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FUTURE TEACHER'S FORMATION OF PROFESSIONAL COMPETENCIES IN THE PROCESS OF MULTILINGUAL EDUCATION IN MODERN CONDITIONS

Today, higher education institutions are facing new challenges, the purpose of which is to provide highly qualified specialists who have mastered not only professional knowledge, but also ready for intercultural communication in a multilingual world, as well as independent problem solving teaching subjects in two or more languages. For teacher training, we need a multilingual multicultural environment, design and implementation of new technologies. This article discusses the interpretation of the concepts «competency» and «competence», as well as the diversity of the proposed structures.

The practical significance of the work is that the obtained results allow us to offer teachers of pedagogical universities scientifically-based on the recommendations for the formation of professional competencies of future teachers in the process of multilingual training.

Keywords: competence, competence approach, modern, multilingualism, multilingual education.

Introsuction

The modern world is characterized by the continual process of globalization and the construction of global education, which is the reason of urgent reforms' requirement in the field of educational systems of some countries according to the world standards. Starting from the first years of independence, the development

of Kazakhstani educational system was aimed at accession into international educational space and achieving high positions in the world of educational system ranking. Multilingual education as one of the leading global trends in the development of education in the 21st century is a necessity and prerequisite for the growth of human capital, the formation of an intellectual nation, and, as a result, the creation of a competitive country, which Kazakhstan is aimed to see in the perspective.

The head of our state, President of the Republic of Kazakhstan, the national leader, outlining the development strategies of the national education system, has repeatedly posed the tasks of developing multilingual education [1]. The National Cultural Project «The Trinity of Languages», initiated by the country's president, focuses on the development of three languages: Kazakh as the state language, Russian as the language of international communication, and English as the language of successful integration into the global economy [2].

It is important to note that the development of the trinity of languages means not only the study of languages, but also teaching other subjects in these languages at school. A comprehensive study of languages, especially the formation of a multilingual specialist, professional worker is possible only when the languages studied by students have a content area. That is, we are talking about studying not only languages, but also academic subjects in different languages.

The introduction of multilingual education in secondary schools of the Republic of Kazakhstan urgently requires the training of teachers capable of effectively implementing models and technologies of integrated language and subject teaching, multilingual and multicultural education and upbringing.

The school requires teachers who have mastered professional knowledge in the state, Russian and English languages, who are ready for intercultural communication, independent problem solving, who have critical and creative thinking, national and foreign culture [3].

The necessity is to create a multilingual multicultural environment for preparing future teachers, for social and pedagogical activities, providing and developing the academic mobility of young people who want to teach subjects both in their native language and in other foreign languages. In other words, it is necessary to create and develop modern scientific and educational centers with international participation, develop and introduce new technologies, organize advanced training courses for specialists in Kazakhstan and beyond. New requirements for the level of training of specialists determine new approaches to the organization and implementation of the educational process. Rapid changes in the field of educational services require the same mobility; therefore, each teacher

must improve their professional qualifications, introduce innovative educational technologies, and use the best practices of leading universities in the world.

Modern general education characterizes multilingualism as its component, contributing to the assimilation by students of other languages, cultural values of peoples and traditions, lifestyles, and the upbringing of young people in the spirit of respect for foreign life values. The purpose of language teaching is to create a spiritually rich, highly moral, educated personality, focused on the priorities of national values while respecting the values of other civilizations. When teaching a language, we must form a personality as a native speaker with its ethno-, socio-, psychological characteristics, capable of perceiving the language as the highest gift, as a national and universal value [4].

Thus, today, the goal of higher education institutions is to prepare a competent specialist who will have both key and professional competencies in native and foreign languages.

