

дамытудың тиімді құралы сөйлеу қарым-қатынасындағы сөз бен мәтіннің рөлін түсінуге бағытталған жұмыс болуы керек. Бұл орайда сөз хабарламаны, сұрақты жеткізуге, сезімді білдіруге қабілетті бірлік ретінде, ал мәтін сипаттау, баяндау, пайымдау және дәлелдеу сияқты сөйлеу мәселелерін шешуге арналған тақырыптық өзара байланысты сөйлемдер ретінде танылуы керек.

*Түйін сөздер:* тіл, тілдік тұлға, сөйлеуді дамыту, сөз, мәтін, коммуникативтік дағдылар.

### **Development of the language personality of a junior school student in russian lessons**

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#### *Abstract*

The article deals with the problems of developing the language personality of a Junior school student in Russian lessons. The communicative goal of teaching Russian in primary school is aimed at forming a system of knowledge about the language and on its basis developing students' communication skills. The priority communicative goal allows you to change the traditional approach to the selection of learning content, to guide the school course of Russian language is not only learning about the language, but also on the development of skills to use them in different situations. According to the authors, an effective means of developing a language personality should be work aimed at understanding the role of words and text in speech communication. At the same time, the word should be understood as a unit that can convey a message, question, and Express a feeling; and the text - as thematically related sentences for solving speech problems - description, story, reasoning, and proof.

*Keywords:* language, language personality, speech development, word, text, communication skills.

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### **COMMUNICATIVE COMPETENCE IS A PROFESSIONAL VALUE OF A MODERN PEDAGOGUE**

#### *Abstract*

The relevance of this article is conditioned by the acute problem in the training of qualified personnel for education. Every period of development of human civilization has its own requirements for the teacher as a person and for his professional activity. The process of globalization and current trends in the labor market pose new challenges in the training of highly qualified specialists in higher education. Based on this, the state, acting as the main customer of education, sets clearly formulated and qualification requirements for teacher training. A modern pedagogue is a specialist who has the ability to communicate with all participants of educational relations at a high professional level, in other words, a high level of communicative competence. The purpose of the article is to reveal the content and essence of communicative competence as an crucial quality of professional activity of a teacher. The article presents a structural model for the development of a teacher's communicative competence, which ensures the practical significance of this material.

*Keywords:* communicative competence; modern teacher; globalization; communicative skills; development.

**Introduction.** Modern society imposes increasingly high requirements to the education system, the quality of staff training and the level of their professionally significant characteristics, which are laid down and formed to a greater extent in the process of studying at University. One of the most important priorities in the State of the Elbasy of Kazakhstan – N.A.Nazarbayev, Strategy «Kazakhstan-2050»: New political course of the established state» is education, which emphasizes that knowledge and professional skills are key landmarks of modern system of education, training and retraining. To become developed competitive country, we must become a highly educated nation. The main goal of educational reforms in Kazakhstan is adaptation education systems for a new socio-economic environment [10].

**Methodology.** A modern teacher must have scientific communication skills and be able to make non-standard decisions independently and with full of responsibility. A modern teacher is not someone who reproduces ready-made methods for organizing the educational process, but first of all, a thinking, creative individual who builds his activities on a scientific basis, has the skills of reflection, and is able to create his own technologies and techniques based on the needs and individual characteristics of his students. President of the Republic of Kazakhstan, Kassym-Zhomart Tokayev, in his State «Kazakhstan in a new reality: time for action» September 1, 2020 pointed out: «We must reorient the entire system of professional education to the formation of competencies that are in demand of the labor market» [20].

Today, communicative competence is considered as one of the main determinants of successful professional activity, which also includes the activity of a teacher. In addition, it should be emphasized that in order to perform professional functions defined by the professional standard of a teacher, it is necessary for future teachers to master a high level of communicative competence. The teaching profession requires constant communication with children, parents and colleagues. The effectiveness of any activity organized by the teacher in the classroom or outside of it is due

not only to a well-thought-out choice of subject technologies, but also to the ability to manage emotional contacts with students, constructively resolve emerging contradictions and conflicts, and creatively build a system of pedagogically appropriate relationships. The professionalism of a modern teacher is manifested in the fact that he solves communicative tasks not so much on an intuitive level, but on a conscious level, relying on knowledge of psychological and pedagogical laws.

Theoretical and methodological foundations of the formation of communicative competence of future teachers were studied By N.Vashulenko, N.Volkova, I.Zimnaya, V.Kan-Kalik, V.Kovalchuk, I.Kravtsova, L.Macko, N.Pashkovskaya, M.Pentilyuk, S.Tereshchuk, A.Sherudilo [12] and others. At the same time, the analysis gives grounds to conclude that scientific research concerns only some aspects of the communicative competence of future teachers, and not enough attention is paid to the components of its development.

