



3rd World Conference on Psychology and Sociology, WCPS- 2014

## Formation of the professional competence of the future specialists

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### Abstract

Competence is set of properties and personality characteristic. Competence characterizes student ability to realize the human potential for educational activity. Competence is understood as the personality integrated quality which is visible in the general ability and readiness for activity, based on knowledge and experience gained during the training and socialization, i.e. education, and focused on independent and successful participation in activity. Competence-based approach means gradual occupation reorientation by primary knowledge translation onto conditions creation for mastering by student competence complex. And, all of them are aimed at trainee independent educational activity activation and focused on creative thinking main characteristics development (fluency, flexibility, originality of thinking, idea development ability, and also informative interests expansion, motivational sphere and independent work skills development). (Karasik, 2003)

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Peer-review under responsibility of Academic World Education and Research Center

*Keywords:* solution, professionalism, development, statement, expansion.

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### 1. Introduction

Competence is set of properties and personality characteristic. Competence characterizes student ability to realize the human potential for educational activity. Competence is understood as the personality integrated quality which is visible in the general ability and readiness for activity, based on knowledge and experience gained during the training and socialization, i.e. education, and focused on independent and successful participation in activity. Competence-based approach means gradual occupation reorientation by primary knowledge translation onto

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conditions creation for mastering by student competence complex. And, all of them are aimed at trainee independent educational activity activation and focused on creative thinking main characteristics development (fluency, flexibility, originality of thinking, idea development ability, and also informative interests expansion, motivational sphere and independent work skills development). Importantly, to pay attention to the concrete tasks analysis, personality creative realization stimulation, the problems independent statement and solution. Group work forms usage, group works new types introduction, such, as carrying out a round table on a problem, debate, and mini-conferences. The training modern pedagogical technologies are search of the unknown, new knowledge. (Khaleeva, 1989; Beyoğlu, 2014; Mancuso & Desmara, 2014) And these technologies demand smaller time expenditure. It is necessary to add for everything mentioned above one more very important circumstance influencing on trainees development as creative person. It is an emotional spirit. Well, it is known that only trainee good emotional mood can provide its openness for creativity and initiation. Thus, possession of the listed abilities, ability to come into contact with other people and support can be defined as trainee communicative competence. Communicative approach usage advantage in higher education institution educational process is that communicative abilities formation promotes trainee motivation increase, promotes intersubject communications establishment. It promotes development of informative activity, imagination, self-discipline, joint activity skills and many other. As one of the main person qualities capable for communication, scientists call ability for reflection, empathy. Communicative competence mastering assumes foreign-language communication mastering in all its functions unanimity: information, regulatory, emotional-estimated and etiquette. During realization of these functions certain communicative problems are solved and the basic communicative skills are formed. The aim of this before and after study was to evaluate the effect of a multifaceted intervention on the knowledge, skills, attitudes and behaviour of allied health professionals. (Kunanbaeva, 2010)

The aim of the present paper is the statement of formation of the professional competence of the future specialists.

## 2. Methods

Today for the leading communicativeness methodical principles, which provides occupations practical orientation focusing on speech activity mastering in the chosen communication sphere is possible to refer the following principles of training:

### 2.1. Findings

Tablo 1. Deductive, Linguistic, Psychological, Proper methodological.

Deductive	Linguistic	Psychological	Proper methodological
Consciousness	Systematic	Motivation	Communicativeness
Activity	Concentration	Phasing in speech skills and abilities	Trainees native language
Presentation	Linguistic phenomena differentiation	formation	consideration
Durability	at the language and speech level	Trainees personality Individually –	Oral advancing
Availability and	Functionality	psychological features consideration	The interconnected training in
feasibility	Stylistic differentiation	Adaptation processes consideration	types of speech activity
Intersubject coordination	Language minimization		Training professional orientation
Cross-cultural			Approximation Situational–
interaction			thematic organization of training
Teacher professional			Proficiency level consideration in
competence			language
			Adaptation processes
			consideration

The didactic principles reflect basic provisions of the education and training theory, developed in didactics. They are used in different disciplines teaching and don't depend on training subject. At the same time didactic principles application in each concrete discipline has the features, reflecting studied subject specifics. (Raven, 1999; Bajwa,2014; Zinas & Jusan,2014)

The training didactic principles had been formulated for the first time by Komenski (1592 — 1670). The many of them names have been remained up to now though the contents changed in connection with pedagogic development and disciplines adjacent to pedagogic.

The principle of consciousness is among of the leading didactic principles realized in language classes. This principle following assumes trainees understanding the content of foreign-language speech, speech units comprehension, ways of such units usage. Well-known methodologist Belyaev emphasized that skills and abilities develop much quicker during those processes when education is exposed to judgment in language mastering course. The language mastering way with awareness of language units and rules properties and features functioning in speech to practical application during the speech activity is defined as "a way from above" and considered as the most preferable.

Consciousness principle during the training realization means also trainee consciousness relation to the training which assumes student mastering of independent work, and for the student as future expert - understanding and reception, that teacher uses during the class. Such receptions provide vocational guidance of educational process in higher education institution. (Tarasov, 1984; Ghaderi, Rigi & Salami,2014)

The special attention in military higher education institution should be paid to the activity principle; which assumes trainees speech activity during the class meaning intensity of trainee mental processes during the activity, concerning attention, thinking, memory, formation and thoughts formulation of studied language. The main activity sources are the purposes, motives, desires and interests. For their support the teacher has to use various receptions of training, including various pedagogical technologies: role-playing games, tasks of problem - situational character, presentation. Knowledge, skills are formed in process of trainee active mental work and at the center of which the speech activity and thinking combination have been put.

