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FORMATION OF COMMUNICATIVE COMPETENCES AT TRAINEES IN PROCESS OF LANGUAGES TRAINING IN NON-LANGUAGE HIGHER EDUCATION INSTITUTION

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Abstract. The article is devoted to the problem of formation of communicative competences in the process of training in languages in non-language higher education institutions of the Republic of Kazakhstan. In the work the short review of the basic key concepts, such as competence, competency, competence-based approach, key competences is submitted. It is said that development and improvement of this type of competences is carried out by introduction the level training in languages in the education system, in our case it is training in Russian of students of non-Russian audience of non-language higher education institutions. Besides, the possibilities of use competence-based and personal focused approaches in the educational process are described. For the first time consideration of these issues is carried out in the conditions of credit education technology in the system of the higher education of Kazakhstan since 2004. As the example, the material about the solution of this problem by the teachers of the Kazakhstan-British Technical University is offered.

Keywords: competence, competency, competence-based approach, key competences, level training, independent work of students, group work.

Transition from one society to another, from one standard of living to another, undoubtedly, leads to change of the requirements and to the education system. It is clear that for ensuring quality of life, it also requires ensuring quality of education. Acceleration of rates of society development in the conditions of internationalization promoted emergence of changes in the education system.

In the education system in the last decades such concepts, as competence, competency, competence-based approach found great popularity. These terms are considered from various positions therefore they have no unambiguous interpretation.

In scientific literature the term "competence" (lat. *competere* – "to achieve, correspond, approach") has the following definitions:

- circle of questions in which somebody is well informed [5, 29];
- knowledge, abilities, experience, theoretical and applied readiness to use of knowledge [9, 29];
- set of questions in which this subject possesses knowledge and experience of own activity [6, 16]. Further we

will give some definitions to the term "competency":

- competency (lat. *competens* – suitable, corresponding, knowing) – quality of the person possessing comprehensive knowledge in any area and his/her opinion is valid, authoritative [9, 92];

- competency is a possession a certain competence, that is knowledge and experience of own activity, allowing to take out judgments and to make decisions [6, 13];

- competency – potential readiness to solve problems with skill; includes substantial (knowledge) and procedural (ability) components and offers knowledge of a problem and ability to solve it; continuous updating of knowledge, possession of new information for successful application of this knowledge in specific conditions, that is possession operational and mobile knowledge [10, 32].

The review of literature allowed us to say that some researchers consider the concepts "competence" and "competency" as synonymous or as interdependent and complementary concepts, others – distinguish them as two independent concepts. We agree with the opinion of A.V. Hutorskoy who shares these concepts as follows: competence is the set of the interconnected qualities of the personality (knowledge, abilities, skills, ways of activity), developed within any subjects (processes) and necessary for high-quality productive activity. And competency is a possession by the person of the corresponding competence including his personal relation to it and to object of activity [9, 35].

The concept "competence" in education in relation to the theory of language is entered by N. Chomsky in the 70 years of XX century in the USA. The scientist suggests distinguishing knowledge of language and competences, under knowledge he allocates language system, and under competence – language use in the concrete situations [8].

It should be noted a big contribution to the development of problems connected with studying and use of the concepts «competence» and «competency», such the Russian and foreign researchers as L.A. Petrovskaya, T.G. Barinova, A.G. Bermus, E.A. Bystrova, O.E. Lebedev, I.A. Zimnyaya, N.V. Kuzmina, L.M. Mitina, E.V. Zelenskaya, A.V. Hutorskoy, E.F. Zeer, B. Oskarsson, J. Raven, Davidson Dan E., Askich Marii D., etc., and also the Kazakhstan scientists: M.Zh. Dzhadrina, K.K. Zhanpeisova, V.A. Bolotov, V.V. Serikov, Zh.T. Dauletbekova, B.A. Arinova, V. Abayev, etc.

Competitiveness of the person at the modern labor market in many respects depends on its ability to get and develop abilities, skills and competences which can be used in its practical activities. In modern conditions the level of education is defined not by the volume of knowledge, and ability to solve problems of various complexity on the basis of available knowledge. Respectively in the pedagogical environment the attention is focused on competence-based approach in teaching which end result is modeling of the expert – the competent person, i.e. expert with the developed competences of various fields of activity (Lebedev O.E., Barinova T.G., Davidson J. E., Askich Maria D., etc.).

