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THE TECHNIQUE OF FORMATION OF PROFESSIONALLY-ORIENTED COMMUNICATION SKILLS OF FUTURE SPECIALISTS

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Abstract

The integration processes of international cooperation, globalization, increased interdependence of all aspects of life in countries and nations, objectively lead to the need for cooperation among states in various spheres of human activity.

The cooperation of Kazakhstan with the foreign countries greatly expanded since the 90s of the twentieth century, which resulted the active participation in public operations under the auspices of the UN joint efforts to combat international terrorism and piracy, conduct of international exercises, the intensification of negotiations, meetings and contacts between personnel.

Keywords: professionally - oriented skills, foreign language communication, and professional communication.

The need for effective implementation and the diversity of forms of such cooperation leads to the need for to the specialists who are ready to implement foreign language communication in the Republic of Kazakhstan. It is not good enough for the modern specialist to be well prepared in the professional field. Today he should be ready for foreign language communication with representatives of other countries. Only in this way he can be

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professionally competent to solve arising problems in his service activity to ensure that interaction is possible with the personnel of other countries. Many researchers and educators, who are now dealing with the problems of professional training of future specialists pay attention to this aspect of the training of future specialists, (I.V.Biochinsky, V.N.Gerasimov, L.G. Laptev, V.G.Mikhailovsky, etc.) They believe that while learning a foreign language it is necessary the programmatic learning objectives to be as close as possible to the upcoming public activities, the results of mastering a foreign language, as expressed in the ability to perceive, to interpret professionally oriented communicative foreign language information and to adequately engage in various forms of foreign language communication. The knowledge of foreign languages allows modern specialists to freely operate with a foreign language in both a space of communication and professional situations, to take the right decisions in terms of the international public service activity.

However, the practice shows that the preparation of future specialists of Kazakhstan to such activities, there are still many unresolved issues in its implementation, primarily related to the language training of specialists. Despite the fact that recently the time for learning a foreign language has significantly increased almost twice in the academies, the language proficiency of a majority of graduates is still poor. Awareness of the importance of the training component did not significantly improve the effectiveness of foreign language training.

Based on these circumstances, it will need to be taken into account that the improvement of language training of future specialists, including the formation and development of professionally-oriented foreign language communication skills is the most important task of professional training, and pedagogical research in this area is still relevant.

Thus, the relevance of this problem is due to the social order of society upon modern specialist training with not only professional competence but also who is capable to apply his foreign language communication skills in professional communication and ready for an effective intercultural interaction with representatives of foreign professional communities.

There are a large number of works in modern domestic pedagogical science on different aspects of communication, including the foreign language.

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There is a lot of work on the problems of formation of "readiness" of the future experts to the different types of activities. Theoretical bases of formation of professional readiness in the general terms of methodology were studied by M.I. Dyachenko, F.I. Ivashchenko, L.A. Kandybovich, A.I. Kochetova, N.V. Kuzmina, V.V. Serikova, D.N. Uznadze. The various aspects of professional readiness of the future experts to the specific activities were covered in the studies of Zh.V. Boltacheva, O.V. Goss, S.V. Zavitskoy, A.K. Markova, A.I. Mishchenko, L.A. Odintsov, V.V. Serikova, V.V. Sogalaeva, Y.V. Yanotovskoy, I.L. Yatsukovoy and others. The psychological aspects of the phenomenon of "readiness" for the implementation of professional activity have been subject to research of M.I. Dyachenko, L.I. Zakharova, L.A. Kandybovich, M.A. Kotick, O.M. Krasnoryadtseyev, K.K. Platonov, R.D. Sanzhaevoy, V.A. Sosnowski and others. The formation of the "readiness" of the future experts to the different activities were considered in the works of following researchers: O.V. Bagryantseva, S.V. Gorbachev, M.V. Novikova, A.A. Shibaeva and others.

The formation of professionally-oriented communication skills of future specialists is understood as an act of speech (direct or mediated through technical means) interaction of two or more participants in the professional communication, due to the following features: the inter-subjectivity of process, mutual influence of communicants on each other, the need of having similar systems of codification and recodification of public-professional information, the occurrence of specific communication barriers. There are the following components in the structure of foreign language communication: the communicants (communicator, recipient), the subject of the interaction (professional information), the verbal act of interaction (meaning, coding, text, decoding, the disclosure of the meaning), the means of communicative interaction (voice, optical-kinetic, paralinguistic and extra linguistic system of symbols).