Material and methods

One of the promising trends in the reform of modern higher education is promotion as a priority competency-based approach in training specialists. The subject-matter of the competency-based approach is revealed in the works of Bolotova V. A., Grishanova N. A., Zimnyaya I. A., Ivanova D. A., Mitrofanova K. G., Makhmutova Z. M., Sokolova O. V., Frumina I. D. and others. The scientific works of these scientists reflect the goal-oriented, substantive, technological and other areas of the competency-based approach to the training of specialists with higher education.

Thus, in the framework of the competency-based approach, the basic concepts are competence and competence, requiring terminological analysis due to the ambiguity of their interpretation in the scientific and pedagogical literature.

According to the Longman Dictionary of Modern English, the words «competency» or «competence» mean:

- 1) the ability or ability to do some work well or at a high level;
- 2) the skill that a person must possess in order to perform any specific activity;
- 3) a standardized requirement for a person to properly perform a specific job [5].

Competence can also be described as a characteristic of a person, a holistic education in the structure of personality, a system of personality traits, a system of properties of regulation, a state arising from the possession of knowledge, experience, skills, and abilities; competence is often equated with knowledge and experience.

Khutorskoy A. V. and Khutorskaya L.N. in their article «Competence as a didactic concept: content, structure and design models» consider various notions

of «competency» and «competence.» According to them, translated from Latin – *competentia* – means a range of issues in which a person is well-informed, has knowledge and experience. A person competent in a certain field has the corresponding knowledge and abilities that enable him to reasonably judge this area and act effectively in it [6].

The most accurate interpretations of the concepts of «competency» and «competence» are proposed by A. V. Khutorskoy in his other works. Below are given their characteristics.

Competency is a set of personal qualities of a student (axiological orientations, knowledge, skills, experience, abilities), due to the experience of his activity in a certain socially and personally significant sphere.

Competence, therefore, is defined by Khutorskoy A. V. as a distracted, predetermined social requirement (norm) for the student's educational preparation, which is necessary for his effective productive activity in a certain field. That is, competence is possession of the learner with the corresponding competence, including his personal attitude to it and the subject of activity [7].

Zimnyaya I. A. interprets competence as knowledge-based, intellectually and personally determined experience of a person's social and professional life activity [8].

Belkin A. S. understands competence as the complex of those social functions and powers that a person possesses in realizing socially significant rights and obligations of a member of a society, social group, or collective »[9].

Despite the fact that many researchers extensively use the concept of «competence», almost each of them interprets this concept in their own way. The concepts of «competency» and «competence» are characteristics of the same professional and personal qualities of a university graduate, which determine the success of his professional activity. The difference between these concepts is that competencies are a potential characteristic of a personality, and competence is manifested in a situation of real professional activity [10].

Summing up, it can be noted that the activities that are based on a combination of knowledge, skills and experience in the relevant field of professional, creative, political, economic, pedagogical or other activity are common for the concepts of «competency» and «competence».

Similar to the existing variety of interpretations of concepts of competency and competence, there are ambiguous positions of authors devoted to the study of their structure.

Markova A. K. structures pedagogical competency as the part of the process (pedagogical activity, pedagogical communication, the personality of the teacher) and as the result of pedagogical activity which are training and

education of students. In the structure of the teacher's professional competence, she distinguishes four types of competency (professional (objectively necessary) psychological and pedagogical knowledge, professional (objectively necessary) pedagogical skills, professional psychological positions, teacher attitudes required from him by the profession, personal characteristics that ensure the teacher's mastery of professional knowledge and skills).

Kuzmina N. V. identifies five types of competency (special and professional competence of the taught discipline, methodological competence in the field of ways of generating knowledge, student skills, socio-psychological competence in the field of communication processes, differential psychological competence in the field of motives, student abilities, autopsychological competence in the field of virtues and weaknesses of one's own activity and personality) [11].

Competencies that appear in all spheres of human activity are called key or basic competencies. A modern specialist should have a certain range of competencies, both key (basic) and professional.

