Senior teachers Dzhuldikaraeva F.T., Ospanova A.A., Ryskeldieva G.D.

Kazakh Automobile and Road Institute named after L.B. Goncharova, Almaty

«Modern scientific and methodological approach in the formation of professional competencies of students in teaching languages in technical universities»

At the present stage of development of methods of teaching foreign languages, the competence-based approach is becoming increasingly important. This is due to a change in the priority approach in the educational process - from a receptive-reproductive method of teaching to a personality-oriented, developmental, cognitive-activity orientation. Competence is a given social requirement (norm) for the educational training of a specialist, which is necessary for his high-quality productive activity in the relevant field.

"The competence-based approach is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results" It is viewed as a modern correlate of many more traditional approaches: cultural, scientific and educational, didactocentric, functional and communicative, etc. Competence approach does not form its own concept and logic, but presupposes the support or borrowing of the conceptual and methodological apparatus from the already established scientific disciplines (including linguistics, jurisprudence, sociology, etc.). The competence-based approach is an attempt to bring the mass school and the needs of the labor market into conformity , an approach that focuses on the outcome of education.

There are five basic competencies that are required today by certified specialists, which, in the context of training a foreign language teacher, acquire a special meaning, namely:

- political and social competences associated with the ability to take responsibility, participate in joint decision-making, participate in the functioning and development of democratic institutions;

- competencies related to life in a multicultural society, designed to prevent the emergence of xenophobia, the spread of a climate of intolerance and promote both the understanding of differences and the willingness to live with people of other cultures, languages and religions;

- competencies that determine the mastery of oral and written communication, which is important in work and social life. This group also includes proficiency in several languages, which is of particular importance at this stage in the development of society;

- competencies related to the emergence of the information society. Possession of new technologies, understanding of their strengths and weaknesses, the ability to have a critical attitude to information and advertising disseminated through the media and the Internet;

- competencies that realize the ability and desire to learn throughout life, not only professionally, but also in personal and social life.

The professional competence of a foreign language teacher is understood as a set of professional and personal qualities necessary for successful pedagogical activity. A professionally competent teacher can be called a teacher who, at a sufficiently high level, carries out pedagogical activities, pedagogical communication, achieves consistently high results in teaching and educating students. The development of professional competence presupposes not a static, but a dynamically developing process of creative improvement of the teacher's personality, which manifests itself in susceptibility to pedagogical innovations, the ability to adapt to a changing educational environment. The socio-economic and spiritual development of society directly depends on the professional level of the teacher. The difference between a competent specialist and a qualified one is that the former not only possesses a certain level of knowledge, skills, and abilities, but is able to implement and implements them in his work. A fundamentally new approach is needed, which requires a revision of the attitude towards the teacher's position in teaching students;

- linguistic, assuming knowledge of the language system and the rules of its functioning in foreign language communication;

- sociolinguistic, which includes knowledge about how social factors in both cultures (native and foreign culture) influence the choice of linguistic forms; linguistic and cultural, assuming knowledge about the main features of the socio-cultural development of the countries of the target language at the present stage and the ability to carry out their speech behavior in accordance with these features;

- communicative, implying the ability to perceive and generate foreign language texts in accordance with the set or arisen communicative task;

- educational and cognitive, including mastering the technique and strategy of learning foreign languages, the formation of students' methods of autonomous acquisition of knowledge and the development of foreign language skills and abilities;

- linguo-methodological, involving language proficiency at an adaptive level, determined by a specific pedagogical situation, and mastering the skills of pedagogical communication (managing the intellectual activity of students, stimulating their speech activity);

- social, consisting in the desire and ability to interact with students, parents, colleagues;

- strategic, involving the development of linguodidactic strategies that will help the future specialist to make the choice of learning technologies, taking into account the psychological and age characteristics of students.

Teaching the subject "Foreign language for special purposes" in a non-linguistic university is experiencing certain difficulties due to a number of objective factors. These include the lack of educational and methodological support, the different level of training of students in a foreign language, the inadequacy of classroom studies, it is necessary to form students' skills of independent work. However, the independent work of students should be based on their classroom activities and interaction with the teacher. Therefore, active and interactive forms of conducting classes are involved in the educational process. They pursue the following tasks:

- awakening interest in the subject under study;

- contribute to the effective assimilation of the material;

- encourage to an independent search for ways and options for solving the tasks;

-training to work in a team, tolerance for any point of view.

