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## PROBLEM ASPECTS OF BUILDING A COMPETENCE MODEL OF A FUTURE LANGUAGE TEACHER

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The article considers some aspects of the formation of competence components in the process of educating future teachers of languages. The relevance of the topic is dictated by the urgent need in society to reform a number of educational positions in the direction of practical use. Emerging new requirements concern changes in methodology and teaching methods. First of all, they rely on intellectual potential and interpersonal skills. Innovations concerning trainees depend on a variety of conditions at the subjective and objective level, without which neither work with information nor the process of self-identification are possible. Competences are still dependent on the results of joint activities of the teacher and the student, subject to implementation by each of them clearly defined goals and objectives.

**Key words:** *educational process, teachers of languages, competences, competence model, methods*

Education is one of the most important priorities, which is enshrined in all government documents and strategic programs of the Republic of Kazakhstan. The President of Kazakhstan N.A. Nazarbayev, the country's leader emphasizes: “Knowledge and professional skills are the key benchmarks of the modern education system. Kazakhstanis must become a highly educated nation of the world, otherwise we will not achieve the tasks we set” [1]. In the latest Message of the President of the Republic of Kazakhstan dated October 5, 2018, “issues of quality and accessibility of education” are called the most important component and guarantee of success of the state [2]. Essential aims and objectives of the education development are formulated in the State Program for Development of Education of the Republic of Kazakhstan for 2011–2020; they are: “increasing the competitiveness of education, developing human capital to improve the material and spiritual well-being of citizens, and sustaining economic growth by ensuring access to quality education for everyone [3].

In the Republic of Kazakhstan, progressive development and modernization of education are possible thanks to the country's leadership who understand the need and importance of human capital development and full support in initiating and implementing reforms in the field of education. Higher education plays an important role in providing professional training of competent and competitive specialists for all sectors of the republic's economy in integration with science and industry.

A profession provides an opportunity to realize a person not only in work and knowledge, but also in communication and relationships related to the performance of professional duties directly. The latter, in its turn, is based on self-assessment of psychological readiness and content-technological preparedness, which are formed in the process of receiving professional education.

Fulfillment of professional duties requires unconditional competence, which in the teacher's work is based on the need for interaction with the audience: well thought out, purposeful, systematic. Combination of a differentiated approach with a focus on positive opportunities deserves adequate and public encouragement, stimulating a creative atmosphere as an idea, on the way of the main factors in the process of cognition and self-reflection on general patterns, both in the development of the world and society, and of every person.

The humanitarian platform of our education is based on student-centered learning that promotes students' self-development, their needs for self-education.

The teacher is faced with the task: to help the learner in developing his individual abilities and determining his level and needs. Among all the variety of methods of educating a professional, their classification, suggested by A.M. Sidorkin. In his opinion, the methods are divided into:

1) methods of changing the meaning, types, activities and learning is the development and motivation;

2) methods of changing relationships: a demonstration of relationships, personal example, situational, collective self-analysis;

3) methods of changing the components of the educational system: its goals and perspectives, traditions and rituals. [4, 269-270]

In our opinion, the whole difficulty lies in the fact that the teacher prepares future teachers, instructors, i.e. of his or her own kind.

It is not a secret for anyone that the decisive factor in building a model of a specialist should be the result of the learning process, which is also the main indicator of the quality of education. [5.179] All disputes, reforms, educational hypotheses pursue one goal - to substantiate and achieve a result that corresponds to the current state of the needs of society.

For the present, the competence-based approach in education, grounded on some potential psychological neoplasms (knowledge, ideas, action algorithms, values and relations), is relevant. It should be remembered that the composition and nature of competences of the specialist model, predetermines training, and is a system-forming factor for selecting the content of education. [5, p. 188]

However, the basis of all competences is scientific knowledge. To determine the competence model of a specialist, according to S.S. Kunanbayeva the following assumptions should be based on: a) the integrative essence of qualification; b) from current, fundamental, theoretical training; c) importance for them of reflexive-communicative personal properties; d) from the dynamic nature of competence as such [6; 77].

