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XII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XII Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ – 2017»

PROCEEDINGS
of the XII International Scientific Conference
for students and young scholars
«SCIENCE AND EDUCATION - 2017»

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Астана

    Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

    The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

    В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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THE ESSENCE OF FORMING PROFESSONAL COMPETENCE OF FUTURE ENGLISH TEACHERS AND ITS COMPONENTS

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At present, we are witnessing the modernization and humanization of education, which is caused by the needs of improving the education system at all stages including the ways and technologies of the educational process, reconsidering the purpose and results of education in contemporary Kazakhstan. The reforms and changes occuring today in our country aiming to enter the educational world space require educational institutes to develop new technologies for the productive development of specialists who are able to work in a team, open to different points of view, the ability to rethink and evaluate the contribution of different cultural historical paradigm in the educational process. That's why the gnostic (knowledge-based) approach to learning is replaced by a competence-based education.

The term of "competence" was first mentioned in the part of competence based approach that was developed by the American linguist N. Chomsky, who in the 60s of the 20th century applied the term "competence" to define many phenomena in transformational grammar [1, 251]. During this period not only the different types of competence were developed, but also the concepts such as "competence" and "competency" were outlined. For instance, the English psychologist J. Raven made a significant contribution to the development of the theory of competence. In his work "Competence in a modern society" J. Raven notes that competence represents a multi-component structure that includes a number of independent neoplasms that relate to different spheres of the human psyche: from cognitive to emotional "[2,253].

N.V. Kuzmina [3], defines a teacher's competence as a "property of personality", NV Kuzmina analyzes the composition of pedagogical competence in the following way. The author proposes to subdivide 5 types (elements) of competence:

special and professional competence;
methodological competence;
Socio-psychological competence;
differential psychological competence;
autopsychological competence "[3, 90].

Additionally, other attempts are also made to understand the essence of the concept of "competence". For instance, A.S.Robotova understands the competence as a certain amount of knowledge of an official, including qualifications and professional experience, which gives him the opportunity to participate in the development of a number of professionally-outlined problems or to solve problems of a professional nature. In his works, the researcher E.N. Ogarev considers the following components of competence:

A deep awareness of the essence of the problems being solved and the activities carried out;
Acquaintance with the best achievements in this field, active pursuit of them;
Ability and willingness to analyze and select adequate means and ways to achieve the goal;
A sense of responsibility for the results achieved;
Ability to self-reflexion, the ability to learn from mistakes and make adjustments to the process of achieving goals [4].

M.A. Choshanov considers competence as the sum of the following components: the adaptability of the methods used, the ability to transfer knowledge and critical thinking.

Among the researchers of the competence theory, there are significant differences of the definitions of the terms of "competence" and "competency" and in the part of competences and the relationships between its constituent components. Analysis of methodological and psychological Literature: shows that there are two opposite ways of understanding their relationship. In the first case, these concepts are considered to be synonymous and interchangeable, and in the second, these categories are strictly opposed.

In 1990s scientists tended to research the concept "competence" in relation to education. The object of scientists was the psychological components of the concept of "professional competence of the teacher. A.K. Markova in her work "Psychology of Professionalism" defines the concept of professional competence as an internal, psychological state that allows to act purposefully and responsibly, the individual's ability, readiness and ability to perform certain labor functions and duties, which are the results of human labor [5,8]. Furthermore ,AK Markova considers the category of "professional competence of the teacher" as a systemic education, consisting of four dominants:

the dominant of professional (objectively necessary) psychological and pedagogical knowledge;

the dominant of professional (objectively necessary) pedagogical skills;

the dominant position, attitudes of the teacher, required by his profession;

the dominant of personal qualities, thanks to which it becomes possible to master the teacher's professional knowledge and skills "[6,7].

Similarly, in the context of teacher's work, LM. Mitina defines professional competence, through the term "professional-pedagogical competence". The author identifies three components in its part:

vocational and educational;

·professional activity;

professional and personal.

The author considers the pedagogically directed cognitive activity to be a prerequisite for the development of professional competence [7]. Also, Shaposhnikov interprets the concept of "professional competence" through the term "willingness", which is associated with the teacher's ability to make decisions in the course of his professional activities, leading to significant results. [8].