Interactive can be:

- round tables;

- brainstorm;

- business games;

- case-study (analysis of specific situations);

- master classes;

This discipline is an important component of higher education in the period of higher education, especially in the period of modern integration processes caused by globalization. Proficiency in a foreign language at the level of professional communication competencies will allow specialists to master the foreign information space and communicate with representatives of other professional communities in the rapidly changing modern world. The didactic potential of information technologies and the methods of their application in teaching a foreign language have not yet been sufficiently studied. Despite the development and availability of electronic information resources for teaching a foreign language, due to the lack of a scientific and methodological base, a clear understanding of the technical and methodological problems of their application in the process of teaching a foreign language, the results achieved are fragmentary and have particular solutions.

Communicative language learning through the Internet emphasizes the importance of developing students' ability and their desire to accurately and rightly use the foreign language being studied, in order to achieve more effective communication. The task of foreign language programs is to provide future specialists with practical knowledge of a foreign language to the extent necessary to use language knowledge in their production activities. Teachers of foreign languages are faced with the task of preparing future specialists for reading literature in their specialty for extracting various information, compiling abstracts and annotations in a foreign language. This is the leading goal of teaching a foreign language at a university. In teaching a foreign language, the Internet is an information educational environment that creates optimal opportunities for students to improve the skills and abilities of foreign language oral and written speech, providing genuine interest and, therefore, efficiency.

Using the information resources of the Internet, integrating them into the educational process, it is possible to more effectively solve a number of didactic tasks:

- to form skills and abilities of reading, directly using materials of the network of varying degrees of complexity;

- improve listening skills on the basis of authentic audio texts on the Internet, also prepared by the teacher;

- to improve the skills of writing, individually or in writing, composing answers to partners, participating in the preparation of abstracts, essays;

- replenish your vocabulary with the vocabulary of the modern English language, reflecting a certain stage in the development of the culture of the people, the social, economic and political structure of society;

- to get acquainted with cultural knowledge, which includes speech etiquette, peculiarities of speech behavior of various peoples in terms of communication, peculiarities of culture, traditions of the country of the target language;

- to form a stable motivation for foreign language activities of students in the classroom on the basis of the systematic use of "living" materials, discussion of not only questions about the text of the textbook, but also topical problems of interest to everyone.

These factors lead to the need for active use of Internet resources in education. The introduction of information technology in the educational process is taking an increasing place in teaching a foreign language.

Learning with the use of Internet technologies requires a didactic system based on a student-centered approach to education. This approach is based on the development of critical and creative thinking, which can be formed in the presence of a problematic presentation of the material, additional search for necessary information, comparison of opposing points of view, search for an original solution to the problem, and so on.

The possibilities of the Internet are correlated with various tasks that can be solved in the educational process. The most important of them that can be implemented when teaching a foreign language through Internet technologies at a university are:

1. development of foreign language communication skills in different areas and situations;

2. formation and improvement of language skills;

3. development of students' independent and research work skills through specially organized classroom and non-classroom activities using Internet technologies, contributes to the elimination of gaps in knowledge, skills, and abilities;

4. increasing motivation and creating a need for learning a foreign language;

5. implementation of an individual approach by taking into account the individual characteristics of students through the use of communicative services on the Internet;

6. the formation of communication skills and a culture of communication.

The information provided by Internet resources can be used in the conditions of the university in three main ways:

1. Using information from the Internet as additional materials on the topics studied, while the search is carried out by students independently using various search engines (Yandex, Rambler, Yahoo, Google, etc.);

2. Using information from the Internet as additional materials; in this case, the search is carried out by students at specific addresses selected by the teacher;

3. A combined way, when information from the Internet is used as additional materials on the topics studied, i.e. students are provided with a list of links to electronic resources selected by the teacher, but in addition they also independently search for the necessary information using search engines.

