

## Ways to form a model of professional interaction of a student

Serikbaeva Gulshat

Candidate of Pedagogical Sciences

Beisenbekova Gulnaz

Candidate of Pedagogical Sciences, Associate Professor

UF LPC

**Түйіндеме:** Мақала «Кәсіби қазақ тілі» сабақтарында студенттің кәсіби моделін қалыптастыру жолдарына бағытталған.

**Кілт сөздер:** бәсекелестік, кәсіби маман, білім беру моделі, қатысымдық акт.

**Резюме:** Статья направлена на пути формирования профессиональной модели студента на уроках "Профессионального казахского языка".

**Ключевые слова:** конкуренция, профессионал, образовательная модель, коммуникативный акт.

**Summary:** The article is aimed at ways to form a professional model of a student in the lessons "professional Kazakh language".

**Keywords:** competition, professional, educational model, communicative act.

In the process of globalization, the provision of highly qualified specialists who are competitive, serve the interests and goals of society is a requirement of today, a demand of society.

The main requirement for linguists is to master the state language in a professional direction in each specialty, that is, students in accordance with their future professions.

For specialized education, classes should be conducted with textbooks of special origin. It is necessary that the writing of the textbook meets certain requirements.

The main goal of the textbook is the methodological and theoretical development of the conceptual foundations of professional and practical training of students through the study of the state language and the provision of this training process with an educational and methodological complex; the development of an effective methodological system of teaching related to the methodology of teaching the Kazakh language in a foreign language classroom.

To achieve this goal, the following specific tasks are implemented::

- to determine the scientific and theoretical foundations of teaching the professional Kazakh language in a foreign language classroom;
- to determine the social significance of teaching the professional Kazakh language in a foreign language classroom;

- development of a linguodidactic model of teaching the professional Kazakh language in a foreign language classroom;
- to identify the main factors of teaching the professional Kazakh language in a foreign language classroom in the education system;
- establishing the Basic Laws of teaching the professional Kazakh language in a foreign language classroom;
- To reveal the importance of the current concept in connection with the language policy in the Republic of Kazakhstan;
- development of a methodological system for teaching the professional Kazakh language in a foreign language classroom;
- to determine the principles, methods, methods of teaching the professional Kazakh language in a foreign language classroom;
- to prove the rationality of the methodology of working with the "language portfolio" in teaching the professional Kazakh language in a foreign language classroom; to reveal its purpose and content.

In the professional direction, through the training of the state language, it is possible to achieve the following results: practical skills and skills of using the resources of the National Corps of the state language, using modern computer technologies in professional activities, etc. are formed; in the professional direction, by mastering the state language, it is possible to train a professional elite capable of social adaptation and with a high level of professional culture; specialists are trained in accordance with the requirements of the time through the preparation of textbooks that provide professional competence and social mobility with the professional orientation of the state language; the development of a conceptual model of preparing students for professional and pedagogical activities through the study of the state language contributes to the development of students as individuals.

In order to enter the world of universal education, a new system of education in the educational sphere of Kazakhstan is currently being formed. It is carried out in parallel with the introduction of specific changes in each field of science. The current changes in various directions require a new approach to educational activities; at the same time, a critical assessment and differentiation of achievements in pedagogical science; a new approach to the formation of the teacher's activity, professional skills and organization of everything in a new way.

The article is based on the consideration of the communicative model of teaching the Kazakh language in Russian-speaking audiences. It should be remembered that the teacher faces a very difficult task: this is the goal: to train a specialist who knows the Kazakh language well in the shortest possible time. To achieve this goal, namely: teach the student to master all the necessary knowledge base in their specialty in classroom hours limited to the scope of study; to carry out professional activities, both in training and in the preparation of educational materials and manuals, it is possible to use the mechanism of combining traditional and modern methods with an emphasis on the principle of communication. The study of the peculiarities of oral scientific speech should take into account, on the one hand, the latest data of methodological science, and on the other hand, the

communicative features of the language of the specialty in accordance with the profile of training.

With the traditional method of teaching the Kazakh language, students of non-linguistic specialties develop such skills as reading, understanding and translating special texts, as well as studying the terminology of a particular field. Currently, oral communication and scientific discussions on professional topics are a priority, but the development of other skills and abilities is not excluded. In the process of learning, oral speech is the understanding and reproduction of what is heard or read, orally, that is, dialogically or monologue, and in writing.

Mastering a conversation activity can be built taking into account the following rules:

- identification of communicative features of text and participle models;
- signs of oral speech and means of expression of these signs during the act of participation;
- selection of models for this passive and active learning;
- determine the most complete list of communicative signs and oral speech patterns in the studied specialty and develop a system of exercises for their active training;
- analysis of various texts in this specialty, selection of certain types of texts for training purposes, identification of their main communicative features, models and development of an effective training system for training selected structural units;
- selection and memorization of word-forming, lexical and grammatical structures necessary for reading, understanding, listening and speaking;
- development and improvement of learning algorithms for all types of speech activity of the student to the degree of automation;
- develop the skills of verbal communication from monologue to dialogue and from dialogue to monologue sealing.

As for the system of exercises that contribute to the development of oral speech, the teacher should take into account their general construction and the degree of complexity of these tasks: the cyclical nature of repeating the studied material over a long period of time, bringing skill to automatism, the complexity of exercises, etc. but it should be remembered that the main task is the development of communication skills in the context of a specific professional activity. It is necessary for the teacher to gain in-depth knowledge in the profession being taught and pass this knowledge on to students. First of all, this applies to special terminology, special general scientific vocabulary, specific service vocabulary, and certain complex grammatical structures. When choosing texts in the specialty to be studied, the teacher should choose texts that will help the student realize the communicative capabilities of speech. Taking into account the preliminary knowledge, specialty and other characteristics of the student, it is necessary to go from simple to complex. For example, you can distinguish texts:

- by means of transmission: oral and written;
- by the nature of the narrative: preparation of a combination of descriptions, reports, narratives, judgments and special types of texts, such as annotations, reviews, etc. ;

- the degree of specialization and assimilation, depending on the recipient's capabilities: on the topic of research (for example, monographs, scientific articles), in the field of training (i.e. textbooks, reference books, dictionaries, etc. articles and texts).

Oral speech has its own peculiarities: the structure of the sentence is simple; speech has an emotional coloring, etc. In this specialty, it is necessary to compare the communicative features of the scientific text and oral speech. The grammatical basis in verbal communication is the simplest sentence and the most common types of complex sentence. A number of structures studied may have the character of clichés and phraseological units. Exercises aimed at oral speech should include the following points:

- availability (indication) of the source material or model) ;
- (optional) interpretation of the material or model;
- simulation model;
- develop a certain model without changes, with one person, in a communicative couple, etc. ;
- communication, that is, the presence itself.

Due to the limited number of hours of study, the process of teaching communication skills in a foreign language is quite complex and requires careful training from the teacher in order for students to effectively master the studied material. Modern, communicatively oriented textbooks combined with innovative technologies will help achieve this goal.

## **References**

1. Оразбаева Ф. Тіл әлемі. –Алматы: АН Арыс, 2010. - 368 б.