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PROFESSIONAL TEACHING COMPETENCE: METHODOLOGICAL FORMATION AND IMPLEMENTATION OF THE PHILOLOGY STUDENTS

This article discusses the formation of methodological training of future philologists on the basis of professional competence and practical control of the training of students in the educational process. As a research task, the authors carried out research work using methods (Creative problem solving, Thinkers meeting, Quick answers, Acting character, When pictures speak) aimed at improving the educational indicators of students. In accordance with the chosen direction of research, the purpose of the article is to solve the problems arising during the development of the educational process by future philologists through methodological development, as well as to show the relationship of theoretical knowledge and practical development included in the model of a skilled teacher. In the course of writing the article, we analyzed the works of world and domestic scientists in this direction using methods of analysis and synthesis, presented literature corresponding to the direction of research. During the experimental work we used the methods of empirical research. These are: a survey method, comparison analysis, an observation method (control group (CG), experimental group (EG)), a case study method. Using the questionnaire method the authors conducted testing in two stages: before and after, in which 40 students of the educational program «Kazakh language and literature» participated. As a result of scientific work, the recommendations in the final section allow the future specialist-philologist

to become an active, professionally creative, developed, competitive personality.

Keywords: methodological training, competence, future philologist, methods, development, university.

Introduction

The stage of socio-economic development requires the training of a qualified, competitive specialist in the educational process. This, in turn, obliges future specialists to become capable in each area and competent in their field.

In this regard, the current issue is the methodological training of future philologists in the educational process at the University. This is due to the fact that students have high professional qualifications, but due to the lack of a methodological basis, the quality of training is reduced. This situation leads to the fact that at the present stage of information development a specialist becomes uncompetitive in his field.

Of great importance for Kazakhstan is the integration into the developed countries of the world, being professional teacher is the main issue of the development for future generation [1]. What includes being a professional teacher? Due to this, a scientist Murkatik states that professional teachers are the key to an agile and successful learning process at school. Because only professional teachers can create positive attitudes for students in learning activities. Professional teachers are expected to provide learning for students to discover, manage and integrate their own achievements and address issues related to knowledge, attitudes, values or life skills. Professional teachers are believed to enable students to think, act, and perform creatively [2]. Being professional leads to be competitive in educational sphere. The capacity to develop a model (plan) of a lesson is the most crucial component of competency; its success depends on the accurate identification and realization of the educational aims and objectives. Teachers demonstrate their competency through their ability to carry out appropriate didactic transformations of curriculum content not only in terms of the requirements of specific subjects, but also in terms of current social problems and needs, taking into account modern and effective methodological approaches [3]. The competence-based method focuses on the results of preparing students for learning activities. At the same time, the result is not learned information but the ability of a specialist to act in various pedagogical, didactic, communicative situations with equal use of the acquired professional knowledge and skills. The competence method increases the practical orientation of pedagogical education, emphasizes the need to accumulate experience in activities, the ability to apply knowledge in practice. Therefore, the formation of pedagogical competence does not end with the acquisition of

the qualifications of the future teacher, its development continues throughout his professional activity. Continuing this opinion Sulistiyo notes that professional competencies are understood as knowledge about the subject that teachers are expected to acquire and strategies for imparting this to students. This competency includes the ability to use a variety of teaching aids to optimally achieve teaching and learning goals [4]. From the point of view of Kuzmina N. V. professional competence implies not only a specialist's knowledge and experience but also an ability to actualize the accumulated knowledge and skills in a moment of life and use them in the process of realizing their professional functions [5]. Modern changes in the field of education prove the need for methodological training of teachers and its relevance. This is due to the fact that the constant change in the quality of training is fundamentally associated with the formation of methodological training of the teacher. On this point, research work aimed at the formation of methodological training of future linguists is important. Many scientists have shared their works on methodological training. In the context, Zimnaya clarifies that methodological formation personal quality based on knowledge, skills, and abilities, mentally and personally conditioned on a person's socio-professional trait [6]. Based on the above information, we found out that methodological individuality is important in the educational process. However, in the content of methodological training the following factors are the determinants of our work. That is, methodological training helps: to see in practice the theoretical basis of the conditions that are organized in the educational process; to form a methodological base for mastering educational materials; to promote students ' interest through information technologies; to interact between the teacher and the student of the experience based on improving the quality of education;

