

## THE FORMATION OF PROFESSIONALLY-IDENTIFIED COMPETENCIES OF THE FUTURE TEACHER OF EARLY FOREIGN LANGUAGE EDUCATION

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**Abstract:** The content of the article is aimed at revealing the main approaches to form professionally-identified competencies of the future teachers. The importance of the development of professionally-identified competencies of teachers is determined by the fact that the teacher should respond to any changes in the social sphere, should be able to adapt to these changes. The article is intended for foreign language teachers, students, graduates, working on research in the foreign language teaching sphere.

**Keywords:** competence, professional competence, professionally-identified competencies, linguodidactic competence

### Introduction

The entry of Kazakhstan into the European educational space requires a modernization and updating of the system of training future teachers in pedagogical universities. Formation of professionally competent teachers in teaching and learning, education and self-education, development and self-development in the conditions of developing technology, informatization, humanization of teacher education is one of the urgent tasks of pedagogical science. A subject of scientific debate is the issue of formation of professionally important

personality traits of future teachers, of models, ways and means of formation of pedagogical skills, maintaining stable mental properties and states to facilitate the effective implementation of current trends of the competence approach. The topicality of the research is based on the fact that the modern teachers should demonstrate the ability and exercise willingness to reform their professional and educational activities in accordance with the requirements of the new situation. This largely depends on the professional skills, professional competence

and moral and spiritual potential of the personality.

Many works on the nature of professional competency have been forwarded by philosophers, psychologists and pedagogues, including those of B.G. Anan'ev, S. R. Akh'tyrskii, L. I. Berestova, V. Vardanian, E. A. Vorotnikova, V. K. Zagvozd'kin, I. A. Zimnyaya, M. N. Karapetova, N. E. Kostyleva, A. A. Leontev, A. K. Markova, Dzh. Raven, A. V. Tikhonenko, I. Ukrainskii, A. V. Khutorskii, V. D. Shadrikov, Bezukladnikov K. E., S. E. Shishov.

The relevance of the competency-based approach and the difference compared the knowledge-based one is as follows: the

learning outcome of 'competency' conforms to the highest degree with the overall aim of education: to prepare members of society for active social adaptation, an independent choice of lifestyle, for the onset of working life and continuing professional education, independent study and self-development.

According to S. S. Kunanbayeva (2013) the competency model of teacher consists of 4 competencies: Intercultural Communicative Competency (ICC), Professionally-oriented Competency, Professionally-based and Professionally-identified Competencies (Figure 1).