The relevance: the communicative competence of future teachers contributes to the successful self - determination of young people in the world of work, continuing education, interpersonal social relations, but most importantly-it is one of the main conditions for the actual development and self-realization of the individual. Therefore, it is necessary to improve the training process of future teachers with an emphasis on the formation of their communication skills.

The aim: research of communicative competence as a professionally important quality of future teachers and elaboration of a model.

Professional competence is a complex integrative education that includes a wide range of components that represent a set of systematized knowledge, skills, personal qualities, views and beliefs, and experience that determine the functioning and socio-psychological readiness of a teacher to creatively solve problems in the educational process [11].

The concept of professional competence of a teacher is formulated in the reference literature as follows: «The teacher's possession

of the necessary amount of knowledge, skills and abilities that determine the formation of his pedagogical activity, pedagogical communication and the teacher's personality as a carrier of certain values, ideals and pedagogical consciousness» [8].

English psychologist J.Raven defines competence as the specific ability to effectively perform specific actions in the subject area, ways of thinking, and understanding responsibility for own actions [13].

In the scientific context, the combination of the terms «communicative competence» was first used in the context of social psychology (from lat. *competens* – «capable») – the ability to establish and maintain effective contacts with other people in the presence of internal resources (knowledge and skills). In explanatory dictionaries (S.I.Ozhegov, T.F.Efremova, etc.), the concept of «competence» as an independent semantic language unit is interpreted most often in the meaning of «level of proficiency in a particular field of knowledge» or «knowledge and experience in a particular field» («New illustrated encyclopedia» edited by V.I.Borodullin, A.P.Gorkin, etc.).

Communicative competence can be defined as a set of skills that allow a person to choose appropriate models of speech behavior depending on the communication situation. According to D.Hymes, the scientist who introduced this concept, the essence of communication competencies is to know «when to speak, and when to be silent, what to talk about, with whom, when, where, in what form» [5].

In Russian psychology, I.A.Zimnaya considers communicative competence as: «mastering complex communication skills and abilities, forming adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in communication, respect for decency, education; orientation in communication tools inherent in the national, class mentality, mastering the role repertoire within this profession» [21].

**Discussion.** Thus, the communicative competence should be analyzed from the point

of view of its components, thereby forming a single complex.

As a result of studying, the following elements can be clearly distinguished:

- communicative knowledge;
- communicative skills;
- communicative ability.

Communicative knowledge is knowledge about what communication is, what its types, phases, and patterns of development. This is knowledge about communication methods and techniques. It is also the knowledge of what methods are effective for different people and different situations. This area also includes knowledge about the degree of development of certain communication skills and which methods are effective in their own performance, and which are not effective.

Communicative skills: the ability to organize the text of a message in an adequate form, speech skills, the ability to harmonize external and internal manifestations, the ability to receive feedback, the ability to overcome communication barriers, etc. Communicative abilities as individual psychological properties of a person that meet the requirements of communicative activity and ensure its rapid and successful implementation [1].

The development of communicative competence of future teacher involves a twofold process: on the one hand, the acquisition of some new knowledge, skills and abilities; on the other hand, the correction and change of their existing forms. This tendency is not only due to the requirements of the profession such as: ability to understand students, create a positive emotional background of communication, but also with satisfaction with their own competence, success in everyday emotional communication, with the experience of personal and professional growth. Thus, communicative competence is an integral personal component of pedagogical skill, since only a mature person can bring up another mature person.

The new realities of education are increasing the complexity of the teaching profession, associated with intellectual and emotional strain and overcoming psychological difficulties.

A study of pedagogical and psychological

literature found that most of the teacher's working day (66.2 per cent) is under stress, with the most tense being the situations in which a teacher communicates with pupils (position of R.A.Makarevich) [9]. The most important problem, therefore, now seems to be the development of communicative competence as a professional value of a modern teacher.

Model for the development of the teacher's communicative competence in the professional activity is known to have three main functions [5]: communicative (including information exchange), interactive (involving the organization of interactions) and perceptual process (that reflects the process of perception and image formation of another person and interaction).

