying. Experience showed the inefficiency of this way.

The second way was through communication. It had been more effective though contained many downsides. Comprehension deficiency of the language formulated mechanisms in the rules form, increased foreign language learning terms, reduced the foreign-language speech quality.

As a result, these two ways of language training rapprochement outlined in the Russian, Kazakhstan and foreign literatures. I.e. language rules and actions unanimity have been experimentally proved. Language rules fix the natural character of the used language phenomena in speech, carry out the subordinate, and support function. The main action of foreign language mastering is verbal activity and communication. During the communication process there is not only an exchange of opinions, feelings, but also language means development, giving the generalized character.

Therefore, the foreign language can be considered as communicative competence development tool. It means, first of all, ability adequately shape the communicative purposes and achievement strategy, and also abilities speech etiquette norms and social behavior usage in cross-cultural communication situations where the situational and socio-cultural contexts knowledge of community have been actualizing. [5]

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