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COMPETENCE-BASED METHODS OF TEACHING COMMUNICATION ETIQUETTE TO FUTURE TECHNICAL SPECIALISTS

Abstract

The importance of foreign language training of specialists as an important factor in the formation of a new quality of the economy and society is increasing in the modern world along with the growing influence of human capital. The strategic goal of teaching a foreign language in a non-linguistic University is the formation of professional foreign language communicative competence, so the leading role in the professional foreign language training of students belongs to the competence approach. Competence-based training requires the introduction of new scientific and methodological support for the educational process. The article deals with its methodological specifics. The competence - based approach to the organization of training focuses on such attitudes as the acquisition of socially, personally and professionally significant problems by means of a foreign language, which should radically transform the process of teaching future specialists of technical specialties to foreign languages. Changing the requirements for training specialists, focusing education on creative initiative, independence of students, competitiveness, mobility of future specialists, the question of using a competence-based approach in teaching English is relevant. Therefore, the competence approach should be applied in the methodology of teaching a foreign language. The contribution of the subject "English" is great to the formation of personal competencies of students because "English" goes beyond just a subject and becomes a tool for the formation of a new formation of specialists who are ready for self-education, creativity and are able to understand the cultural heritage of the country of the language being studied, relate it to their native culture and its place in the world historical context. Applying a competency-based approach helps bridge the gap between theory and practice and restore the balance between education and life. The effectiveness of the implementation of this approach is to master a foreign language at a level that allows students to use it to meet educational needs, establish personal contacts for self-education and self-development through a foreign language.

Keywords: *speech activity, professional communicative competence, speech etiquette, communicative approach, teaching principles, teaching methods.*

The role of education in the development of Kazakhstan's society is determined by the tasks of transition to a democratic and legal state to a market economy and necessity to overcome the danger of lagging behind global trends in economic and social development. The content of foreign language training increases the share of social interaction as a factor of personal students growth. This coincides with the opinion of modern domestic and foreign scientists according teaching a foreign language. It is necessary to teach the culture of the English-speaking countries simultaneously with the native culture.

Competence-based training requires the introduction of new scientific and methodological support for the educational process. The article deals with its methodological specifics. The competence - based approach to the organization of training focuses on such attitudes as the acquisition of socially, personally and professionally significant problems by means of a foreign language which should radically transform the process of teaching future specialists of technical professions to foreign languages[1].

The target certainty of the educational process is based on the state standards that are being developed which set requirements for the level of foreign language proficiency in general as well as for the level of development of socio-cultural skills in particular.

In this regard, it seems justified to pay more attention to the problems of mastering speech etiquette as a significant content component of socio-cultural skills. A high level of development of socio-cultural competence as a component of the communicative competence of the future specialist will allow students to successfully solve practical problems in their professional activity in the course of communication with

social partners. The success of social contacts depends to a large extent on the level of proficiency in the norms of speech etiquette.

Etiquette is an important element of the culture of a people, a product of human cultural activity and a tool for such activity. Speech etiquette is an integral part of the culture of human behavior and communication. The issue of mastering speech etiquette is not new in the methodology, however, due to innovative changes in the field of foreign language teaching and the importance of this aspect of speech interaction it takes a new meaning [2]. Therefore, it seems relevant to correlate the ways of organizing speech etiquette training with the requirements of the current pedagogical situation and new ones-in accordance with State educational standards.

The relevance of the study of this problem is due to a number of contradictions:

- between the requirements for the level of development of speech etiquette skills and the actual level of development of these skills in the foreign language speech activity of future specialists;

- between the objective necessity to develop these skills during students studying in technical specialties and the lack of development of methods for mastering the skills of speech etiquette of the future specialist;

- between the necessity to improve the process of mastering the skills of speech etiquette in the course of training future specialists in technical specialties and the lack of development of pedagogical conditions and technologies to achieve this goal.