S.G. Vershlovski argues that professional and pedagogical competence is the ability of the teacher to promptly solve emerging problems and tasks on the basis of knowledge and experience. The author characterizes competence as a stable ability to carry out effective professional activity with knowledge of the matter [9].

V.A. Adolf in the work "Forming the professional competence of the future teacher" distinguishes the motivational, goal-oriented, and content-operational components [10]. The motivational component of the teacher's professional competence is determined by the presence of his activating forces, certain aspirations, claims, desire to carry out activities. The objective component of this category includes the system of personal views of the teacher, his mentality, orientation to the value of pedagogical activity. The content-operational component characterizes the teacher as a creator, researcher. V.A. Adolf emphasizes that the basic indicator of professional-pedagogical competence is the attitude towards a person, because The teacher works in the system "learner-learner".

Most foreign authors and some Russian authors (VA Bolotov , ND Nikandrov , AA Petrov) considers the two concepts "competence" and "competency" as similar ones. This position is most vividly reflected in the Glossary of terms of the European Training Foundation (ETF), which states that "competence" is used in the same meaning as "competency": "1) the ability to perform anything successfully; 2) the capability and ability to perform specific professional duties "[11].

On the other hand, various attempts have been made to separate these concepts. Thus, S.Vorovshchikov suggests the following definitions: the term "competence" refers to the task area

of activity, denotes a long-term development plan for an individual capable of implementing successful professional actions; The term "competency" denotes the qualities formed within its composition.

From the position of N.I. Almazova, competence is a set of special knowledge and skills in a specific field of human activity while competency is the effective application of competences [12]. N.M. Borytko points out that "competence is a certain, pre-defined requirement for the level of training of a specialist, the characterization of a professional role whereas competency is the degree of compliance with this requirement, the level of mastery of competence, which has more personal, subjective character [13].

I.A.Zimnyia understands the competency of "internal, potential, hidden psychological neoplasms and rules of operating with them," and competency as "an actual manifestation of competence" [14]. Competency, according to I.A. Zimnyia is a "program", on the basis of which competence develops. Thus, the concept of "competency" is much broader than the concept of "competence". IA. Lobyreva calls the terms "competence" and "competency", "the main interrelated and simultaneously developing categories of the competency educational model, the fundamental concepts of the modern education strategy, the new units for measuring professionalism. From the point of view of the results of education, competence is understood as the ability of the individual to perform any activity, any actions. In order to be able to carry out any activity, the trainee must possess a specific set of knowledge, skills, abilities, that has competence reflecting the educational content of the trainee "[14, 9]. Hence, according to the authors who tried to separate these concepts, we come to the conclusion that "competency is a broader concept in relation to competence, it absorbs it in itself and that these concepts are ambiguous. Competence as a property of a person capable of performing any activity is based on competencies and performance of its activities is carried out on the basis of formed competencies "[15, 22]

The notion of "core competencies" is particularly distinguished, which is a kind of a basis for further formation of more priority ones. V.Y. Bidenko among the key core competencies are the following:

multicultural competence affecting the relations of individuals in a multicultural society designed to discourage the emergence of xenophobia, intolerance of representatives of a different nationality, race, religion;

Socio-political competence, assuming the ability to take responsibility for their actions and words, actively participate in the socio-political life of the country, in the establishment of democratic institutions;

language competence, which determines the proficiency in oral and written communication, and in foreign languages;

information competence related to the huge role of ICT in the life of modern society, determines the ownership of information technology, the relation to information contained in the media and advertising.

the subject-activity competence assumes mastering the set of knowledge, skills necessary for the realization of effective professional activity, and also expressed in the desire to learn throughout life, not only professionally, but also in person [16].

In conclusion we should say that, in traditional teaching, based on the transfer of a certain set of knowledge, skills and abilities from teacher to student, then now is replaced with the personal-oriented learning, aimed at forming key competencies and the all-round development of the creative, independent personality of future professionals.

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THE USE OF DIGITAL AND INFORMATION TECHNOLOGIES IN TEACHING PROCESS

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Modern humanity has become involved in the general historical process, called informatization. This process includes the accessibility of any citizen to information sources, the penetration of information technology into scientific, industrial, public spheres, a high level of information services. The processes occurring in connection with the informatization of society contribute not only to the acceleration of scientific and technological progress, the