Actually, the methodological competence of the teacher ensures the motivational and value participation of students in learning. The psychological and pedagogical competence of the teacher is characterized by the professional orientation of students' educational activities, the increase in their cognitive interests in the direction of morality and virtue. The methodological component of competence provides teachers with specialized scientific, psychological and pedagogical knowledge and skills and the ability to apply them in preparation for their professional activities [7].

The current changes in the educational process require the inclusion in the educational process of methods that increase the educational performance of students to high results. This means creating conditions for the full assimilation of educational material by students in the educational process and contributing to the development of a permanent subject by students. In this case, what is the role of method of teaching in the process of teaching? Firstly, the method is the way

teachers explain and teach students a topic. Secondly, the attitude of the teacher affects the assimilation of the subject by students. In the process of language teaching, it is considered correct to create conditions for mastering educational material through various methods, because the creative activity of the teacher affects the quality and critical development of students [8].

Materials and methods

During the experimental work we have used empirical research methods and theoretical research methods. Including: questionnaire (pre and post) and comparative analysis, controlling (EG and CG) and case study method. To provide literature review we have used theoretical methods as analysis and synthesis. For the questionnaire 40(forty) 3rdyear students participated, studied at educational program (EP) Kazakh language and literature(KLL) at Korkyt ata Kyzylorda University. Questionnaire has taken 2(two) times that pre and post and this give us opportunity to divide students into EG and CG. After that, an experimental part and controlling works have held.

Suggested innovative methods used in experimental part

Before present research we have chosen innovative methods which help us to provide lessons with students. These methods chosen due to the level of students. When choosing methods we have characterized two main things: a) help students to increase quality of educational process; b) impact of them on the methodological base of future specialist that they will able to use them in a process of teaching in the future teaching process. Now we would like to suggest those innovative methods with procedure of usage in a process of teaching.

Creative Problem Solving method is an innovative method which allows learners to solve given problems with the help of creative thinking ability. The procedure meanly held as follows: beginning of text will be given and learners need to create end of the text or end of the text will be given and students need to create beginning of the text. At the end of the task the whole text will be given to the students and students need to assess themselves that how can they make connection between real text and new created text.

Quick answers method is an innovative method which gives learners to use critical thinking ability and be active in a process of lesson. This method allows students to promptly answer questions that arise in the learning process with a critical comment. For example: such kind of question might be asked: What is the role of characters in M.Auezov works? Learners need to answer quickly and properly using critical thinking ability.

Acting character method is a useful method for language learners directed to philology. This method helps learners to identify role of characters in famous

authors. Why did he/she choose this character and what problems did they want to show through these characters.

When pictures speak is a creative method that allows you to contain some information in the volume of one picture. The use of this method involves students revealing not only one information, but also several thoughts in one picture.

Thinkers' meeting is a beneficial method on the development of learners' creative thinking ability. It allows learners to figure out main idea of given thoughts by famous authors. Such as W.Shekespeare, A. Kunanbayev, Y. Altynsarin and etc. Learners will discuss famous sayings of great writers. This allows students to get acquainted in depth with the works of the authors [9]. In one words, all suggested have chosen as an impactful methods on the creativity of future specialists.

Organization of experimental work.

In the stage of experimental part we have planned some criteria as following:

Pre questionnaire taking with the help of Google form platform. To gather all results in one place we offered special link for each part of questionnaire(pre: https://docs.google.com/forms/d/e/1FAIpQLSchEXNy0dtj0j3sLd3P3pYPUh2rWIifp2aDt2NkLFYOBmKBQ/viewform?usp=sf_link). Questionnaire consists of 3 main parts including 12 questions: personal information, general overview about methodological formation and usage of innovative methods. And each question has 5 options: strongly agree, agree, hard to answer, strongly disagree, and disagree. It is belonged to Likert-scale [10].