Not the last place in this process is given to e-mail. We see the prospects for using e-mail for the formation of foreign language competence in the following:

1) in creating a unique opportunity for Kazakhstani students to establish personal contacts with peers from foreign countries;

2) in admission to work in various modes. This can be individual communication or communication within a team, a group, when the message applies to everyone included in the list, and they can not only receive it, but also come up with their own thoughts, assessments, suggestions;

3) in the possibility of learning through informal communication, without pressure from the teacher to assess the speech activity of students. Removing this stress helps to liberate students and develop their creativity both in terms of the form of messages and their content;

4) in turning it into an instrument of direct cognition of the cultural values of foreign-language countries. First of all, it gives an idea of the culture of informal written communication, functioning according to its own laws. Secondly, communication in general and written communication in particular reflects the basic values of the society in which it is carried out.

The use of e-mail can provide tremendous opportunities for researching the culture of the country of the target language and learning one's own through the reaction to student messages from

peers from other countries; e-mail contributes to the formation of sociolinguistic competence, which is necessary for the formation of foreign language competence at a productive level.

In the process of teaching a foreign language with the help of information technology, the independence of students develops, but the role of the teacher does not decrease. Even if a teacher has a methodically developed set of tasks offered by an appropriate foreign language learning program, he must still use it creatively, selectively, in different combinations, with varying degrees of differentiation.

In addition, the teacher needs to monitor the progress of students' work, direct it in the right direction, and check the results of the work.

As a result, on the basis of all of the above, we conclude that the pedagogical process today is an integrative information and educational environment, which reflects all the educational and training activities of the subjects of this process. The informatization of the modern education system imposes certain requirements on the process of forming the professional competence of a future specialist. In order for a university graduate to be able to effectively adapt to an information-rich environment, it is necessary to prepare him for this. It is in what conditions of the information and educational environment the formation of the professional competence of a foreign language teacher will take place that determines his further professional skills, the image of the teacher.

Game design allows you to directly include the process of teaching a foreign language into the model of the future labor activity of students. Game design "Company acquisition" is carried out at the final stage of training (IV semester) of the discipline "Foreign language" and is aimed at consolidating and monitoring the knowledge acquired by students for 2 years of study of English language. To make decisions in the process of game design, students need to use the previously acquired knowledge and skills both in the "Foreign language" discipline and in special academic disciplines, such as "Organization of production at industry enterprises", "Organization of entrepreneurial activity", etc. Thus, the game assumes the active use of creative approaches to solving the problem on the basis of a practical socio-economic situation, which ensures the consolidation of students' knowledge in various disciplines as a result of their active research and creative activities to develop management decisions.

Game design is a team form of work and one of the most engaging and effective ways to bridge the gap between theoretical learning and practice in the workplace. The success of a team is impossible without a shared interest in the project. Each team member makes his own specific

contribution, without which the result of the group is impossible. Through discussion of real issues and personal involvement in decision-making, these games stimulate genuine communication that is as close as possible to the facts of professional life. In addition, active participation in such tasks is meaningful, motivating and memorable - these are classic components of effective foreign language learning.

The project presupposes alternative decisions made by the participants in the situation proposed for analysis.

In the course of game design, the participants analyze the materials contained in the presented assignment, use the previously studied vocabulary and acquired skills and abilities. Based on the analysis performed, our own proposals for choosing a strategy are developed. Management solutions are designed to ensure the implementation of the chosen strategy.

Control and psychological and pedagogical support of students' work in the process of game design provide, firstly, the possibility of providing qualified assistance at the entire stage of training; secondly, differentiation depending on the personality of the student, the specialty received and the stage of study.

It should also be noted here that the role of the teacher is not only to provide timely help and support. Such support should help the student learn to overcome difficulties on his own, take a responsible attitude towards his professional development, and become a full-fledged subject in the professional life of society.

Referencies:

1. Aldokhina A.A. The main theoretical aspects of the formation of the communicative competence of specialists in the field of "Customs". - M .: Teacher of the XXI century, No. 4, 2015 - Moscow State Pedagogical University, p.69-74

2. Krasnoshchekova V.A. Implementation of a professional competence-based approach within the discipline "Foreign language for special purposes". M. "Foreign languages at school", No. 8, 2016, p.2-5.

3. Passov E.I. Fundamentals of communicative methods of teaching foreign language communication. - M .: "Russian language", 1989 - 287 p. Brazhenets KS, Kaziakhmedova S.Kh.