**Results.** For the development of abilities, which together form the above – mentioned competence, it is proposed to implement the model of development of communicative competence of the teacher. It is a coherent, sufficiently dynamic system that includes diagnostic, information-motivational, project-organizational and synthesis phases. At the diagnostic stage, the methods of input rapid diagnostics (testing, questionnaires) are used to study the level of communication competence of teachers. The purpose of the informational-motivational stage is to update the problem field of the teacher, reflecting the beginning of his activity. The result of the work is that the teacher is interested in the peculiarities of his profession and his professional development, sources and causes of his practical difficulties in the sphere of communication. The project and organizational phase envisage the development of individual programs for the professional development and self-development of future teachers, and the practical implementation of such programs. The final, synthesizing phase is re-measure those indicators of the development of communicative competence as in the «input diagnosis», to compare the changes that have occurred.

This model is supported by a system of organizational, pedagogical and psychological and pedagogical conditions for the effective development of the communicative competence of the teacher (table 1).

From the variety of forms and activities, the teacher chooses those that are important to him personally. The challenge for managers is to make informed choices. In this connection, the forms of organization of training have changed, from collective forms to individual and group forms. Teachers have become involved in the activities of temporary creative groups, individually develop and implement programs for self-development and experimental work.

Project seminars, trainings and interactive teaching methods allow the teacher to be included in the process of self-improvement and develop his communicative skills.

The teacher is transformed from an artist into a researcher, an experimenter, and he is trained in research, project design, experimental work programs, thus developing his communicative competence [16].

Indicators of communication competence of teachers

Today there are nearly no modern methods for assessing the spectrum and level of achievement of competences, corresponding psychological tests. It is therefore important to identify communication competency indicators and methodologies for assessing their level of development.

As indicators of the development of a communicative component of a teacher's professional competence, the following may be suggested:

- readiness to demonstrate competence (i.e. motivational aspect);
- knowledge content of competence (i.e. cognitive aspect);
- experience in demonstrating competence in a variety of standard and non-standard situations (i.e. behavioral);
- the relationship to the content of the competence and the object of its application (value added);
- emotional and willful regulation of the process and result of exercising competence.

All researchers note that it is very difficult to measure and evaluate these indicators, but we have tried to select methodologies and test their validity (table 2, 3).

Table 1

**The model of the communication competence**

<b>Aspects</b>	<b>Indicators</b>	<b>Features</b>	<b>Development assessment methodologies</b>
Motivational - valuable	Teacher's readiness for professional improvement	1. Need for professional development 2. Pursuit of self-development and self-realization	Questionnaire «Self-diag-nostics of self-development ability»
Cognitive	Knowledge about communicative competence	Knowledge of the essence and role of communicative competence	«Assessment of the professional orientation of a teacher»
Orientation- action	Experience in a variety of standard and non-standard situations	Ability to maintain emotional balance, prevent and resolve conflict situations in a constructive manner	Observation. Methodology «Evaluation of the response to conflict» (K.Thomas) [2] Multi-factor Personal Questionnaire (I.Freiberg) [9]
		Proficiency in public speaking, oral and written literacy, public presentation of the results of their work, selection of optimal forms and methods of self-presentation.	Observation. Test «Evaluation of the level of communicative features of the pedagogue» (V.F.Ryakhovsky) [14]
		3. The ability to develop strategies, tactics and techniques for active interaction with people and to organize their joint activities in order to achieve socially significant goals.	Observation. Test «Self-control in Communication» (A.Snyder) [11]
		4. Ability to objectively assess situations in which subjects of the educational process interact. The ability to predict and justify the efficiency of interaction.	Test – Questionnaire «Communicative and Organizational Abilities»

Table 2

**Indicators of the development of communicative competence of the pedagogue**

№	Indicators	Development assessment methodologies used
1	Motivational aspect	Questionnaire «Motives for work behavior»
2	Valuable aspect	Questionnaire «Assessment of development needs and self-development»
3	Emotional aspect	Test of Determination of Empathic Trends (L.M Mitin)
4	Cognitive aspect	Questions about communicative competence
5	Behavioral aspect	Test «Measuring Self-control in Communication» (M.Snyder) Test «Assessment of the level of communicative features of the pedagogue» (V.F. Ryakhovsky) Test of characterization of communicative component of pedagogical style (A.A.Leontiev)

Table 3

**Criteria and indicators to assess the communicative competence of teachers**

Criteria	Indicators		
	1 score	2 scores	3 scores
1. The teacher's ability to take into account the personal characteristics, needs and interests of participants in the educational process	No complaints by participants in the teaching process against the teacher	Prevention and constructive resolution of conflict situations	Positive feedback from participants in the educational process
2. The ability to understand and take into account the emotional state of communication partners (teachers and students) in the process of interpersonal interaction	The level of empathy below average	Average level of empathy	The highest level of empathy
3. The ability to publicly present the results of their professional activities	Participating in competitions for professional excellence at the level of his educational institution	Participating in competitions of professional excellence of district level	Participating in competitions of professional mastery of city and regional levels

**Conclusion.** The success of professional communication at any level depends on the degree of mastery of the speech culture of future teachers, which is an integral part of communication competence [15].

