

Kurmanbayeva A., Zulkarnaeva Dzh., Sadvakasova S., Ospanova D., Kulataev A.

MODEL OF FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS

Kurmanbayeva A., Zulkarnaeva Dzh., Sadvakasova S., Ospanova D., Kulataev A.

Abstract

The development of a theoretical model of the research problem is an important materially realized system that displays and reproduces the object in such a way that its study gives new information about the object of study.

A.N. Dakhina notes: "that the model is an artificially created model in the form of a scheme, physical constructions, sign forms or formulas that, like the object under study (or phenomenon), displays and reproduces in a simpler and coarsened form structures, properties, relationships and relationships Between the elements of this object "

Analysis of the definitions of the model of two authors shows different meanings.

"The model as a research tool," notes V.N. Voronin - should reflect the signs, facts, relationships, relationships in a certain field of knowledge in the form of a simple and visual form, convenient and accessible for analysis and conclusions "[1, p.43].

In the most general sense, it is customary to call the model a specially constructed construction of the object under investigation in order to reproduce certain properties and qualities of the original object or its individual sides as envisaged by the investigation. Every model expresses an approximation, a limited idea of the structure and functions of an object.

The term "modeling", widely used in the teaching of a foreign language, characterizes the process of creating models. Modeling is carried out by building models that preserve and reflect the main features of the object of study.

The model of competences is considered in the scientific literature as a set of competences necessary for the successful performance of this work in an organization that includes a wide variety of knowledge, skills, personal characteristics. The basic requirement for the model is that they should be described in the form of behavior indicators.

The development of a model for the formation of communicative competencies of future specialists based on SPT includes:

1. Preparatory stage:

- statement of goals and objectives of the project, project planning;
- Creation of a team for the collection and analysis of information.

2. The development of the competency model itself:

- selection of efficiency criteria;
- definition of a criterial sample;
- choice of specific analysis techniques;
- collection of information;
- information analysis and design of the competency model;
- verification of the validity of the competence profile project.

3. Implementation of the model in work:

The modeling is based on the scientific theory reflecting the field of research, its laws and principles, as well as experimental data and real facts.

The use of active teaching methods, in particular modern pedagogical technologies as a means of forming competence, will improve the quality of theoretical training of future specialists and their professional level.

Teaching skills in the use of active technologies develops a creative approach to solving pedagogical problems, which will significantly reduce the adaptation period of graduates of higher education institutions and will allow them to perform their independent activity competently, with the necessary efficiency.

The study of the use of modern pedagogical technologies in the formation of the competence of future specialists-translators was carried out by us with the help of a set of complementary and mutually verifying research methods.

Methods of theoretical analysis (comparative-comparative, retrospective-perspective, modeling) performed a dual function.

On the one hand, they constituted an instrumental basis for the study of scientific resources.

On the other hand, they were used in the comprehension and generalization of the collected empirical material, which ensured the identification of the leading trends and conditions for the formation of the

professional competence of future translators in the educational environment of the VUZ on the basis of SPT, ready and able to carry out professional activities.

Based on the analysis of the methodological approaches of the study and taking into account personal experience in the use of communicative games in the learning process, we developed a version of the theoretical model for the formation of the competence of future specialists through modern pedagogical technologies in English classes in the unity of the general social, motivational, value, Rational and effective components.

In the process of forming the communicative competence of a future officer on the basis of CT, the following criteria are of great importance:

- The general social criterion implies the formation of a student as a member of society, and a competitive subject of market relations, includes his civic position, legal knowledge, cultural and economic erudition.

- The motivational criterion, characterized by the availability of the potential readiness of the subject to comprehend the professional foundations of future activity, includes an interested, value attitude towards the chosen profession; Aspiration to master professionally significant knowledge, skills, skills of professional activity, their creative application; The need for a creative and transformative change in the nature of the pedagogical process, the search for qualitatively new, non-standard solutions to research problems.

- A meaningful criterion that presupposes the knowledge of the future specialists about the structure and content of competence in pedagogical activity is aimed at mastering a complex of pedagogical abilities, developing elements of professional thinking, developing such professionally significant personal qualities as pedagogical reflection, pedagogical experience, creative activity.

- The operational criterion expressing the degree of preparedness of the teacher of language disciplines for the independent acquisition of knowledge, skills, skills, contains the procedural direction of the management of pedagogical activity, the creative orientation towards the achievement of the effectiveness of pedagogical influence through the varied use of methods and means of instruction, communicative Abilities that are based on the ability to request and communicate information; Ability to listen to foreign speech; Ability to read texts for the first time; The ability to write written messages.