Due to result of pre – questionnaire we have chosen EG and CG in the process of research. We have chosen them based on the options about suggested methods. Lower results which respondents have chosen as an ineffective in a process of education noted us that students do know about them and we have planned to use these methods in a process of research as to develop those students educational quality. For the questionnaire 40 students of the 3rd course from the EP Kazakh language and Kazakh literature group (KLL-20-1, KLL-20-1a (accelerated))at the Korkyt Ata Kyzylorda university were invited.

According to chosen EG and CG to provide experimental lessons and for the EG using innovative methods explained above: Creative Problem Solving, Thinkers' meeting , Quick answers, Acting character, When pictures speak and for the CG provided lessons in a traditional way without any methods. To provide research stable and correct we have planned to study experimental part in seminar classes.

After provided lessons we have planned to take post – questionnaire with the help of Google form and special link (post:https://docs.google.com/forms/d/e/1FAIpQLSfDoQTLWNz_6TM1zXCc8f83a5zdbfcG9Z60FiruMsncax8AuA/viewform?usp=sf_link) has given for respondents.

Results and Discussion.

We conducted an experiment to test the methods and identify the effectiveness of the proposed methods in connection with the methodological formation of future teachers of philology in the educational field. This study was conducted on the basis of the Department of Kazakh Language and Literature at the Institute of Humanities and pedagogy of Korkyt ata Kyzylorda university

1 According the stages of experimental work above we have provided pre-questionnaire between 3rdcourse students. Participants of the pre – survey are 40 respondents, 12 of whom are male and 28 of whom are female. Studying groups are «KLL-20-1» and «KLL-20-1a».

2 General overview about methodological formation. Questions made as opinion. This part of survey consists of 5 questions as following:1. I believe that it is correct to have methodological training for every future specialist who is studying in the field of pedagogy. 2. Methodological training of future philologists is important for the full development of the discipline.3.Methodological training is a tool that facilitates the educational process.4.I believe that methodological training is an influential force in the quality of learning, which is necessary for the practical assimilation of theoretical knowledge by the learner. 5. Methodological training affects the absence of a gap between the student and the teacher in the educational process and is important in creating an effective learning environment for students. An effective way to create a student-centered learning environment.

Each question has own five variants. So, we decided to share each result separately in (Figure 1). The overwhelming majority of responses above in the negative opinion belonged to the KLL-20-1 group. And due to choice of them methodological formation is not important
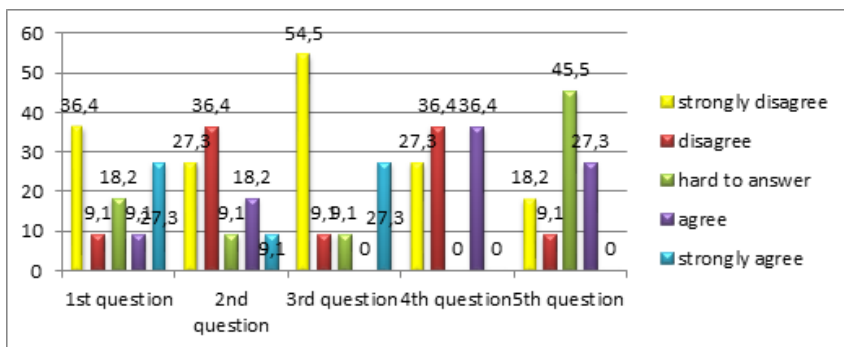

Figure 1 – General overview about methodological formation

3 Innovative methods for use in the educational process. This part of questionnaire also consists of 5 questions and all questions based on opinion. And questions made due to the suggested methods in experimental work. The main goal of these questions is to identify to know how students share opinions about methods which considered as useful for the educational process. Like first part of questionnaire made a figure and included all results of survey in (Figure 2). Questions given below in the table 1 which is given in the questionnaire.