According to the statement adopted at the Bologna process, «each competence of a graduate must be provided with a set of academic disciplines and practices, combined into appropriate modules, and the content of the modules should fully correspond to the level of acquired competencies. Along with the academic community, employers and graduates of recent years will be involved in identifying general and special competencies. As a result, the education system will be able to respond more quickly to the demands of the labor market and will attach much greater importance to the prospects of employment for its graduates».

The competency-based approach to the training of future specialists consists in the formation and development of key competencies among students that allow them to undergo successful adaptation in society in the future. Key competencies allow communicating in a team, determining the essence of specific events and phenomena and making decisions depending on the current situation to achieve the intended goal.

According to the hierarchy of competencies Khutorskoy A. V. identifies three levels of competence [7]:

- 1) the key competencies which relate to the general (meta-subject) content of education;
- 2) the general subject competencies which relate to a certain circle of subjects and educational areas;
- 3) the subject competencies which are private in a relation to the two previous levels of competence, having a specific description and the possibility of forming within the framework of educational subjects.

The concept of «competence» acts as the central concept of the modernization of the education content in higher education, as it combines the intellectual and skill components of the result of education, integrates closely related knowledge and skills related to broad spheres of culture and activity.

In the system of higher education, adopted a lecture and seminar system of education (modification of the classroom lesson), which is based on a substantive approach to the content of education. The competencies of the future bachelor can be formed as a separate discipline, as well as the totality of disciplines. While studying a separate discipline in the latter case, elements of competencies are formed.

Results and discussion

In our research we have identified the psycho-pedagogical bases of professional competence formation of a future teacher in the process of multilingual training, which includes the following necessary conditions: developing the structurally-substantial model of competence formation and application in the educational process interactive methods of teaching. Interactive teaching methods mean methods that «focus on a broader interaction of students not only with the teacher, but also with each other». Within the framework of multilingual learning, this method of organizing the educational process contributes to the creation of the maximum possible language environment.

Also we identified the following organizational and pedagogical conditions that contribute to the formation of professional competencies:

- compliance of the training content with the main directions of science and technology development;
- compliance of the training content with the content of the previous level of education – schools, colleges, colleges, lyceums;
- organization of educational material into a complete system of interrelated knowledge;
- connection of the studied material with future practical activities;
- the ability to meet the cognitive interests of students;
- orientation of the educational process to the development of independence and responsibility of the student for the results of their activities;
- informational dynamism of educational material;
- systematic training;
- adequate control of knowledge and gradation of knowledge by levels.

We have developed the content of the formation of professional competencies, as well as tested the effectiveness of the methodology that contributes to the formation of professional competencies of future teachers and developed appropriate guidelines. The study of the obtained data showed that the development of a methodology for the formation of professional competencies really provides an increase in the

level of professional competencies in the process of multilingual training. Thus, it is hypothesized that if the formation of professional competences will be carried out in certain organizational and pedagogical conditions of the application of the developed content of methods of formation of competences of students in multilingual education, it will increase the performance of this process, as it will be based on psycho-pedagogical bases of professional training of students, were confirmed in our study.

In this article, we examined the need for multilingual education, the basic concepts of a competency-based approach: «competency» and «competence» and their variety of interpretations; and also identified the importance of the competency-based approach in preparing a future specialist in the framework of multilingual education.

In this research were revealed the essence and characteristics of the concepts «competence», «competency», «multilingual training». Based on the analyzed literature, the concepts of «competence» and «competency» are interrelated and common to these concepts is the activity in a particular professional field, which requires an individual to have a set of certain knowledge, skills, abilities, and the ability to use existing knowledge in practice. Thus, «competence» in our understanding is the learning results (knowledge, skills) that the graduate needs to learn at the end of professional training in a particular field, and «competency», in turn, is the ability to successfully implement them in further professional activities. We have described the concept of «multilingual education» as an integral part of education that helps students learn other languages, cultural values of peoples and traditions, lifestyles, and educating young people in the spirit of respect for foreign-language life and worldview values.

