

TECHNOLOGIES IN PROFESSIONAL COMMUNICATIVE COMPETENCE FORMATION OF FUTURE SPECIALISTS

Ayazbayeva Assemgul^{*}, Nygymanova Nurbanu^{*}, Izdeleuova Akmaral^{*},
Izteleuova Lyazat^{**}, Yenseyeva Venera^{***} and Zhurunova Mereke^{****}

Abstract: The concept “professional competence” takes an important place in sociolinguistics, a training technique, rhetoric, pedagogics. In scientific literature there is no consensus concerning the sufficient, necessary level of knowledge and abilities for implementation of full professional communication. It is explained by a difference as in approaches to definition of concept, and the complexity of the phenomenon.

The theoretical analysis of literature testifies that the concept “competence” of different manifestations of the essence and irrespective of terminological registration arose in antiquity.

Keywords: Competence, communicative, professional, specialists, education.

INTRODUCTION

When we speak about professional competence of the expert, we mean, first of all, his knowledge of the specialty, but at the same time we assume that professional knowledge is supported with the general humanitarian culture of the person, his ability to understand world around, ability to communicate.

As we already spoke, ability to communicate for a number of professions, is a component of professional competence, a necessary condition of true professionalism. The professional speech competence should train, give necessary knowledge, to form basic abilities. So that should train and be trained. What includes the concept “professional competence”. [1]

The concept “professional competence” takes an important place in sociolinguistics, a training technique, rhetoric, pedagogics. In scientific literature there is no consensus concerning the sufficient, necessary level of knowledge and abilities for implementation of full professional communication. It is explained by a difference as in approaches to definition of concept, and the complexity of the phenomenon.

The theoretical analysis of literature testifies that the concept “competence” of different manifestations of the essence and irrespective of terminological registration arose in antiquity.

Allocation by Platon (427-347 B.C.) the highest step of training, Aristotle’s ideals (384-322 B.C.) about the higher education on the basis of a combination of

* The Eurasian Humanities Institute

** Kokshetau University Named after Abai Myrzahmetov

*** Zhetysu State University Named after Ilyas Zhansugurov

**** Kazguu University

the wide general education to studying of a profession, an embodiment at medieval universities of idea of the organization of professional education on a rationalistic basis, development during modern times of the principle of realism of the higher school, transformation in the XVIII-XIX of centuries of the best secular vocational schools to higher education institutions, formation of modern multilevel higher education all these forward historical changes testify to search of approaches to release of the competitor of capable, professionally competent experts by higher education institutions.

DISCUSSION

The term “competence”, according to “The American dictionary of English”, created by Noah Uebster in 1828, is treated as a literacy synonym. Eventually interpretation of this concept changed [2].

Philosophers differentiated knowledge (competence) and its realization (activity) at all times – to one of the first the attention to the matter was paid by Aristotle who connected activity with such concepts as “purpose” and “implementation”.

The concept “competence” as that began to be studied only at the beginning of the XX century. In the field of linguistics F. de Saussure (1906) said that the system of language, is imprinted in the form of the sum of images in mind and doesn't depend on ways of its realization in the speech. Speech activity is diverse and specific, belongs “both to the sphere individual and to the sphere of the social; it can't be referred definitely to one category of the phenomena of human life the unity brings language in speech activity” [2].

In the late sixties and in the early seventies the last century a number of scientists (L. Thayer, R. Cambell, R. Wales, D. Hymes) note insufficiency of this theory and offer broader concept “competence” in which it includes not simply ability to perception and reproduction of elementary statements and ability to understanding and generation of new statements on the basis of knowledge of grammar, but also their psychological, socio-cultural and psycholinguistic conditions of generation in heterogeneous language society.

Emphasizes with that D. Hymes that the rules to which rules of grammar and which assimilation provides ability to use language in the course of communication submit are inherent in the statement.

In the second half of the XX century in connection with applied value of skill of literacy there was a concept “functional literacy”.

In 1980-1990 determination of literacy become wider and start including such calls as globalization, including influence of new technologies and means of information. In XXI an eyelid began to understand wider purpose as literacy – creation of society of knowledge that led to a training purpose specification.

The new interpretation of the purpose of education staticized the terms “competence” and “competence”.

The concept “competence” of education was entered in the seventies the last century into the USA in relation to the theory of language by N. Chomsky. He suggested to distinguish competences and knowledge of language, meaning by knowledge system of language, and by competence use of language in concrete situations. The use is also actual manifestation of competence at development of language as use of language is connected with personal experience, formation of skills [3].