Also much attention should be paid to other didactic principles, such as the principle of presentation — one of leaders in training as demanding dialectics transition from direct perception to abstract thinking in the course of knowledge. The presentation principle is treated by scientists as specially organized display of language and extra linguistic material for the purpose of the best understanding, assimilation and use in speech activity.

The principle of durability provides trained material preservation in trainee memory and its application possibility in personal situations of communication.

The availability and feasibility principle assumes that from the first lesson material is presented according to trainee age and intellectual opportunities, and its reception doesn't cause insuperable difficulties. (Tynyshtykbaeva, 1999; Gontarz & Winiarski,2015).

### **3. Discussion**

The special attention should be paid to the intersubject coordination principle which is shown on detail – language level in language classes where training has to be conducted with consideration of trainee proficiency level in language and professional interests (students seize language elements of specialty and the features inherent in chosen for future communication sphere professional activity). Communicative competence optimum conditions formation of the communication professional sphere created as a result during the studying of both general scientific disciplines, and language as means of communication.

The cross-cultural interaction principle implies such educational and upbringing process organization, where the teacher considers trainee national and cultural features in the conditions of cross-cultural interaction with native speakers. The fact of cross-cultural interaction influence on teaching and educational process is enormous that the cross-cultural interaction principle allocation as the independent didactic principle is presented as quite reasonable and had got support among researches both Russian and Kazakhstan scientists. (Zimniaya, 2004; Yousefi & Saremi,2013; Hashemi,2014; Todorut & Tselentis,2014)

- This principle consideration in teaching and educational process promotes cross-cultural competence formation, and formation level allows to judge about trainee achievement in studied language mastering at socio-cultural level (Staretu, 2014).

Now the foreign languages training purpose is communicative competence formation in cross-cultural communication area. It means speech interaction abilities existence with other culture representatives.

The international level expert competence-based model is accompanied by rather difficult multilevel education. In higher education institution educational process there are compared separate knowledge objects, to practical preparation criteria of the international level expert – the concrete materialized certificates, and to personal and professional aspects – data of psychological tests, interviews, etc. There is important circumstance which directly influences on pithiness of all procedures, subjectivity registration at all educational, administrative, and social and other activity levels.

The competence-based approach category characterizes converting processes success in education because prompt changes in the world demand phenomena changes explanation, the forecast development and new realities principles design from the science point of view about development laws by mankind. Recognized as new scientific approach, today competence-based approach is an effective methodological thinking ability development remedy, behavior and activity cultural and logical standards development, valuable orientations correction on the educational systems synthesis basis, the transforming activity based on the principles of innovative methods in educational process.

Competence-based approach promotes communicative competence formation – readiness for innovative activity, work in non-standard situations, openness to new, adaptability and mobility.

By results of the scientific and practical research, that we have carried out about psychologist – pedagogical bases communicative competence formation definition which includes new demand situation understanding, development of the strategic bases estimated for this new solvency, including advancing models development of changed professional activity and educational process contents revision. In aggregate listed provides consciousness and activity transfer from a spontaneous image choice to a desirable or future change projection. (Raven, 1999; Alsu, 2014; Awang & Abdul-Rahim, 2013)

Scientific and practical research proceeds, and during this research we have come to the conclusion about the importance and relevance of competence-based approach introduction and application question in educational process of higher education institution as the future expert communicative competence formation bases. At higher education institution pedagogical process design it is necessary to consider methodological approaches variety which change XXI century ecologist perception, outlook, thinking and influence on practical activities and professionalism. The future expert preparation quality and efficiency have been defined by professional and communicative competences formation which can be provided with existence of language, production, research, socio-cultural knowledge on the competence-based approach basis in higher education institution educational process.

#### **4. Conclusion**

In the conclusion it is possible to say that competence-based approach in the society problems solution have been considered as dialectic alternative to the traditional approach focused on substantial units rationing, similar to the educational standard ideas. Respectively the competences assessment unlike to the examination tests focused on acquired knowledge volume and quality identification, imply priority of activity diagnostics objective methods usage (supervision, professional activity products examination, protection of educational portfolios, etc.). The competence is considered as "ability to tasks solution and readiness for the professional role in this or the other activity sphere". If to address to the American experience of the competence-based models formulation, on the forefront there is an action, the operation corresponding not to object (real or ideal), but to a situation, a problem. Respectively objects get absolutely other status: these are not natural phenomena which have to be identified, described and classified, but the man-made evidence of the corresponding competence mastering (plans, reports, analytical notes). More considerably there are have been differentiated the context and infrastructure of competence-based approach and authentic versions of discussed educational context models. Conceptualization spaces are actually various: it is a need of corresponding concepts scientific justification while the American situation assumes

determination of multilateral social dialogue framework competences. Generalizing it is possible to assert that competency and competence concepts are treated in pedagogical culture classically, i.e. as ideal essence, subject to explanation and judgment. At the same time in the western culture competence have been considered as the not classical phenomenon implanted to public educational practice and reflecting existing society interests balance (lesser of the state), educational institutes, employers, and also services consumers. There are competence intermediate level characteristic corresponding to the correct actions in some typical, standard situations. Respectively for intermediate level definition there is an idea of criteria (i.e. the generalized actions formulas) and indicators (i.e. the materialized products of actions) have been entered. (Tarasov, 1984; Morales, 2014; Jafarigohar & Nazari, 2014).

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