It has already been determined that the principal difference in the technology of competence-based education is the shift of emphasis from educational activities to self-education, in changing the role of the teacher to the role of a consultant - teacher. By the student's self-educational activity, we will understand "the synthesis of cognitive, practical-objective and personal experience obtained through a sequence of situations close to reality and requiring more and more competent actions, evaluations, and reflection of the acquired experience" [6; 90].

In our opinion, the component composition of competencies should include in the list of evaluation indices: knows, can, owns and will be able.

Developing society requires the future specialist to form a generalized, professional-oriented interest in a more general field of activity, which, in its turn, requires a systematic use of a wide variety of means.

It is important to remember that the professional development of a person is closely related to his development as a personality. How are they compared?

According to psychologists, professional, including competence, relies on a number of personality features, including adherence to professional ethics, responsibility, internal focus of control, responsiveness, etc. [4; 299].

The defining, in our opinion, today is the formation of a communicative culture of a professional - a very controversial process that relies on assimilation of cultural values and self-knowledge.

Information training tools related to electronic technology should play a supporting role, since the main role should be played by the intellect, manifested in the originality of thinking through the originality of speech. And here personality self-identity comes to the fore. The process of regulation of the student's self-awareness is relevant in the learning process, as, indeed, in the educational process.

The concept of "communicative competence" is constantly being improved (L. Bachman, N. Chomsky, D. Hymes, Van Ek J. A. and others). In her work "Communicative Competence: Theory and Practice of Learning", Sandra J. Savignon writes that success in solving the communicative tasks of a future teacher depends on the readiness and disposition of a person to express himself in a foreign language, resourcefulness, ingenuity in using the lexical and syntactic units he owns. [6, 84] Savignon (1971) used the term "communicative competence" to characterize the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge [7].

Peculiarities of pedagogical communication should be emphasized, especially since one of the subjects purposefully influences the formation and development of students' certain qualities. From the styles of pedagogical communication suggested by V.A. Kan-Kalik [4; 294-295], in our opinion, the most conducive to the formation of competencies is communication based on high professional attitudes, mutual understanding and friendly disposition. In order to do this, the teacher should pay attention to whether the following qualities are present in him:

- sociability and interest in people;

- ability to maintain feedback in communication;
- good verbal ability.

Naturally, people are not born with ready “virtues”, especially since they are formed in two directions: conscious and unconscious. Work on their conscious manifestation and consolidation is associated with improvisation and ability to spontaneity, which, in its turn, is connected with ability to control oneself. Thus, the teacher always acts as an educator, including the level of self-education. And the fact is that the learners in this case can act as educators.

The educational process is constantly evolving and improving, because it is determined by the logic of the development of life and society, and the person himself.

For the professional-language sphere, the block of mandatory competencies is the block of intercultural and international professional communication. R.P. Milrud’s position closely complies with the modern requirements for teaching foreign languages and does not break the foundations of the national education system. The author identifies four components of communicative competence: linguistic, discursive, pragmatic, strategic [6; 89-90].

We can join the characteristics and composition of subcompetence of intercultural communicative competence proposed by S. S. Kunanbayeva in that part that is directly related to the formation of a foreign language teacher: sociocultural, based on “secondarily cognitive consciousness as a concept and image of the world of another linguistic society ... new” on the basis of 'given' - culture and 'linguistic consciousness' on the basis of its culture and language "[6; 93]. And the main task in this regard is the ability to create own argumentative discourse.

Competences that methodologically determine the model of education at a given time should have, first of all, a professional-motivational orientation.

Competency, as the system needs a special method and means of training. The stumbling block here in search of the answer to the question: "How to teach?"

Recall that learning is a communicative-activity process in which communication must be combined with the educational activities (work) of the teacher and students. Communication is the process of coding, transmitting and receiving information by students. The basis of the content in communication is the idea, the thought, and the means of its expression is speech [4; 227].