Competence-based approach is the set of general principles of definition of the education purposes, the organization of educational process and an assessment of educational results (Zeer E.F., Bermus A.G., Zelenskaya E.V., Hutorskoy A.V., etc.). The following provisions are among such principles: 1) the sense of education consists in development in trainees of ability independently to solve problems in various spheres and kinds of activity on the basis of use of the social experience which element is also the own experience of students; 2) the content of education is didactically adapted social experience of the solution of informative, world outlook, moral, political and other problems; 3) the sense of the organization of educational process consists in creation of conditions for development in students the experience of the independent solution of the informative, communicative, organizational, moral and other problems making the content of education; 4) the assessment of educational results is based on the analysis of levels of the education reached by students at certain grade level.

Generalizing the material of this issue, we will give interpretation of competence in education (it differs from the specified values). It is a set of knowledge, skills and the abilities formed in the course of training in this or that discipline, and also ability to performance of any certain kinds of activity. From this it follows that competency is the direct result of education which is expressing in mastering by students a certain set of ways of activity [3; 9]. Besides, the concept of competency includes not only cognitive and operational and technological components, but also motivational, ethical, social and behavioral. It includes results of training (knowledge, skills), system of valuable orientations, habits, etc. In this regard competencies are formed not only in the course of training at school and higher education institution, but also under the influence of family, social environment, policy, culture, etc. (Dzhadrina M.Zh., Bolotov V.A., Serikov V. V., etc.).

In this article we use the terms competence and competency as the concepts which are inseparably linked with each other: formation of certain knowledge, skills (competences) which need to be owned, and the level of formation of certain knowledge, skills determines the level of proficiency by them (competency).

Competency within the discussed subject designates education level that is mastering by student by the number of socially necessary competences (called key competences in science) which will allow the subject to work adequately in an unfamiliar situation.

From the positions of competence-based approach formation of key competences becomes the main result of educational activity. Key competences are that knowledge, skills which are universal for all members of society. This type of competences is possible to apply in the most various situations: ability to work with other people; ability to work in team; ability to study and use knowledge in practice; ability to self-improve; ability to solve problems of various type, etc. According to A.G. Bermus, formulations of key competences represent the greatest dispersion of opinions; it used also the European system of key competences, and classifications of the Russian and Kazakhstan scientists as a part of which from 3 to 39 different types of competences are presented [1; 3]. For different types of activity scientists allocate different types of competency. Most common among them it is possible to distinguish following competences: valuable and semantic, common cultural, educational and informative, information, communicative, social and labor competences and competences of personal self-improvement (Zeer E.F., Bermus A.G., Zelenskaya E.V. etc.). So, for example, 5 groups of key competences are defined by the Council of Europe (1996) about which formation it is very important to know when training on modern educational programs: political and social competences; cross-cultural competence; communicative competence; social and information competence; personal competence [4].

Among these 5 key competences formation of communicative competences that is caused by an important role which they play in activity of the person and society as a whole admits to the most actual. Communicative competences gain a big relevance in the conditions of multilingualism, society internationalizations. They are necessary for effective implementation of speech activity both in the sociocultural sphere, and in future professional. This results from the fact that the speech, on the one hand, is means of communication and interactions between people, with another – an indicator of development of intellectual potential of future expert. In this regard the purpose of the article is consideration of the problem of development communicative competences by the way of introduction of level training in languages, accurate definition of expected results of levels of language preparation, motivation increase to Russian studying in students of non-language higher education institutions (in the conditions of credit education technology).

In relation to teaching language disciplines the main attention is paid to formation of communicative competence and its components. According to GOST of education in the Republic of Kazakhstan "Russian for all specialties and the directions (for non-language higher education institutions)" is included in the cycle of obligatory disciplines. On the specifics this discipline is applied within which development and improvement of certain knowledge, skills of students (language and communicative competences), necessary for them for common cultural, social and information, educational and research fields of activity is provided.

So, with transition to the new system of education – credit education technology, the level training in languages practices in higher education institutions of Kazakhstan: English, Kazakh and Russian. In this regard radical changes were made and to the contents of programs of disciplines, and to the organization of the process of education, and to the tech-

nique of teaching of languages, etc.

Teaching of disciplines "Russian" in the Kazakhstan-British Technical University (further – KBTU) as general education discipline is conducted for students of all specialties of faculties of the university: faculty of power and oil and gas industry, faculty of information technologies and financial and economic faculty. For ensuring quality of education and need of search of ways of increase of students' motivation to studying languages in higher education institution the number of actions is carried out: analysis of working programs and syllabuses, seminars trainings, questioning, diagnostic testing, interview, etc.

Level training in Russian in KBTU is carried out since 2004: the groups are formed on the basis of results of analytical test on grammar of Russian in volume of high school and interview: continuing (B), advanced levels (C).