- The resultant criterion is formulated on the basis of the well-known taxonomy of Blum, including knowledge, understanding, application, evaluation and use.

Conditional situations can simulate real communication situations, encompass various types of speech behavior, help enrich the social experience of learners by expanding the range of communicatively played roles [2, p.39].

A conditional situation can duplicate an actual situation only if certain conditions are met.

To build a model of professional competence of future specialists, the position of MM is of great importance. Bakhtin that every utterance acquires meaning only in the context, at a specific time and in a specific place, that is, orientation in this context and in this situation, orientation in becoming, and not "orientation in some fixed stay".

These communication models are built without regard for intercultural and inter-language contacts.

However, one thing is clear: every communicative model consists of the following obligatory elements: the speaker and the hearer, the message and the code, every communicative model is tied to a specific situation and teleological, i.e. Has a definite purpose.

The principle of professional orientation, the principle of purposeful organization of the CPP, the principle of vocational guidance:

This principle is the fundamental principle of education, is inextricably linked with the problem of professionalization of learning as a process and the result of mastering certain social and professional roles and functions.

This principle of learning involves the creation of internal motives for the speech activity of future specialists by:

- external social motivation for the behavior of future specialists;
- Creation of a true objectivity of the communication software and the importance for future specialists of all the problems discussed in the classroom;
- consciousness of the need to master the language form to achieve a level of competence in a foreign language;
- forming and maintaining the communication needs of communication among themselves;
- the use of modern pedagogical technologies for teaching background knowledge in the specialty.

Implementation of this principle requires:

- taking into account the essence of pragmo-communicative functions of professional competence;
- use of pragmatic professional situations;
- taking into account the specifics of military activities and personalities, future specialists, and using pragmatic professional tasks in order to create communicative skills.

2. The principle of organizing a holistic pedagogical process of the Higher Educational Institution.

This principle requires:

- knowledge of the linguistic aspect (linguistic material);

- mastering them by the specifics of their professional activities;
- strengthening of professional motivation and creative attitude to the future profession;
- formation of a holistic view of the future profession;
- modeling the subject content of professional activities of future specialists.

I.A. Winter formulated the aspect of the text activity as follows: "The text as an activity product embodies all the psychological content of the activity - its subject, the means of syllables, as well as the speaker's specific characteristics as a subject of this activity - his value orientations, motivation, individual psychological characteristics, type of nervous activity, Emotionality, features of his intelligence and many other conditions of communication [3, p.83].

Therefore, working on video text, a cadet can set various goals and use for their achievement a variety of strategic and tactical actions.

Communication is actualized in the text activity, implying the generation and interpretation of texts [4, p.64] associated with receptive and productive types of speech activity. Text activity is an integrative activity connected with the transformation of information.

The approach, the reciprocal linking of the formation of communicative skills, secondary linguistic personality or according to SS. Kunanbayeva - the personality of the subject of intercultural communication and the textual activity in which this personality manifests, clearly identifies as priorities the teaching of a foreign language, not the language system and the process of transferring the content of instruction to the trainees, but the content aspects of instruction (cognitive, pedagogical and, therefore, interests and The needs of future specialists as subjects of the educational process, which is the main goal of our research work.

The development of skills of future communication specialists or the personality of the subject of the ICC, capable and ready to speak in the dialogue of the cultures of military communication, should meet the interests of individual and social emancipation, therefore cadets should be able to carry out textual activities in the study of a foreign language.

The theoretical model proposed by us is based on the principle of step-by-step methodical organization of the process of forming professional competence and is built in the context of textual activity in the following stages:

1. Pre-demonstration (preparatory);
2. Introductory (retsetivno-reproductive);
3. Productively-activity;
4. Reflexive and evaluative.

To assess the results of the formation of competence in future specialists based on SPT, we identified three levels: the highest, medium, low.

A high level is characterized by maximum approximation to the model: the value relationship of future specialists to the chosen profession; Understanding and understanding of the theory of a holistic pedagogical process and the theory of technologies is an activity in mastering ways to creatively solve pedagogical problems in any situation.

The middle level is characterized by an episodic manifestation of the indicators of the model; When the future specialists lack the value attitude to the chosen profession, and they fully represent their own activity in the whole pedagogical process, it is difficult to independently carry out some complex pedagogical tasks in the real situation.

The low level is characterized by the absence of model indicators: future specialists have extremely low interest in the chosen profession, the relationship has a role character, cadets do not seek to comprehend theoretical knowledge and master practical skills; they search for ready recipes in solving pedagogical tasks and situations, the success of creative activity See depending on random circumstances.

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