Besides we have represented psycho-pedagogical bases of formation of professional competence of future teacher in the process of multilingual training, organizational and pedagogical conditions that contribute to the formation of professional competencies.

In the course of the research, we found that interactive teaching methods contribute to the formation of professional competencies within the framework of multilingualism, as they have a number of advantages, such as the ability to solve several specific tasks in a limited time, the active participation of the entire group of students, the development of mutual understanding and cooperation between students and teachers, as well as between students themselves. In addition, students develop a desire and willingness to engage in the process of communication, which is often problematic among students of non-linguistic specialties.

According to the results of the control stage, it is worth noting that correctly selected teaching methods and organization of the educational process can

significantly affect the performance of students, their interest and involvement in the educational process.

The practical significance of the study is that the results obtained allow us to offer teachers of pedagogical universities scientifically-based recommendations for the formation of professional competencies of future teachers in the process of multilingual training.

A modern specialist should be aware that knowledge and skills are becoming priority values in human life in the information society and should strive to be aware of the development of their professional field in the world practice, and for this it is not always enough to have information in their native language. In this regard, it should be noted that the objective significance of foreign language proficiency is an important quality of the formation of a specialist's personality and a leading factor in the formation of professional competence of future specialists.

Thus, using a foreign language to obtain professional knowledge, the student is able to independently organize their future professional activities, thereby ensuring their further success.

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ҚАЗІРГІ ЖАҒДАЙДА КӨПТІЛДІ БІЛІМ БЕРУ ПРОЦЕСІНДЕ БОЛАШАҚ МҰҒАЛІМНІҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

Қазіргі уақытта жогары оқу орындарының алдында жаңа міндеттер тұр, олардың мақсаты тек кәсіби білімді ғана емес, сондай-ақ көптілді әлемде мәдениаралық қарым-қатынасқа, міндеттерді дербес шешуге, пәндерді екі және одан да көп тілде оқытуға дайын жогары білікті мамандармен қамтамасыз ету болып табылады. Мұғалімдерді дайындау үшін бізге көп тілді көпмәдениетті орта, жаңа технологияларды жобалау және енгізу қажет. Бұл мақалада «құзыреттілік» ұғымдарының түсіндірмелері, сондай-ақ ұсынылатын құрылымдардың алуан түрлілігі қарастырылады.

Жұмыстың практикалық маңыздылығымынада: алынған нәтижелер педагогикалық жосары оқу орындарының оқытушыларына көптілді оқыту процесінде болашақ мұғалімдердің кәсіби құзыреттіліктерін қалыптастыру бойынша ғылыми негізделген ұсыныстар ұсынуға мүмкіндік береді.

Кілтті сөздер: құзыреттілік, құзыреттілік тәсіл, заманауи, көптілділік, көптілді білім беру.

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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ БУДУЩЕГО УЧИТЕЛЯ В ПРОЦЕССЕ ПОЛИЯЗЫЧНОГО ОБРАЗОВАНИЯ В СОВРЕМЕННЫХ УСЛОВИЯХ

В настоящее время перед высшими учебными заведениями стоят новые задачи, целью которых является обеспечение высококвалифицированными специалистами, овладевшими не только профессиональными знаниями, но и готовыми к межкультурному общению в полиязычном мире, самостоятельному решению задач, преподаванию предметов на двух и более языках. Для подготовки учителей, нам нужна полиязычная поликультурная среда, проектирование и внедрение новых технологий. В данной статье рассматриваются толкования понятий «компетентность» и «компетенция», а также многообразии предлагаемых структур.

Практическая значимость работы заключается в том, что полученные результаты позволяют предложить преподавателям педагогических вузов научно обоснованные рекомендации по формированию профессиональных компетенций будущих учителей в процессе полиязычного обучения.

Ключевые слова: компетентность, компетентностный подход, современный, многоязычие, полиязычное образование.

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