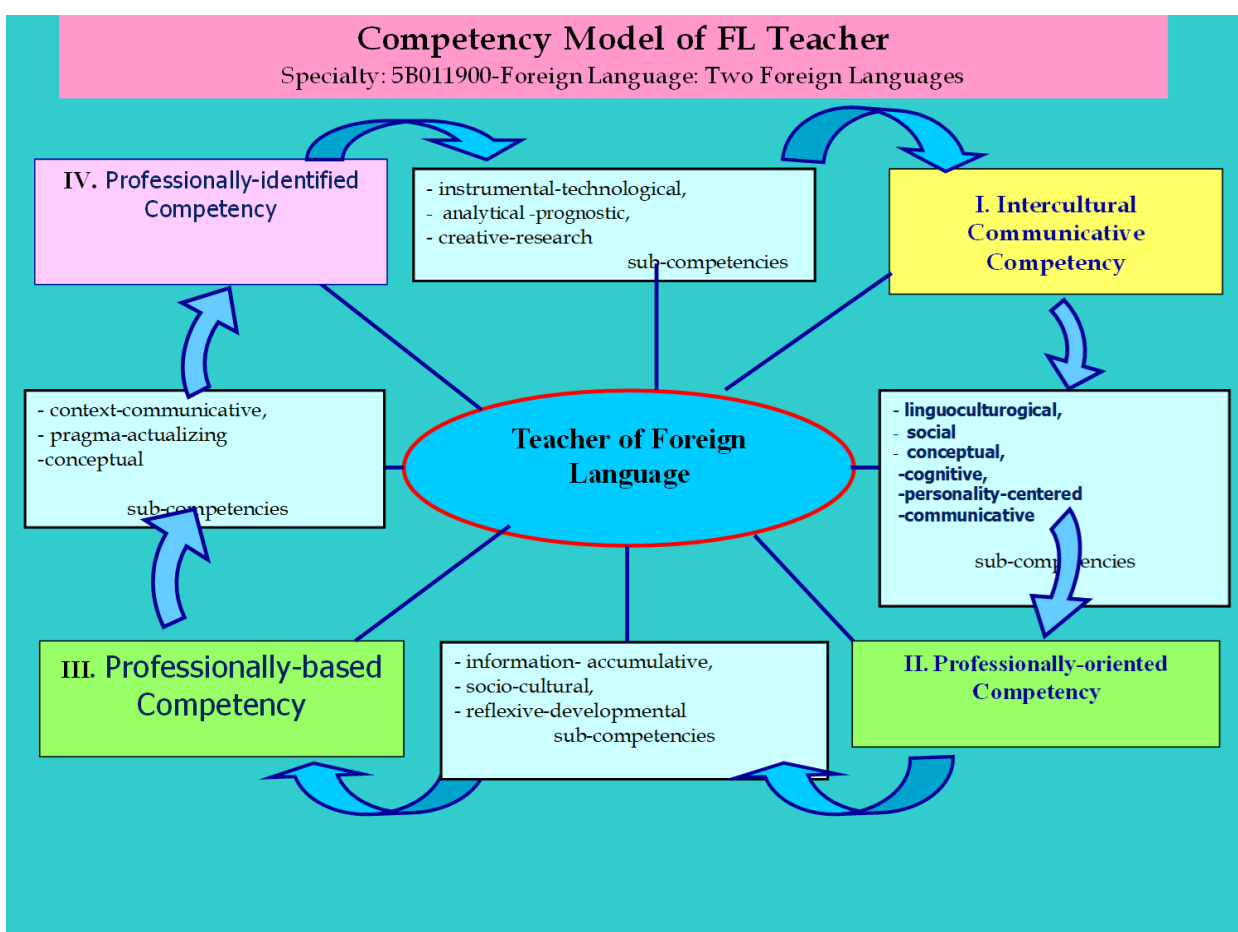


Figure 1. Competency Model of FL Teacher.

The Intercultural Communicative Competency (ICC) is directed towards forming a mediator of intercultural communication. S.S.Kunanbayeva identifies ICC as an independent competency and the components of Intercultural Communicative Competency

are independent sub-competencies (the linguoculturological, the social and socio-culturological, the conceptual, the cognitive, the personality-centered, the communicative). The concept of “professional competence” includes the following basic features (Figure 2):

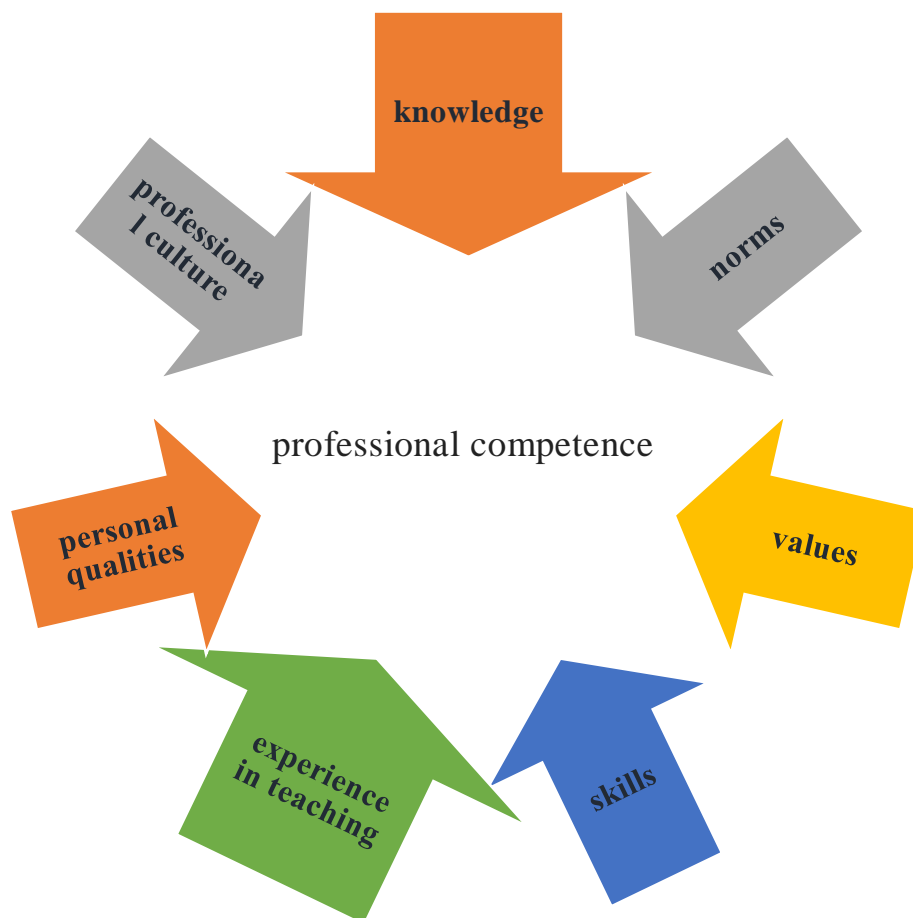


Figure 2. Professional competencies.

Speaking about general professional competencies, it should be noted that the Council of Europe has identified five key competencies that all young specialists should have, and also a foreign language teacher:

1) political and social competences - the ability to take responsibility, to participate in group decision-making, to solve conflicts, to participate in the maintenance and improvement of democratic institutions;

2) competences related to life in a multicultural society, intercultural competences - accepting differences, respect for others and the ability to live with people from other cultures, languages and religions;

3) competences related to the possession of oral and written communication, - mastering more than one language;

4) competences related to the increase in the informatization of society - involves the confident and critical use of Information Communication Technology for work and communication: the use of computers to store, assess, produce, present and exchange information and communicate and participate in collaborative networks via the Internet.

