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COMPETENCY-BASED APPROACH IN METHODOLOGY OF FOREIGN LANGUAGE TEACHING

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Аңдатпа. Мақалада білім беру жүйесіндегі құзыреттілік және құзыреттілік ұғымдары талқыланады. Шетел тілін оқытуда құзыреттілік тәсілінің рөлі қарастырылады. Мақалада шет тілін оқытудың тиімді әдістері мен тәсілдері анықталған. Шет тілінде кәсіптік қызмет саласындағы коммуникативтік тапсырмаларды шешу қабілеті мен дайындығын қамтамасыз ететін біліктілік түрлері анықталады. Студенттің жоғары деңгейдегі бастамаларының, ұйымдастырушылық қабілеттерінің болуын, объективті баға беруге дайындығын және өз іс-әрекеттерін талдауды көздейтін негізгі құзыреттіліктер қарастырылады. Басты құзыреттілік қызметтің кез келген саласы үшін өзекті болып саналады. Педагогикалық процесті ұйымдастыруға құзыреттілік тәсілді енгізу адамзат прогресінің жеке тұлғаның даму деңгейіне тәуелділігін түсіну арқылы жүзеге асырылады. Мұндай тәсіл студент шешім табу үшін күрделі жағдайларда әрекет ете алатын білім беру нәтижесінде шоғырланған.

Түйін сөздер: жоба әдісі, іс-әрекет нәтижесі, ойлау, презентация, ой-өрісін кеңейту, шығармашылық.

Аннотация. В статье рассматриваются понятия компетентность, компетенция и компетентностный подход в системе образования. Рассматривается роль компетентностного подхода в обучении иностранному языку. В статье определены наиболее эффективные методы и приемы обучения иностранному языку. Выявлены виды компетенций, формирование которых обеспечит развитие способности и готовности решать коммуникативные задачи в сфере профессиональной деятельности на иностранном языке. Рассматриваются ключевые компетентности, которые предполагают наличие у студента высокого уровня инициативы, организаторских способностей, готовность к подаче объективной оценки и анализ своих действий. Ключевые компетентности считаются актуальными для любой сферы деятельности. Внедрение компетентностного подхода в организацию педагогического процесса происходит посредством понимания зависимости прогресса человечества от уровня развития личности в отдельности. Такой подход сосредоточен на результате образования, когда для нахождения решения студент способен действовать в сложных ситуациях.

Ключевые слова: компетенция, профессиональная деятельность, компетентностный подход, специалист, конкуренция, общие принципы.

Abstract. The article discusses the concepts of competence, competency and the competency-based approach in education system. The role of the competency-based approach in foreign language teaching. The article defines the most effective methods and techniques of teaching a foreign language. The types of competencies are revealed, the formation of which will ensure the development of the ability and readiness to solve communicative tasks in the field of professional activity in a foreign language. The key competencies are considered, which suggest that the student has a

high level of initiative, organizational abilities, willingness to submit an objective assessment and analysis of their actions. Key competencies are considered relevant for any field of activity. The introduction of the competence-based approach to the organization of the pedagogical process takes place by understanding the dependence of human progress on the level of individual development. This approach focuses on the result of education, when the student is able to act in difficult situations to find a solution.

Key words: competency, professional activity, the competency-based approach, specialist, competition, general principles.

One of the key concepts of modern professional educational programs is the competency-based approach, where competencies are understood as a set of knowledge, skills and the ability to use them in specific conditions of real life. From the point of view of activity bases of the competency-based approach it becomes clear that competences are wider than traditionally understood knowledge and skills [1. P. 183].

The competency-based approach is the methodological basis for the modernization of qualified training. The result of prospective specialists training in higher education, according to the documents on the modernization of education, should be his competence in professional activities.

The competency-based approach means the following: to train the students in practice what they have to do in adulthood. Not only grammar, but how they can use this grammar to express themselves, their feelings and their needs.

The focus of all modern methods of language teaching is the formation of skills to apply knowledge in real life. Let's leave deep knowledge of the language to professional linguists. But it's not the whole country are linguists. And everyone needs language, more and more.