Table 1 – Questions as opinion

| |
|---|
| 1 The method of «Quick answer» contributes to the development of students' thinking and rapid assimilation of information during the educational process. |
| 2 I believe that the method of "Acting character" is a unique way to reveal the image of characters in the works of famous authors in the process of language learning and develop in their imagination for students to understand it, and this increases the student's interest in the educational process. |
| 3 «When pictures speak» method increases students' critical thinking skills and helps them create a comprehensive meaning within one image» |
| 4 «Thinkers meeting» method is a creative method that allows you to meet with the author of the topic being held, and this method is an effective method for students to critically analyze and interpret the thoughts of the creative author in their imagination» |
| 5. «Creative problem solving « is a high-quality method in the educational process, which helps students to assimilate comprehensive material and is aimed at analyzing critical questions proposed by the teacher on the topic and providing systematic answers. |
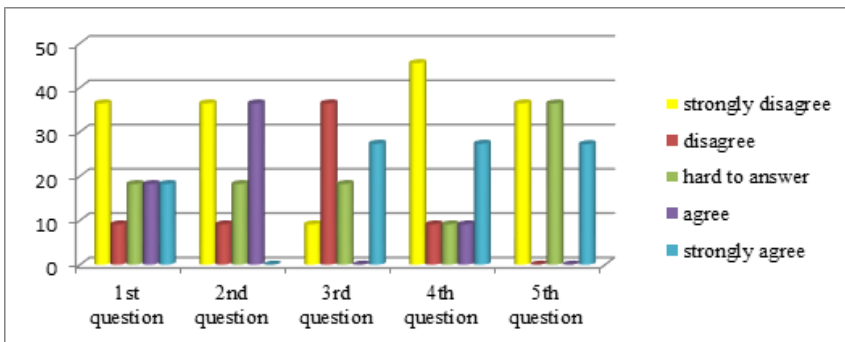
Figure 2 – Innovative methods

Among the indicated answers, the majority of responses indicated the insignificance of methodological training and the inefficient duplicity of the proposed methods in the educational process. We selected the control group and experimental groups according to these answers. And these groups basically continued the next stage of the experimental part. The purpose of our survey is to conduct practical work with future specialists who consider methodological training unnecessary in the educational process and as a result to create a research work to make a common final proposal.

According to the results of questionnaire we have determined EG and CG. The experimental and control groups are formed by an equal numbers of students. As an experimental group was chosen (KLL-20-1) and for the control group was chosen (KLL-20-1a).For the experimental group lessons provided with these innovative methods. And for control group lessons provided with traditional way. Our chosen subject Methodology of teaching Kazakh language (Қазақ тілін оқыту әдістемесі) is held 4 times a week. So on, we have divided experimental part for three stages. Whole process was taken 10 weeks. In the first 2 weeks we have controlled activeness of students in a process of teaching. And made notes through them that how to use offered methods, how to work with students, how we can affect to learners learning skills through using those methods. For the second stage of experimental work, we have provided 6 weeks and it covers 28 lessons. At this stage of experiment we worked to form methodological competence of future philology specialists in educational process. At the third (final) stage the effectiveness of the system of formation of methodological competence in students was identified. This final stage was held 2 weeks.

All stages of experiment were provided due to the purpose of this study. After identifying weakness of EG students we have used those innovative methods in a process of teaching according to the plan of the lesson. Our suggested methods mainly helpful to develop students thinking ability and interest to lesson and activeness in the lesson. That is why; we could reach our goal which pointed out at the beginning of the study. After using methods in a process of lesson students can reach following success:activeness in the learning process and expressing thoughts freely and quickly on each task;participating in group and individual works; understanding the educational materials fully and this had an impact on students' knowledge of the upcoming educational tasks;increasing students' thinking skills and increased the ability to work comprehensively;raising students ' interest in mastering the discipline and eliminating the monotony of the educational process;active participation of students which contributed to the improvement of the quality of education;

The positive experience of applying innovative methods in a process of teaching Kazakh language showed the effectiveness of systems and technologies to form methodological formation of future specialists proposed by us. The experimental results confirmed the purpose of the study that use of innovative methods in a process of teaching is successful in a formation methodological competence in the future specialist in language teaching.