In this regard, it is necessary to correlate the ways of organizing speech etiquette training with the requirements of the current pedagogical situation. The purpose of this article is a methodological justification of the competence - oriented methodological system of teaching speech etiquette of communication of students of technical specialties in the course of professional foreign language education [3].

According to many researchers a competency-based approach to learning can provide students with useful knowledge necessary for successful cross-cultural communication in real-life settings. The updated content of education is the basis for the formation of competencies and competencies of the student and the process of creating the selected material should be of an activity nature.

In teaching foreign languages it will help to implement the conceptual idea of modernizing the learning process: to ensure the mastery of communication activities through the formation of a set of competencies in an active mode, focusing on the capabilities, abilities, needs and personal qualities of students, as well as on the maximum development of their personality, activity and creativity in very specific learning conditions. Competence is a complex personal resource that provides an opportunity to effectively interact with the world around us using appropriate means. The competence approach opens up opportunities for better training of students for real life including knowledge of the subject, performing productive activities and updating their personal resources. It is impossible to disagree with the opinion of N. F. Efremova who states that the goal of the competence approach is not to increase the student's awareness in various subject areas but to teach him to solve problems independently in unfamiliar situations. At the same time it is necessary to make a fundamental change in the organization of the educational process, saturating it with active learning technologies and systematic evaluation of results. Implementing the competence approach it is necessary to strengthen the practical orientation of education, the development of mental activity and the development of practical skills of students, to increase the share of independent work of a creative, search, research and experimental nature [4].

In the research of many methodologists the generally accepted components of foreign language communicative competence are considered to be language, speech and socio-cultural.

The analysis of existing models of communicative competence suggests that there is no unified approach of scientists to the number of components allocated in it but it is possible to identify a common basis for their formation. They are:

1) knowledge of the system of the language being studied and skills in operating language means of communication-linguistic competence;

2) formed on the basis of linguistic knowledge and language skills, the ability to understand and generate foreign language utterances (various types of discourses), combine them in the course of communication in accordance with a specific situation, speech task and communicative intent-sociolinguistic and discursive competencies;

3) knowledge of socio-cultural specificity of the country of studied language and skills, allowing to carry out speech and non-speech communication with native speakers of the language in accordance with the specific rules governing verbal interaction in the corresponding community-socio-cultural competence;

4) the ability to use your own speech experience in a foreign language to compensate for gaps in language knowledge-strategic competence;

5) the ability to independently acquire knowledge, develop foreign language skills and abilities, improve the level of foreign language proficiency-educational and cognitive competence.

The components are:

- social competence- is the ability to make decisions and take responsibility for the results of their professional work; to participate in joint (group, cooperative) professional activities, to master the techniques of professional communication accepted in this profession; to interact productively with representatives of other cultures and religions;

- psychological competence is understanding that without a culture of emotional sensitivity, without skills and skills of reflection, without experience of interpersonal interaction and self-realization professionalism remains partial, incomplete;

- information competence is the ability to use computer information technologies in work, extract information from various sources, present information in an understandable form and work effectively with various types of information;

- communicative competence is the ability to generate and adequately interpret information in the native and foreign languages in the course of professional activities and professional communication which implies a high level of native language culture and knowledge of foreign languages.

As we have it was already emphasized competence is an activity category by its nature. It develops and manifests itself only certain activity and therefore has an activity character. In this regard, the activity aspect has many-sided prerequisites for teaching foreign languages in non-linguistic universities and appropriate conditions are necessary for implementation including the concept of the activity approach, the general theory of activity, theory of speech, theory in office training and orientation of educational process on the active independent work of students, the provision of subject relationship to the teacher and student, cooperation strategy, etc [5].

The structure and communicative status of speech activity have been thoroughly studied in both psychological and methodological works.