The readiness of the logistic corps' future specialist for the foreign language communication - is an integrative professional and personal ability, generating in the process of learning a foreign language, which is a set of interconnected and interdependent verbal knowledge and skills, providing the implementation of a professional communication activities. The readiness structure of the future specialists for foreign language communication includes motivational (a presence of informative motives and a conscious need in learning a foreign language), cognitive (the foreign-language practice-oriented knowledge and skills), interactive (the ability of interaction of partners in the professional communications),

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reflective (self-awareness, self-expression, self-esteem and recipient's communication activities) components.

The technique of formation of professionally-oriented communication skills is carried out within the learning of a foreign language in university, in the logic of gradual accented dominant form one of the components of readiness at every stage: the first - motivational and cognitive, the second - the interactive, the third - reflexive, with the active application of learning software as: information and methodological support and process management of learning a foreign language, and hence the formation of readiness for foreign-language communication (automatic learning systems, electronic educational editions); information retrieval activities (electronic dictionaries in a foreign language, a database with Country Studies lingo-material); automation of control process, correction of learning outcomes through the use of different test membranes; developing skills and abilities to independently solve all sorts of problems for teaching a foreign language, using multimedia technology (development of pronunciation, use of vocabulary, development of educational projects and others).

The program of formation of readiness of logistic corps' future specialists for foreign-language communication includes organizational (the purpose and principles of the program), informative (language, speech and socio-cultural units of a foreign language as an academic discipline), didactic (forms, methods and tools for language learning), diagnostic (a characteristic of levels of formed readiness, criteria and indicators for evaluation, a set of diagnostic techniques) components. The program is based on a combination of traditional and computer-based training that provides effective solutions for phased and component-wise formation of readiness of the future specialists to foreign language communication.

"Communication" and "communion" as the actual "human phenomenon" is the subject of study of many sciences: philosophy, sociology, psychology, pedagogy, linguistics, cybernetics, etc. In each of them, they are considered under its "point of view", in the context of the social objectives that are posed by society. This circumstance is largely due to the fact that these phenomena are not unambiguous in domestic science, and there is no either a certain definition of their essence accepted by all, or a separation of components of the structure.

As it was demonstrated in the analysis of the philosophical, sociological, psychological, pedagogical literature, conducted by the author, it is possible to distinguish at least three approaches to

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understanding the essence of "communication" and "communion" in domestic science. The first is the identification of these concepts as "communication" and "communion" are used as synonyms. The second approach is based on full dilution of these concepts as indicating relatively independent phenomenon. The third is the consideration of "communication" as one of the parties "communion".

Based on this, we consider it necessary in the light of the problem defined in the approach to understanding the essence of the phenomenon of "communication" and on this basis to clarify the nature and structure of the phenomenon "the formation of professionally-oriented communication skills of future specialists". In the context of our dissertation research we mean "communication" as one of the parties of communion, consisting in the transfer and exchange of information from one person (group) to the another (group).

Thus, by saying "a foreign language communication of the future specialists", we mean the act of speech (direct or mediated through technical means) the interaction of two or more participants in the professional communication, which means a transfer, an exchange of information. Addition to that, we highlight the following components in the structure of "foreign language communication": communicants (the communicator and the recipient as parties to the communication process), *the subject of communication* (professional information), *the verbal act of interaction* (considered by the communicator as the successively implemented process of determining the meaning - information coding - transmission of information (text) - decoding the information by recipient - the disclosure of the meaning of information by recipient), *the means of communicative interaction* (voice, optical-kinetic (gestures, facial expressions, pantomime), paralinguistic (vocalization of information) and extralinguistic system of symbols) .

According to most researchers, the content and the nature of communication in the professional sphere is determined by the content and character of professional activity of specialists. Therefore, in order to identify the features of "foreign language communication" of logistic corps' future specialists it must be based on the content and features of the nature of their future activities.

We believe that the following relate to the features we mentioned above: inter-subjectivity of communication process, the essence of which lies in the fact that in this case, in contrast to the "simple flow of information", as it often happens in everyday

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conversation, we deal with the attitude of the two communicants, each of which is an active subject of their mutual information implies carried out with the purpose of developing joint activities; mutual influence of communicants at each other, suggesting that in the course of foreign language communication, one partner has an impact on the behaviour and decisions of another, communication effectiveness is measured by how successful the impact was; the need for having similar systems of codification and decoding of information, as every exchange of information between the communicators is only possible if a symbol of inter-subjectivity, i.e., provided symbols and, more importantly, the values assigned to them are known to all participants in the communication process; the occurrence of specific communication barriers that are not associated with errors in coding and decoding information, but with the political, religious, social, professional differences that give rise to not only a different interpretation of the same concepts, but also a different perception of the world, attitude, outlook. Excluding these features can not guarantee a successful formation of readiness of logistic corps' future specialists to foreign-language communication.