5) the ability to learn throughout life - as the basis for lifelong education in the context of both personal and professional and social life.

In order to reveal the essence of the linguodidactic competence of foreign language education specialist, it is necessary to understand what is the specificity of this science as methods of teaching foreign languages, what place does it occupy in the professional activity of a modern specialist.

The linguodidactic competence of the future foreign language teacher is a psychological growth formed by the disciplines of the subject and psycho-

pedagogical blocks, which includes along with the cognitive and behavioral aspects of a long-term readiness for the professional activity of the future foreign language teacher as an integrative property of the individual. With the development of professional competence of a foreign language teacher, it is enlarged and integrated with other competencies, manifesting itself in a new capacity presenting a spiral of dialectical development, providing the subject with the opportunity to set meaningful goals, to take risks, to approach the problem in a flexible, creative way and get a result.

The specific role is given to the development of linguodidactic competence as integrative personality characteristics, including subjectivity and professional qualities, formed on the basis of the main and additional specialist competencies of foreign language education.

The linguodidactic competence includes a number of components:

- motivational competence – starting with the question of why people decide to become teachers, there are two reasons for choosing a teaching career: extrinsic motivation – status, financial advantages, leisure and intrinsic motivations – enjoyment of working with young children, subject interest;
- cognitive competence - prior learning that facilitates new learning;

- metacognitive competence - self-regulation of learning and use of learning strategies;
- organizational competence - the ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity and promotes learning and takes into account different needs and abilities of learners;
- diagnostic competence - theoretical and practical readiness of a teacher to carry out diagnostic activity, to solve professional problems arising during the pedagogical activity and helps to professionally identify the problems of students' personal development, knowledge gaps and what has caused them, reasonably choose the educational content and teaching methods;
- communicative competence of a teacher provides contacts, cooperation, joint activities, interaction and, finally, the system of relations;
- design competence - must be capable of designing lesson plans to meet student needs and cover the standards. This requires knowing how to choose and create instructional materials to accommodate students at different levels;
- creative competence – be able to carry out innovative teaching, to choose the most efficient methods, technologies, to competently support the creative development of their educates;
- reflective competence - up-to-date mastery of theoretical knowledge and

practical experience within their field of activity.

In the process of learning, professional linguodidactic competence is formed in students of a language university, which is manifested in the competencies listed above, which are interrelated and interdependent.

Measures to assess the development of teachers' competences are important. The tools and techniques deployed in assessment systems are several and diverse, and can be chosen to fit the national context.

Formative assessment tools and techniques include:

- regular meetings with principal or other staff – reviews of competences,
- self-assessment,
- critical friends groups,
- peer review,
- individual development plans (for a review or for auto-evaluation),
- classroom observations by peers (for positive examples),
- video analysis (filmed lessons),
- written reflections/narratives,
- reports,
- portfolio (inputs/outputs),
- action research (self-reflection),
- student/parent feedback.

Summative assessment tools and techniques include:

- examinations,
- classroom observations,

- video,
- essays,
- testing,
- portfolio (showcase – i.e. displaying evidence of achievement/ qualifications/ outcomes).

Our practice of working at school has shown that, in addition to the above-mentioned competencies, a foreign language teacher should have certain professionally significant qualities:

- confidence in herself and her ability to organize work with the class in such a way that it will directly affect the communicative competence;

- justifiable demands on the students, kind-hearted, polite and responsive attitude towards them;

- emotional stress tolerance, hyper tolerance;

- the predominance of a democratic style of communication with schoolchildren, colleagues, school administration, and with parents;

- the presence of a broad outlook, knowledge of regional geographic material, knowledge of culture and history;

- the ability to instantly respond to the current situation, the ability to rebuild a lesson depending on the level of linguistic training of the class, optimally select ways of its effective resolution;

- the presence of an elegant pedagogical image (which includes the speech culture of a teacher of FL, appearance, hairstyle, makeup, facial expressions, gestures, demeanor).

Linguodidactic competence of a specialist in foreign language education is one of the main components of the professional competence. This competence is an integrative characteristic of an individual, aimed at the formation of a complex of basic and key competencies of a foreign language activity based on the transfer and acquisition of knowledge about a foreign language in the course of a complex system of interaction between teacher activities and student activities.

Therefore, the psychological and pedagogical control of the process of formation of professional competence of students opens up new possibilities for optimizing the learning process, modernizing technologies of acquiring new knowledge and the development of pedagogical creativity of future teachers, achieving peaks in their professional activities. Thus, to achieve the goal of forming professional competence of future teachers at a pedagogical university it is necessary to create conditions and ensure the full intellectual, social and moral development of the teacher.

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