Today the main tendency affecting conceptual basis of educational system should be considered transition to a competence-based basis.

It is known that competence-based approach interacts with personal focused, being methodological base as at a stage of an average of the general, and professional education. A.V. Khutorskoy considers that the competence-based focused education is a global tendency in world educational system [4].

Active discussion of the key concepts “competence” and “competence” connected with the subject “Competence-based Approach in Education” began in works of scientific teachers, theorists and methodologists, right after publication in 2007 in document English with the name “Key Competences for Training during All Life//Recommendation of the European Parliament” [5].

In this context competence-based approach is the main characteristic of all content of formation of the Republic of Kazakhstan. In “The state program of functioning and development of languages on 2011-2020” need of creation optimum sociolinguistic space in Kazakhstan by stage-by-stage realization of language policy is emphasized [6]. In line with competence-based approach also the system of philological education in the field of foreign languages is being built.

We will consider the existing definitions of the scientific studied concepts “competence”/“competence”.

I.A. Zimnyaya writes that there are two options of interpretation of a ratio of these concepts: they either are identified, or differentiated [7].

Proceeding from this point of view as scientific category we will consider a general concept about competence on the basis of the analysis of some definitions of the concepts “competence”, “educational competence” taken from different sources:

- Competence (Latin of competence – suitable, corresponding, appropriate, capable, knowing) – quality of the person having comprehensive knowledge in any area and which opinion therefore is weighty, authoritative [8].
- Competence is the ability to implementation of real, vital action and the qualification characteristic of the individual taken in the moment of its

inclusion in activity; as any action has two aspects: resource and productive, development of competence defines transformation of a resource into a product [9].

- Competence is the potential readiness to solve problems with skill; includes substantial (knowledge) and procedural (ability) components and assumes knowledge of a being of a problem and ability to solve it; continuous updating of knowledge, possession of new information for successful application of this knowledge in specific conditions, i.e. possession of operational and mobile knowledge [10].
- Competence is a possession of a certain competence, i.e. the knowledge and experience of own activity allowing to take out judgments and to make decisions.

Therefore, formation of personal professionally important qualities, positive motivation and creation of a complex of favorable conditions has to become the integral component of modern pedagogical technology. Such technology not only will provide self-organization, but also self-determination.

The analysis of pedagogical literature shows that the theory and practice of implementation of technological approaches to training is reflected in scientific works of theorists in the field of psychology and pedagogics (Yu.K. Babansky, V.P. Bespalko, P.Ya. Galperin, M.V. Klarin, M.M. Levina, I.P. Rachenko, I.G. Shamsutdinova, P.M. Erdniyev, etc.). M.M. Levina, analyzing the available picture of a condition of the scientific status of pedagogical technology, notes attempts of one authors to allocate for pedagogical technology a place between science and (N.F. Talyzin's) practice"; others – to connect technology with design (V.P. Bespalko).

The reform which is being carried out now the system of education makes great demands of training of experts, induces to look for new ways of improvement of educational process in militar higher education institution.

One of such ways is development and deployment in educational practice of the modern pedagogical technologies directed on improvement of quality of training of future officers in our case of future specialists.

- the contents and structure of technology is based on model of the expert and the officer's profессиogramma – the specialist;
- the technology functions through certain stages, each of which has accurately certain tasks and the contents;
- technology of formation of a professional orientation is a basic branch, the main component

Originally the pedagogical technology was understood as attempt of technicalization of educational process; the programmed training was the first child of this direction and at the same time the base on which the subsequent floors of pedagogical technology were built.

Further development of researches in the field of pedagogical technology expanded its understanding that was reflected in various definitions of this concept by famous teachers and methodologists.

Technology – from the Greek words *techno* (art, craft, science) and *logos* (concept, the doctrine). In the dictionary of foreign words: “technology – set of knowledge of ways and means of carrying out productions (metals, chemical...)”.

The technology is a set of methods, applied in any business, skill, art.

In the Russian pedagogical literature the term “pedagogical technology” appeared in the 20th years of the XX century in connection with development of pedagogics as sciences about the child. However up to the 60th years this phenomenon didn’t gain development.

From 30th years of last century the term underwent a number of changes – “from technology in education” to “technology of education”, and then to “pedagogical technology”.

We stopped on the following definition: “the technology is a radical updating of tool and methodological means of pedagogics and a technique on condition of preservation of continuity in development of pedagogical science and educational practice

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.

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