As the practice showed, definition of the purposes of the subject has to precede selection of its contents: at first it is necessary to find out for what this subject is necessary, and then to select the material which development will allow to receive desirable results which need to be estimated on the basis of the analysis of works performed by students. For example, further development and improvement of language and communicative competence on the basis of scientific style, specialty language is chosen as the purpose of training of the course "Russian"(for students of the advanced level). The following tasks are provided: to create work skills with scientific literature, with the text of scientific style; to make abstracts of various type on the basis of the contents of the scientific text; to make secondary scientific genres: abstracts, summary, reports; to create skills of drawing up actually scientific statement; to make theses on a certain subject for oral performance (for report presentation, for participation in dialogues, polylogues); to use correctly skills of the oral and written scientific speech (participation in discussions, conferences, round tables, etc.) [7].

Then selection of the materials for lexical and grammatical subjects for the course is carried out: "Russian (continuing level)", "Russian (advanced level) [7]. The assessment of the results is carried out on the basis of the developed criteria of an assessment of knowledge, skills of students.

Now as experiment training in Russian is conducted on three levels in compliance with the results of diagnostic testing and interview: the continuing-1 (B-1) continuing-2 (B-2) and advanced (C-1). Students of these groups study the following courses: B-1 - "Russian for the academic purposes", B-2 - "Russian. Practical course of rhetoric" and C-1 – "Russian. Scientific style of the speech". We stop in more detail on the characteristic of courses.

"Russian for the academic purposes" is an adjustment course within which correction of knowledge, skills of students within 4 types of speech activity: readings, listening, speaking and writing is provided. Different types of works are in the course: development and correction of oral and written language, development of skills of making an abstract of training material, selection of necessary literature for a certain subject, improving skills of reading of the text and allocation in it the main and additional information, remembering and reproduction of the main contents of the primary source. Besides, the student has to learn to build the monological speech about certain subject.

"Russian. Practical course of rhetoric" is the course aimed at the further development of communicative competence which purpose is formation of skills of oral performance. There are development and improvement of knowledge, skills of work with the educational text: compression, transformation, information representation about certain subject within the main spheres of speech activity: social, official, political, sociocultural. The special attention is paid to creation of oral performance, development and improvement oratorical skills. Besides, work on the organization and carrying out presentations of various types is carried out.

"Russian. Scientific style of the speech" is the course aimed at the further development and improvement of communicative competence on the basis of language of specialty within educational and scientific, scientific and future professional spheres. The course is aimed at the development and improvement of skills of making abstract, thesis, summarizing, annotation, reviewing, and also skills of the organization and carrying out presentations. In the course of training development and improvement of skills on work with the educational and scientific text on faculty/specialty profile: compression, transformation, information representation about certain subject are provided, it is carried out the work of the organization and carrying out presentations of professional and focused character. Besides, round tables, discussions, conferences about subjects of professional and focused character are organized.

For further development of communicative competence various elective courses: "Culture of speech", "Oratory", "Business rhetoric", etc. are offered for students.

Certainly, application of competence-based approach promotes development of key competences on discipline in classroom and out-of-class time in the form of performance of various types of tasks, homework, independent creative works and participation in role-playing games, discussions, round tables, conferences. However it shouldn't forget that the role of person-centered approach is big in development of independence of thinking of students, independent decision-making, manifestation of initiative, creativity. In this regard in syllabuses and in educational process it is necessary to provide such types and forms of works which would be directed on the solution of objectives. As an example we will stop only on two types of the works which are carried out within syllabus on this discipline: to independent work of students under the leadership of the teacher (further – IWST) and group work.

1. IWST is directed on consolidation of knowledge, skills of students in Russian, on development of independent approach in the process of the solution of objectives. The tasks which have been taken out on each subject on IWST, assume improvement of skills of the academic style, expansion of the general outlook of the student. In the process of IWST preparation the student can use the material from various sources.

IWST-1 represents stage-by-stage work on the scientific article on student's specialty. Within this IWST studying

of the article's content, adaptation and transformation of it by the way of performance of the following types of works: drawing up glossary, thesis plan, summary, paper abstract and free abstract is supposed. These types of work assume inoculation of skills of finding of the basic concepts presented in the scientific article, identifications of their interpretation that as a result provides the best understanding and assimilation of scientific information, development of skills of allocation of the main information of the primary source (scientific article) and the correct, accurate formulation of the thoughts according to the content of the article, acquisition of skills of consecutive statement of the main information of work. The result of the work of students is representation of information of the article (maintenance of IWST-1). In our opinion, inoculation of the specified skills is necessary for the student in his practical activities.