The notion of "readiness" to carry out any activity, despite its ubiquity, has an ambiguous psychological and pedagogical interpretation and it is defined: as a condition for the successful implementation of professional activity; as the selection activity, setting the body, the personality of the future activities; as the active state of the individual, allowing its self-realization in the preparation and solving specific problems on the basis of their own experience; as a prerequisite and controller of activity, integrated system of personality traits.

In the context of this matter the readiness of the future specialist for foreign language communication - is an integrative professional-personal quality, which is representing a set of theoretical knowledge, professional skills, experience, providing the ability to successfully carry out communication activities. It is also representing a set of interrelated structural components: *motivational*, expressing a conscious attitude of students to foreign language communication; *cognitive*, unifying a body of knowledge of students about the nature of foreign language communication and the specifics of its use in the activity; *interactive*, based on a set of skills and abilities for the organization of foreign language communication in the course of activities; *reflective*, which necessarily implies an analysis by students in terms of phenomena of his own consciousness and activities in foreign language communication process.

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The formation of this type of readiness of future specialists is carried out in the process of learning a foreign language in university. Though, traditionally a "Foreign Language" as a humanitarian discipline is being studied in the first year of study, which leads to a certain degree of the separation of learning a foreign language from the disciplines of specialization, from the process where the student is becoming as a future specialist. At the initial stage of the course students are least aware of the need for knowledge and skills in a foreign language professional communication, for its role in the profession. Their main task in the first year of study is to adapt to the public service, and "not to get lost" in it. Therefore, traditional forms, methods and means of "language" learning as a rule, do not give a tangible effect in the formation of their readiness for professional foreign language communication, despite the increase in classroom hours of study. Proceeding thence, it can be assumed that the integration of process of the formation of a foreign language to the common process of the formation of future specialists, and, consequently, the increase of effectiveness of formation of readiness to foreign language communication can be implemented through the learning means. They must be the same as in the study of specialization disciplines, such that regularly used by cadets in training.

In conclusion there are the following takeaways:

1. Extension of the integration processes in the international cooperation determines the need of Kazakhstan for the specialists ready to implement the foreign language communication, which is understood as an act of verbal interaction (direct or mediated by technical means) of two or more participants in the professional communication. The preparation for this type of communication should be carried out at all stages of future specialists' training, taking into account the specifics of the process (inter-subjectivity, participants' mutual influence at each other, the need for having similar systems of codification and recodification of professional information, the presence of communication barriers in terms of professional activity), individual ability to learn foreign language, moreover, its participants and relationship peculiarities between the personnel of foreign countries. The structure of the foreign language communication includes the following components: communicants (communicator, recipient), the subject of interaction (professional information), the verbal act of interaction (meaning, coding, text, decoding, the disclosure of the meaning), the means of communicative interaction (voice, optical-kinetic, paralinguistic and extralinguistic symbol systems).

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2. The maturity of readiness of future specialists for foreign language communication was resulted by thorough preparation for it. The readiness for foreign language communication is an integrative professional-personal quality, which is representing a set of interconnected and interdependent verbal knowledge, skills and abilities providing the implementation of professional communication activities, including motivational, cognitive, interactive and reflective components. Its formation in the training is provided by a complex of measures of pedagogical nature, aimed at awareness of the needs for understanding a professional foreign language by every student, the need for verbal professionally-oriented knowledge, skills and abilities, the training methods of organization of professional foreign language communication, the development of students' ability to self-awareness, self-esteem and self-communicative activity of the recipient.

3. The efficiency improvement of readiness formation of the future specialists for foreign language communication is possible through the development and implementation of learning process of foreign language in a specially designed program, which includes organizational (the purpose and principles of the program), informative (language, speech and socio-cultural units of a foreign language as an academic discipline), didactic (forms, methods and tools for language learning), diagnostic (characteristic levels of readiness, criteria and indicators for evaluation, a set of diagnostic techniques) components. The realization of program is carried out on the basis of the systematic and focused pedagogical interaction between teachers and students, providing gradual organizational, informative, didactic and diagnostic support of formation of every single component of readiness according to mutual combination of traditional and computer-assisted learning.

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