1 To show comparison analysis we have provided post-questionnaire among students. 40 students were participated. 20 of them are CG students and 20 of them are EG students. The questionnaire was taken through Google platform with the special prepared link. About parts of questionnaire was given above.

2 Importance of methodological formation in a process of teaching and effectiveness of suggested innovative methods.

We have decided to show only higher results between all answers. The variants were like Likert-scale from «strongly disagree» till «agree». The reason of it that respondents answer changed than pre-questionnaire. When we took pre-questionnaire, respondents' answers were different. There were positive and negative sides of answers. And vast majority of answers based on negative answers and it lead us to provide study. After providing study, we have noticed learners opinions changed to positive side through higher results which shown below. Now we will discuss all questions separately Table 2. All questions made as an opinion. According to 1st and 2nd questions, respondents consider usage methods to explain materials will be beneficial to understand materials. Due to 3rd questions vast majority of respondents agree with this point. Last six (6) question belonged to the applying of innovative methods in teaching process. At the pre-questionnaire disagreement points were taken vast majority of answers. But post-questionnaire showed higher results than we waited.

Table 2

№	Question	strongly agree	agree	undecided	disagree	strongly disagree
1	Methodological training is a tool that demonstrates the teacher's skills	29,3%	63,4%	4,9%	none	2,4%
2	For the assimilation of full-fledged information by philologists, it is important to use various methods in the educational process	31,7%	63,4%	2,4%	none	2,4%

3	Innovative methods used in the educational process greatly contribute to improving students ' learning performance	31,7%	48,8%	19,5%	none	none
4	I believe that the» quick answer « method is effective in the educational process as a training for the student to be able to reason in the context of a given question and give a full systematic answer	9,8%	53,7%	22%	none	14,6%
5	The method of "Acting character" is considered an effective method for revealing the image of a character in each work on the example of philologists	14,6%	41,5 %	26,8	none	17,1%
6	The method of «Thinkers meeting» is an effective way for linguists to make discussion work during the lesson and analyze the thoughts of these authors	14,6%	58,5%	12,2%	none	14,6%
7	"Creative solving method" is crucial method to discuss problematic questions comprehensively	9,8%	51,2%	31,7%	none	7,3%

8	The method of "when pictures speak" helps the student to reveal the image in the picture given on the topic being held.	12,2%	51,2%	34,1%	none	2,4
9	I believe that all the above methods can fully contribute to the development of methodological training of philologists	29,3%	48,8%	22%	none	none

Whole post-questionnaire showed us that answers of respondents changed than pre-questionnaire results. We could know that equalization of both CG and EG answers after experiment.

When comparing both EG and CG we identified that our study was effective and we could affect to learners to increase their education quality. Making equal opinion in both groups about that methodological formation which is important in a process of education. So, higher results based in positive answers showed us that after the experimental work we noticed the equalization of students' ideas about methodological training, and this indicates the achievement of the goal of our research work.

Conclusion.

The conducted experiment based on Korkyt ata Kyzylorda University showed high efficiency of methods in a process teaching in future philology specialists through use of innovative methods which beneficial to improve students education quality and methodological formation. Positive results of experiments demonstrate us while using innovative methods to develop learners' methodological formation lead us success in educational process. Taking into account all the results, we would like to present the following recommendations, and these recommendations will prove the effectiveness of its sustainable development, considering the importance of methodological training of future linguists in the educational process. They are:

– sustainable adaptation to the use of modern teaching methods based on the formation of methodological individuality which affects the creative development of the teacher and the improvement of the quality of education of students ;

– consumption in the educational process methods that increase students ' activity and arouse interest in the subject;

– creating conditions for future linguists to learn various learning methods in order to be able to teach their theoretical knowledge in the educational process.