The goals set by the modern conditions of existence have led to new views on the language and methods of its teaching. Communicative approaches in the methods of teaching foreign languages have provided a high degree of language proficiency. Fluency and correctness of speech in the lexical and grammatical aspect do not guarantee mutual understanding and, therefore, effective joint activity in the process of real communication. The purpose of formation and development of skills and abilities necessary for mainly educational communication with focus on process – exemplary educational speech in a foreign language, gradually fades into the background.

It is necessary to modernize the scientific theoretical approach to a foreign language training and replace it with a competency-activity approach, the essence of which is that in the case of its implementation, the updated content will be the basis for the formation of a complex of students' competencies, and the development process will be an activity nature.

By implementing the competency-based in a foreign language teaching to ensure the formation of students' key competence, their ability and willingness to use the acquired knowledge, skills and methods of activity in real life to solve practical problems.

Dealing with the problems of personality-oriented paradigm of education, A.V. Khutorskoy [4] gives the following definitions of the concepts of competency and competence: “Competence is a set of interconnected qualities of a person (knowledge, skills, ways of activity). The concepts of competency – possession by the person of the corresponding competence including his personal relation to it and to a subject of activity.”

In the competency-based approach in training a foreign language to learners of non-language faculties, first of all, we speak about the professional orientation in educational process, the result of which will be the formation of students' ability and willingness to solve communication problems in the field of professional activity, to know the strategies of implementation of foreign language professional communication. In addition, it is necessary to develop the skills of search and analysis of the necessary information, work with documentation in a foreign language in the professional sphere. According to R. P. Milrud, an important indicator of learning process organization is the subject competence of students, i.e. they have achieved a level of proficiency, the implementation of cognitive capabilities, the pattern of knowledge assimilation, learner autonomy and effective interpersonal communication, participation in individual and group projects, periodic self-monitoring and self-testing, providing their own efforts, the sustainability and growth of learning outcomes [3. P. 30].

Thus, the competency-based approach in training a foreign language is developing as an alternative to traditional training, in the process of which there is a mastery of knowledge, skills, limiting their practical application in the future professional activity of learners and not enough taking into account the essence of the competence of modern person in a free competitive market.

The formation of key competencies of students is one of the most important tasks. Researchers of the competency-based approach offer several classifications of key competencies in training. According to one of them (the author A.V. Khutorskoy) key educational competencies are:

1. Value-semantic competence. Students acquire this competence by participating in moral conversations, in situations of moral choice of actions.

Here are some examples of such tasks:

The theme “A healthy lifestyle”. Discussion of the students: What is your personal attitude towards health? What do you prefer: to watch sport programs or to go to the sport clubs?

2. General cultural competence. In learning foreign languages we are talking about the formation of socio - cultural competence, which is considered as:

- willingness and ability to find a common and culturespecific in the development of studied and native languages,

- to find, compare and summarize cultural information obtained from different sources and in different languages,

- to build speech interaction in accordance with the norms adopted in a particular culture, taking into account the speech specifics.

The formation of this competence allows students to join the dialogue, the need for which is increasing every year, to develop a tolerant attitude to the world.

Proverbs are of great spiritual value.

For example:

“Health is better than wealth.”

“An apple a day keeps the doctor away.”

Discussing proverbs, the students learn to express their thoughts competently, to defend their point of view.

3. Educational and cognitive competence. This includes knowledge and skills of planning, analysis, reflection, self-assessment of educational and cognitive activity.

The students are suggested to recheck their own work (grammar test, essay), that already checked by the teacher, but without corrected mistakes.

At the lessons, the teacher can also use the project methods.

The students are given the following tasks: to create a brochure in the form of a city guide for international students; to make a birthday postcard with wishes; project “My dream house”.

4. Information competence. For this purpose it is necessary:

- to find the necessary information in various sources both on paper and on electronic media in different languages,

- to choose the necessary information, highlighting the main and secondary one,

- to use effectively acquired information.

The use of computers intensifies the educational process, makes the work of the teacher more productive, increases the cognitive activity and motivation of students. And also significantly saves time of the teacher.

Colorful, fascinating computer programs are of great interest to students.

I also use PowerPoint to present grammar and country studies material, which makes the training process attractive and easy to understand.

5. Communicative competence is to know language, interaction ways with surrounding people and events, skills in group work, knowledge of various social roles in team work.

First of all, every person should be able to express their thoughts, to introduce themselves, to talk about themselves.

In oral form, this is carried out in the form of a monologue "Tell about yourself" and a dialogue "Shopping". The latter type of work is constantly practiced at the lesson.