IWST -2 represents preparation of the scientific report about a certain subject in compliance with syllabus subject. In the process of IWST-2 preparation the student gets the following skills: 1) to select necessary literature for a certain subject; 2) to define a circle of the questions necessary for consideration, within the chosen subject; 3) to choose the way of statement for full disclosure of the subject; 4) to make out scientific work correctly according to standards of all-Union State Standard. In these parameters the written form of the paper is estimated.

The oral form of the report is the presentation of the report. The report purpose is briefly, accurately and clearly to report about the work essence, about the most interesting in it. The speech of the reviewer has to correspond to performance structure: prolog, main part, final part. During this work students get skills to address audience and to speak essentially, to provide information comprehensible and interesting, to draw attention of the listener, using slides to each part of presentation and hand-out material, and also to use certain methods of oratory (rhetorical questions, addresses, contact making means, nonverbal receptions, etc.).

2. It is important to note that future expert will need to work with people different both on age, on character, and on temperament therefore we recommend combination of groups constantly change. And also in educational practice the combination can be changed depending on the content, the volume of the work.

Members of the group carry out discussion of the problem, the ways of its decision, and then and the results of the work in the process of it; the request for advice to each other and to teacher is allowed. It is necessary to teach students to observe time limit – on preparation: 7-10 minutes; on performance: 5-7 minutes. Requirements to the organization and carrying out group work: obligatory preliminary preparation; contribution of each member of the group; originality of performance; relevance of material; work in team; accounting of time. Gathered experience showed that this form of activity of students promotes development of skills of independent work. And it is very important and valuable in the conditions of credit education technology at the higher school.

The success of group work depends as practice showed, from the level of readiness of each member of group, his/her responsible and creative relation to performance of any task of the teacher. And certainly, the results of the work will be low without motivation, without directing actions of the teacher, his consultations and councils, without pedagogical skill of the teacher.

The results of group work as collective type of work of students are evident and powerful both in their schooling to collaboration, and in formation of positive moral qualities of the personality. The advantages of the group organization of study: saving of time, improving acquirement the material, development of skills of performance, development of skills to work in team, cooperation, inoculation of sense of responsibility, etc. We will give some examples of situations for the organization of group form of work: situation 1: Acquaintance (situations of this kind don't demand preliminary preparation); situation 2: Presentation of prepared information, for example about the subject: "Scientists of the past/the present and their contribution to science"; situation 3: Presentation of new product / discoveries in the field of specialty of the student; situation 4: Presentation of new product / discoveries (on the imagination) in the field of specialty of the student, etc. For evaluation of the work of students in groups the following parameters and criteria of an assessment are provided: completeness of the content; performance form; impersonation; use of language means in compliance with norms of language; demonstrativeness.

Summing up the results, we will note that formation of communicative competences by means of introduction in educational process of the level training of students of non-language higher education institutions to Russian, carried out within credit education system, promotes simplification of process of assimilation of knowledge in the specialty in Russian and to use of the acquired skills in practical educational and future professional activity. Experience shows that for the solution of this problem it is important not only the correct selection of material for the courses, but also effective use of new approaches in teaching, and also introduction of interactive forms and working methods in educational process, etc.

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ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ У ОБУЧАЮЩИХСЯ В ПРОЦЕССЕ ОБУЧЕНИЯ ЯЗЫКАМ В НЕЯЗЫКОВОМ ВУЗЕ

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***Аннотация.** Статья посвящена проблеме формирования коммуникативных компетенций в процессе обучения языкам в неязыковых вузах Республики Казахстан. В работе представлен краткий обзор основных ключевых понятий, таких, как компетенция, компетентность, компетентностный подход, ключевые компетенции. В ней говорится, что развитие и совершенствование данного вида компетенций осуществляется путем внедрения в систему образования уровневого обучения языкам, в нашем случае - обучения русскому языку студентов нерусской аудитории неязыковых вузов. Кроме того, описываются возможности использования в учебном процессе компетентностного и личностно-ориентированного подходов. Впервые рассмотрение данных вопросов проводится в условиях кредитной технологии обучения, действующего в системе высшего образования Казахстана с 2004 года. В качестве примера предлагается материал о решении данной проблемы преподавателями Казахстанско-Британского технического университета.*

***Ключевые слова:** компетенция, компетентность, компетентностный подход, ключевые компетенции, уровневое обучение, самостоятельная работа студентов, групповая работа.*