Speech activity is usually considered as a special case of activity, including professional activity, as one of its communicative aspects-along with labor, cognitive, and gaming. The concept of speech activity as an independent type of activity that has specific features, correlates with the General psychological interpretation of the General laws of formation, structure and functioning of any activity. In a non-linguistic University the communicative competence includes: communicative competence in the native language-as one of the most important structural components of professional competence of a specialist and communicative competence in a foreign language-as a mandatory component of training a modern specialist of any profile including technical.

Thus, taking into account the competence-oriented orientation of foreign language training of students of technical universities there is reason to talk about the development of foreign language professional communicative competence as one of the training goals. It is characterized by versatility, i.e. it can be implemented in the daily life of students to solve various problems: search for information in professional publications, databases, the Internet, e-libraries; vacancies in foreign companies; viewing foreign language programs (for example, BBC news channels, CNN, EuroNews, etc.); filling out CV and Resume for foreign employers, etc.

Competence-oriented orientation of foreign language is of great importance for solving professional and educational tasks using a foreign language: writing annotations, abstracts; performing educational and research work; preparing projects and reports; maintaining financial documentation, etc.

For modern methodologists in the field of language teaching the socio-cultural competence of communicative competence is of great interest. Human intelligence – as well as the cognitive aspects of the functioning of his personality-are manifested in language. Therefore, the basis of any education is the speech development of the individual, i.e. the development of the ability of a person to carry out various types of speech-thinking activities and use various types of communicative roles in the conditions of social interaction of people with each other.

The most relevant for students of technical professions is the ability to participate in joint (group, cooperative) professional activities and master the techniques of professional communication accepted in their future profession in a foreign language.

Thus, competence-based teaching of foreign languages is multi-faceted and multidimensional. Innovative strategies are expressed in changing priorities both in the theoretical justification of the concept of development of foreign language communicative competence and in the practical organization of the educational process in technical university.

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РЕЗЮМЕ

Значение иноязычной подготовки специалистов как важнейшего фактора формирования нового качества экономики и общества увеличивается в современном мире вместе с ростом влияния человеческого капитала. Стратегическая цель обучения иностранному языку в неязыковом вузе - формирование профессиональной иноязычной коммуникативной компетенции, поэтому в профессиональной иноязычной подготовке студентов ведущая роль принадлежит компетентностному подходу. Компетентностно-ориентированное обучение требует внедрение нового научно-методического обеспечения учебного процесса. В предлагаемой статье рассматривается его методологическая специфика. При компетентностном подходе организации обучения на первый план выдвигаются такие установки как приобретение социально, личностно и профессионально значимых проблем средствами иностранного языка, что должно радикально трансформировать процесс обучения будущих специалистов технических специальностей иностранным языкам. Изменяя требования к подготовке специалистов, ориентируя образование на творческую инициативу, самостоятельность студентов, конкурентоспособность, мобильность будущих специалистов, вопрос использования компетентностного подхода в обучении английскому языку становится актуальным. Поэтому компетентностный подход должен применяться в методике преподавания иностранного языка. Вклад предмета " английский язык " велик в формирование личностных компетенций студентов, поскольку " английский язык " выходит за рамки просто предмета и становится инструментом формирования новой формации специалистов, готовых к самообразованию, творчеству и способных понять культурное наследие страны изучаемого языка, соотнести его с родной культурой и его местом в мировом историческом контексте.

ТҮЙІН

Экономика мен қоғамның жана сапасын қалыптастырудың маңызды факторы ретінде мамандарды шет тілінде даярлаудың маңызы адам капиталы эсерінің өсуімен бірге артып келеді. Тілдік емес ЖОО-да шет тілін оқытудың стратегиялық мақсаты - шет тіліндегі кәсіби коммуникативті құзіреттілікті қалыптастыру арқылы студенттердің шет тіліндегі кәсіби дайындығында құзіреттілік тәсіл жетекші рөл атқарады. Құзыреттілікке бағытталған оқыту оқу процесін жана ғылыми-әдістемелік қамтамасыз етуді талап етеді. Ұсынылған мақалада оның әдіснамалық ерекшелігі қарастырылады. Шет тілдерін оқыту процесін өзгертетін әлеуметтік, жеке және кәсіби маңызды мәселелерді алу сияқты ұстанымдар бастама бола отырып, оқытуды ұйымдастырудың құзыреттілік