6. Social and labor competence. The main way is a role game in which students not only practice using language skills, but also prepare themselves for future social roles.

Participating in various situations, from the simplest (introduce yourself) to more complex (for example, the role of customer in the shop), students don't just practice vocabulary and grammar, and prepare themselves for future social roles; to live in a society with its own laws and rules.

7. The competence of personal self-improvement is aimed at mastering the ways of physical, spiritual and intellectual self-development, emotional self-regulation and self-support.

Reflecting the lessons objectives, it is necessary to think about activities that would give learners the opportunity to improve internal culture and correct worldview.

A.V. Khutorskoy presented a list of key competencies in general form, giving the teachers the opportunity to further detail the competencies of the age levels of training and educational subjects. Highlighting the communicative competence, the author stressed that for the development of this competence in educational process it's necessary to fix the necessary and sufficient number of real objects of communication and ways of working with them.

Within a foreign language education, the phrase "communicative competence" is often used. The level of language proficiency refers to the degree of formation of communicative competence, which provides an opportunity to solve communication problems in a foreign language in accordance with the ways of communication and the use of necessary language knowledge, speech skills and abilities.

Thus, for the competent use of the competency-based approach requires significant training, to create a strong language basis for students, which are carried out in training system.

In turn, the high quality of a foreign language contributes to competitiveness and qualified mobility in professional activity and communication of the future specialist. Acquisition of foreign language competence by the learners contains in mastering a foreign language at a level that will allow them to use it to meet professional needs, implement business contacts and further professional self-education and self-improvement. The need of the competency-based approach use is not in doubt, after the most important link in the modernization of education is to improve the result: the student must not be just knowledgeable, but also be able, and which is called to provide the competency-based approach.

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ЖАСАМПАЗ ҒҰМЫР ИЕСІ Қ.ЖҰБАНОВТЫҢ ҚОҒАМДЫҚ ҚЫЗМЕТІ МЕН РУХАНИ ҚАЗЫНАСЫ

Ә.Ж. ҰЛЫҚПАНОВА

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Аңдатпа. Мақалада қазақ тіл білімінің негізін қалаған түркітанушы ғалым, лингвист, әдебиет зерттеушісі, казактан шыққан тұңғыш профессор Құдайберген Қуанұлы Жұбановтың қоғамдық қызметі мен ғылыми зерттеу еңбектерінің рухани құндылығы туралы сөз болады. Құдайберген Жұбановтың ғибратты ғұмыры мен шығармашылық қызметі жайында баға берген белгілі ғалымдардың пікірлеріне талдау жасалады. Профессор Құдайберген Қуанұлы Жұбановтың зерттеулерінде көтеріліп отырған ұлттық педагогика тарихы, қашықтан оқыту мәселесі мен тілімізге енген кірме сөздердің аударылу жайы, қазақ тілі грамматикасының тұңғыш оқулығын жасау қызметі, халықтың білімін көтеріп, сауаттандырумен байланысты жүзеге асырылатын жаңа алфавитке (латындандыру) көшуге қатысты жасаған тұжырымды ой-пікірлері талданады. Қ.Жұбановтың сол тұста латындандыруға қатысты айтылған сын-ескертпелері мен ұсыныс-тұжырымдарының бүгінгі күнмен сабақтастығы зерделенеді.

Түйін сөздер: қоғам қайраткері, түркітану, лингвистика, кірме сөздер, латын графикасы.

Аннотация. В статье идет речь о значении общественной деятельности и значении научных исследований тюрколога, лингвиста, литературоведа, первого профессора казахского языка, основоположника казахского языкознания Кудайбергена Жубанова. Рассматриваются труды известных ученых, рассказывающих о биографии и творческой деятельности Кудайбергена Жубанова. В статье анализируются поднятые в исследованиях профессора Кудайбергена Куановича Жубанова мысли и суждения, касающиеся истории национальной педагогики, проблем дистанционного обучения и перевода заимствованных слов в нашем языке, деятельности по созданию первого учебника грамматики казахского языка, концептуальные мысли о переходе к новому алфавиту (латинизации), осуществляемому в связи с повышением знаний и грамотностью населения. Исследуется преемственность критических замечаний и предложений-выводов, высказанных в отношении латинизации в связи с реалиями сегодняшнего дня.