Sometimes it is forgotten that academic work is an action that combines explanation and conversation related to the use of previously learned information based on memorization, repetition and consolidation for learning new material, requiring constant updating, associated not only with new teaching aids. The spiritual basis should be improved, thought as a means of learning.

Traditional means of communication, especially for linguists, still retain their significance: oral and written speech, semiotics and facial expressions, gestures. It is in speech that there is a manifestation of freedom in integration, information, persuasion, inspiration and appeal to action.

If we recognize education as a special form of culture, then we will increase the educational space in order to achieve intellectual and moral freedom, which is so important for the humanities.

Competences require the individual to adapt on the basis of the disclosure of spiritual potential. According to V.V. Kraevsky, the result of the activity of an educational institution is based on the formation of competences among graduates, primarily in the intellectual and communication spheres. For a linguist teacher, they are decisive since they are associated with ways of acquiring knowledge from various sources. In our opinion, already from the first day of study at a university, a student must learn that the tasks and requirements before him are built precisely with the acquisition of competencies, that is, the ability of a specialist to apply knowledge to solve practical problems in accordance with his competence i.e. terms of reference, professional duties, issues (or outside of this circle), in which the person is sufficiently knowledgeable, having the necessary information and practical experience" [4; 416].

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## БОЛАШАҚ МҰҒАЛІМ-ЛИНГВИСТ ҚҰЗЫРЕТТІЛІГІНІҢ МОДЕЛІН ҚҰРУДЫҢ ПРОБЛЕМАЛЫҚ АСПЕКТІЛЕРІ

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Мақалада болашақ лингвист-мұғалімдерді оқыту үдерісінде құзыреттілікті қалыптастыру мәселелерінің кейбір қырлары қарастырылады. Тақырыптың өзектілігі - қоғамда қалыптасқан білім берудің кейбір тәсілдерін іс жүзінде қолдану әдістерін реформалау қажеттілігінен туындайды. Жаңа талаптар оқыту әдісі мен әдістемесіндегі өзгерістерге байланысты. Олар ең алдымен зияткерлік әлеуетке және жан-жақты болу қабілетіне сүйенеді. Білім алушыларға қатысты инновациялар субъективті және объективті деңгейдегі бірқатар жағдайларға байланысты, онсыз ақпаратпен жұмыс істеу де, өзін-өзі жеке тұлға ету процесі де мүмкін емес. Аталған құзыреттер нақты тұжырымдалған мақсаттар мен міндеттерді оқытушы мен студент орындағанда жүзеге асады. Сонымен қатар олардың бірлескен қызметінің нәтижелеріне байланысты, тәуелді болып табылады.

*Түйін сөздер:* оқыту үдеріс, лингвист-мұғалімдер, құзыреттілік, құзыреттілік моделі, әдістері

## ПРОБЛЕМНЫЕ АСПЕКТЫ СОЗДАНИЯ МОДЕЛИ КОМПЕТЕНЦИЙ БУДУЩЕГО УЧИТЕЛЯ-ЛИНГВИСТА

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В статье рассматриваются некоторые аспекты проблематики формирования компетентностных составляющих в процессе обучения будущих учителей-лингвистов. Актуальность темы продиктована назревшей в обществе необходимостью реформирования ряда образовательных позиций в сторону практического использования. Наметившиеся новые требования касаются изменений и в методологии, и в методике преподавания. Они опираются прежде всего на интеллектуальный потенциал и коммуникабельность. Инновации, касающиеся обучаемых, зависят от целого ряда условий субъективного и объективного уровня, без которых невозможны ни работа с информацией, ни процесс самоидентификации. Компетенции по-прежнему являются и зависят от результатов совместной деятельности преподавателя и студента, при условии выполнения каждым четко сформулированных целей и задач.

*Ключевые слова:* процесс обучения, учителя-лингвисты, компетенции, компетентностная модель, методы