The development of the communicative competence of teachers has its own characteristics, namely, their learning should be seen as self-development and self-improvement.

In other words, if the teacher does not take the initiative in his or her own development and improvement [17], the level of communicative competence of the teacher will remain at the same level and may even begin to decline gradually.

Having acquired certain knowledge, attained a certain level of development and improved communicative competence, the teacher

continues his education and growth throughout his professional life [18]. Consequently, the level of education could depend on the professional position of the teacher, on the extent to which it is included in the modernization of our society in general, and of the institution, in particular.

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#### Коммуникативті құзыреттілік-заманауи педагогтің кәсіби құндылығы

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Мақаланың өзектілігі білім беру саласына білікті кадрлар дайындаудағы көкейкесті мәселеге байланысты. Адамзат өркениетінің дамуындағы әрбір кезең ұстазға жеке тұлға ретінде және оның кәсіби қызметіне өзіндік талап қояды. Жаһандану үдерісі және еңбек нарығындағы қазіргі тенденция салдарынан жоғары білім беру саласына арналған аса білікті мамандар даярлауда жаңа міндеттер туындауда. Осы тұрғыдан, мемлекетіміз білім берудің негізгі тапсырыс берушісі ретінде, оқытушы мамандығына нақты тұжырымдалған, біліктілік талаптарын ұсынады. Заманауи білім беруші- білім беру қатынастарының барлық қатысушыларымен жоғары кәсіби деңгейде қарым-қатынас жасау қабілеті бар маман, басқаша айтқанда, коммуникативті құзыреттіліктің жоғары деңгейдегі иесі. Мақаланың мақсаты – білім беруші тұлғаның кәсіби қызметінің маңызды компоненті



ретінде коммуникативті құзыреттілікті анықтау, оның мазмұны мен мәнін ашу. Мақалада осы материалдың практикалық маңыздылығын қамтамасыз ететін ұстаздың коммуникативті құзыреттілігін дамытудың құрылымдық моделі келтірілген.

*Түйін сөздер:* коммуникативті құзыреттілік, заманауи білім беруші, жаһандану, коммуникативті қабілеттер, даму.

### **Коммуникативная компетенция – профессиональная ценность современного педагога**

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#### *Аннотация*

Актуальность данной статьи обусловлена острой проблемой в подготовке квалифицированных кадров для образования. Всякий период развития человеческой цивилизации предъявляет свои требования к педагогу как к личности, и к его профессиональной деятельности. Процесс глобализации и современные тенденции рынка труда ставят новые задачи в подготовке высококвалифицированных специалистов в сфере высшего образования. Исходя из этого, государство, выступая основным заказчиком образования предъявляет четко сформулированные и квалификационные требования в подготовке педагога. Современный педагог - это специалист, обладающий способностью высокопрофессионального уровня общения со всеми участниками образовательных отношений, другими словами, высоким уровнем коммуникативной компетенции. Цель статьи раскрытие содержания и сущности коммуникативной компетенции как важного составляющего качества профессиональной деятельности педагога. В статье представляется структурная модель развития коммуникативной компетенции педагога, что обеспечивает практическую значимость данного материала.

*Ключевые слова:* коммуникативная компетенция, современный педагог, глобализация, коммуникативные навыки, развитие.

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### **ПРИМЕНЕНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ В ПРОЕКТИРОВАНИИ РАЗВИВАЮЩЕЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ ВУЗА**

#### *Аннотация*

В статье поднимается проблема внедрения цифровых и дистанционных технологий в научно-образовательный процесс, а также вопросы развития цифровой грамотности и компетентности преподавателей. Авторами предпринята попытка освещения различных проектов цифрового образования, реализуемых в Казахстане, приводятся примеры проведения различных научных семинаров и вебинаров по подготовке педагогических кадров, зарубежных исследований в этой сфере, анализ влияния онлайн обучения на организацию, содержание и методику преподавания. В качестве иллюстрации стратегии смешанного обучения освещается опыт проведения ежегодного международного конкурса НИР школьников и студентов «Zhas zertteushi» в онлайн формате. В статье изложены основные положения конкурса, алгоритм и организация проведения с применением дистанционных технологий на основе синхронного обучения. Авторы отмечают отличительные особенности научного мероприятия и делают выводы о том, что постоянная обратная связь и готовность