тәсілімен болашақ техникалық мамандарды оқытуда өзгерісті қажет етеді. Мамандарды даярлауға қойылатын талаптарды өзгерте отырып, білім беруді шығармашылық бастамаға, студенттердің дербестігіне, болашақ мамандардың бәсекеге қабілеттілігіне, ұтқырлығына бағыттай отырып, ағылшын тілін оқытуда құзыреттілік тәсілді қолдану мәселесі өзекті болып отыр. Сондықтан құзыреттілік тәсіл шет тілін оқыту әдістемесінде қолданылуы керек. "Ағылшын тілі" пәнінің студенттердің жеке құзыреттерін қалыптастыруға қосқан үлесі зор, өйткені "Ағылшын тілі" пәннен асып түседі және өздігінен білім алуға, шығармашылыққа дайын және оқытылатын тіл елінің мәдени мұрасын түсінуге, оны туған мәдениетімен және әлемдік тарихи контекстегі орнымен байланыстыруға қабілетті мамандардың жаңа формациясын қалыптастырудың құралына айналады.

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COMMUNICATION – ORIENTED LEARNING AS ONE OF THE EFFECTIVE METHODS OF TEACHING A FOREIGN LANGUAGE

Abstract

The article discusses the topical issues related to the analysis of modern domestic and foreign methods of teaching a foreign language in the higher education system. Also, this article highlights the communication-oriented methods and their role in the education of the creative personality of students in modern conditions. Such strategic provisions, characteristic of communicative teaching to communicate in a foreign language, are taken into account, such as: communicative orientation of teaching all types of speech activity and language means, stimulating students' speech and thinking activity, individualization of teaching, situational organization of the learning process, novelty and in formativeness of educational material, the formation of communicative competence. Communication-oriented teaching of a foreign language is an effective method that allows a student to master a foreign language by the end of their studies at a level sufficient for adaptation in a foreign language society. The essence of communicative learning is to prepare the student for participation in the process of foreign language communication in the conditions of foreign language communication created in the classroom. The communicative approach is perfectly motivated: its goal is to interest students in learning a foreign language by means of accumulating and expanding their knowledge and experience. Students should be ready to use the language for real communication outside the classroom, for example, when visiting the country of the target language, when receiving foreign guests at home, during correspondence, when exchanging audio and video cassettes, results of assignments, etc., and friends in the country of the target language. The article is considered teaching foreign language professionally oriented vocabulary as a means of formation and development students' intercultural communicative competence. The article is devoted to the means and methods of teaching foreign language vocabulary and considered the theoretical basis, exercises and their application in the educational process, where actual task is to master the knowledge of the terms of the specialty and to obtain skills and abilities to use the language to perform highly specialized professionally oriented tasks aimed at further communication.

Key words: *methods of teaching a foreign language, communication-oriented methods, creative activity, communicative competence.*

Introduction. Nowadays teachers are reliable receivers of modern trends in education and they actively use such competence as «intercultural communicative competence» which reflected a clear link of important concepts of modern education «language — culture — person»[1]. According to Kunanbaeva S.S. methodology, learning a foreign language and culture are inextricably linked, the acquisition of solid knowledge and skills of foreign speech should be done through the prism of culture of the country of the studied language.

In the context of teaching English actual task is to master the knowledge of the terms of the specialty and to obtain skills and abilities to use the language to perform highly specialized professionally oriented tasks aimed at further communication. Future specialists' knowledge of English is necessary to better perform their duties, free communication with foreign counterparts, both personal and by correspondence or