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КӘСІБИ ПЕДАГОГИКАЛЫҚ ҚҰЗЫРЕТТІЛІК: ФИЛОЛОГИЯ СТУДЕНТТЕРІН ӘДІСТЕМЕЛІК ҚАЛЫПТАСТЫРУ ЖӘНЕ ЖҮЗЕГЕ АСЫРУ

Бұл мақалада болашақ филолог мамандардың әдістемелік даярлығын кәсіби құзыреттілік негізінде қалыптастыру және тәжірибе жүзінде білім алушылардың оқу үдерісіндегі даярлығын бақылау болып табылады. Оның ішінде білім алушылардың оқу көрсеткіштерін арттыруға бағытталған әдістерді (Мәселелерді креативті шешу, Ойшылдармен кездесу, Жылдам жауаптар, Суреттер сөйлеген кезде, Кейіпкерді сомдау) қолдану арқылы зерттеу жұмысын жүргізу. Таңдалған зерттеу бағытымызға сәйкес біз осы мақсатты басты бағыт ретінде алдық, яғни, болашақ филолог мамандардың оқу процесін игеру кезінде туындайтын қиындықтарды әдістемелік дамыту арқылы шешу; шебер мұғалім моделіне кірістірілетін теориялық білім мен іс-тәжірибелік дамудың өзара байланысын көрсету. Мақаланы жазу барысында анализ және синтез әдістерін қолдану арқылы әлемдік және отандық ғалымдардың осы бағыттағы еңбектеріне талдау жұмыстары жүргізіліп, зерттеу бағытына сай әдебиеттерді ұсындық. Эксперименттік жұмыс жүргізу барысында эмпирикалық зерттеу әдістерін қолдандық. Олар: сауалнама әдісі, салыстыру, бақылау әдісі(бақылау тобы (БТ) эксперимент тобы (ЭТ)), кейс-стади әдісі. Сауалнама әдісі арқылы «Қазақ тілі және әдебиеті» білім беру бағдарламасының 40 білім алушысының тәжірибе жұмысына дейінгі және кейінгі тестілеу алынды. Ғылыми жұмыстардың нәтижесінде қорытынды бөліміндегі ұсыныстар болашақ филолог маманның белсенді, кәсіби-шығармашылық қабілетті дамыған, бәсекеге қабілетті тұлға болып қалыптасуына мүмкіндік береді.

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ПРОФЕССИОНАЛЬНАЯ ПЕДАГОГИЧЕСКАЯ КОМПЕТЕНТНОСТЬ: МЕТОДИЧЕСКОЕ ФОРМИРОВАНИЕ И РЕАЛИЗАЦИЯ СТУДЕНТОВ-ФИЛОЛОГОВ

В данной статье рассматривается формирование методической подготовки будущих филологов на основе профессиональной компетентности и практическом контроле подготовки обучающихся в учебном процессе. В качестве исследовательской задачи, авторами была проведена исследовательская работа с применением методов (Креативное решение проблем, Встреча мыслителей, Быстрые ответы, Действие персонажа, Говорящие картинки), направленных на повышение учебных показателей обучающихся. В соответствии с выбранным направлением исследования, цельюстатьи является решение проблем, возникающих при освоении учебного процесса будущими специалистами-филологами, путем методической разработки,а также показать взаимосвязь теоретических знаний и практического развития, включаемых в модель умелого учителя. В ходе написания статьи нами был проведен анализ работ мировых и отечественных ученых в данном направлении с использованием методов анализа и синтеза, представлена литература, соответствующая направлению исследования. При проведении экспериментальной работы мы использовали методы эмпирических исследований. Это-метод опроса, сравнения, метод наблюдения (контрольная группа (КГ), экспериментальная группа (ЭГ)), метод тематического исследования. Методом анкетирования, авторами проведено тестирование в двух этапах: до и после, в котором участвовали 40 обучающихся образовательной программы

«Казахский язык и литература». В результате научных работ в заключительном разделе даются рекомендаций, что позволяют будущему специалисту-филологу стать активной, профессионально-творческой, развитой, конкурентоспособной личностью.

Ключевые слова: методическая подготовка, компетентность, будущий филолог, методы, развитие, вуз.