

IR STI 77.01.79

A.A. TOKPANOV¹, N.M. STUKALENKO²

¹Kokshetau State University named after Sh.Ualikhanov,

²JSC “NCPD “Orleu” Institute of Professional Development of Pedagogical Workers in Akmola region” (Kokshetau, Kazakhstan) tokpanov.alibek@mail.ru; nms.nina@mail.ru

<https://doi.org/10.51889/2021-1.2077-6861.04>

FORMATION OF COMMUNICATIVE COMPETENCE IN FUTURE TEACHERS OF PHYSICAL EDUCATION

Abstract

The article presents the generalized results of research on the formation of communicative competence of future physical culture teachers in the conditions of professional training at a higher education institution. The scientific-methodological and methodological aspects of the process under study, the theoretical and practical significance of its results are disclosed. As a result of the study, it was found that if the professional training of future physical education teachers is organized using a communicative approach, then modern communicative teaching methods are aimed at the formation of their communicative competence within the educational process of the university on the basis of the elective course «Communication and physical culture» and appropriate educational and methodological support, this will help to increase the level of their communicative competence.

Keywords: physical culture; physical education; training of physical culture teachers; communicative competence of the teacher.

Introduction. In the system of modern physical education, communication skills are among the priorities. They allow physical education teachers to quickly and correctly navigate their professional activities, flexibly adapt in the world of sports, in the new system of physical education, and the transition to new communicative teaching technologies allows achieving this goal. In this regard, in the system of professional training, there is a need to create conditions for the formation of communicative competence in the structure of professional competencies of future physical culture teachers. In the conditions of the developing sphere of sports, physical culture teachers, actively interacting with students interested in sports, have the opportunity to consolidate traditions and experience, influence the course and results of sports reforms aimed at developing the physical culture of society. Possession of communication skills prepares them for practical activity in sports and for life in general, for the ability to predict and take into account changes in physical culture and the sports industry, see changes in sports

technologies and control of sports movements, and also analyze progressive shifts in the field of physical culture and sports. Communication skills help them adapt to sports, develop professional skills and communication skills.

The formation of communicative competence is a necessary quality for a graduate of a modern university - a future teacher of physical culture, since in the field of professional activity, communicative culture contributes to the development of effective solutions, the generation of ideas and the creation of new sports technologies [1]. The formation of communicative competence among future physical education teachers allows them to successfully master the foundations of the sports profession, prepare for life and creativity in the 21st century, since orientation towards the future is the key idea of professional education, the main content of which is that the promising task of the formation of communicative competence, communicative the skills and abilities of future specialists for teamwork, cooperation to achieve common goals has its own priority goals. This is especially important

for future physical education teachers, since their communicative qualities significantly affect the results of their professional activities. For a successful professional activity, a future physical education teacher must fully master the communicative culture. In the pedagogical sphere, communicative culture includes a system of professional knowledge, skills and abilities for organizing interaction with students, establishing psychological contact with any partners (students, their parents, school colleagues, etc.), accurate perception and understanding in the process of communication, predicting behavior partners and prudence in the direction of their behavior towards the desired result.

The main body. Modern psychological and pedagogical research [2 3] show that a high level of communicative culture is determined by the presence of the following personal qualities of a teacher: sympathy, benevolence, authenticity, concreteness, spontaneity, etc. No less important components of communicative culture: knowledge and skills related to the culture of speech. The main indicators of speech culture in pedagogical and sports communication: vocabulary from which the following are excluded: obscene and slang words; dialectisms. The richer the vocabulary, the brighter, more expressive and more varied speech; less tiresome for the audience; more impressive, memorable and fun. All of this is very important for the sports sector.

Methods. Communication in sports is a process of interconnection and interaction, during which activities, information and sports experience are exchanged. In its process, a goal and specific tasks are set that require their solution. Communication skills are crucial to the effectiveness of sports communication [4]. As a result of the study, it was found that if the professional training of future physical education teachers is organized using a communicative approach, then modern communicative teaching methods are aimed at the formation of their communicative competence within the educational process of the university on the basis of the elective course «Communication and physical culture» and

appropriate educational and methodological support, this will help to increase the level of their communicative competence [5].

Communicative culture is one of the main characteristics of the professional competence of physical culture teachers. Its formation is one of the most important tasks of preparing a future teacher, it serves as a guarantee of his personal and professional development. The pedagogical profession requires perfect mastery of the techniques and methods of effective communication with both schoolchildren, their parents and colleagues in order to achieve mutual understanding, which is necessary when solving not only sports problems, but also personal problem situations that can have a significant impact on the outcome of specific sports competitions and the quality of life in general [6].

A future teacher of physical culture in the process of studying at a university must acquire the necessary knowledge and develop communication skills that form the basis of communicative culture. Communicative culture is also based on generally accepted moral requirements for communication, inextricably linked with the recognition of the uniqueness, value of each person: politeness, correctness, tact, modesty, accuracy and courtesy [7; 8].

The communicative culture of a teacher is based on the ability to productively communicate with children, avoid conflict situations, build constructive relationships, achieve mutual understanding when discussing various issues in sports activities, as well as the ability to provide all possible help in solving problems. In addition, the concept of communicative culture includes the possession of certain norms of communication, behavior as a result of assimilation of various social and psychological standards, behavioral stereotypes and standards [9].

In the course of our research, the formation of communicative competence among future physical culture teachers was carried out by communicative methods, covering all types of classroom and extracurricular activities. Features of communicative teaching methods consist in a high level of educational and communicative activity of students, which contributes to a

longer assimilation of knowledge, increases interest in classes, evokes positive emotions, gives an emotional response to learning, a high level of motivation, self-management, cognitive activity, creative and communicative abilities are developed [10].

Discussions. In the course of the research, the discipline «Communication and physical culture» was developed based on communication technologies. Communication learning is based on the idea, the essence of which is that the student in the learning process must actively interact with other students, and the teacher must manage his learning: motivate, organize, activate, coordinate, advise and control. This technology, combined with communicative teaching methods, effectively contributes to the formation of communicative competence in future physical culture teachers [11].

In the course of the research, a pedagogical experiment was organized, the tasks of which included studying the problem of the formation of communicative competence among future physical culture teachers in the process of vocational education, testing a complex of communicative teaching methods when mastering the discipline. «Communication and physical education» and checking the degree of their effectiveness [12; 8].

The academic discipline «Communication and Physical Education» gives an idea of the communicative competence of a physical education teacher, considers the issues of communication in sports and the communication skills of a teacher teaching physical education students. Future physical education teachers need to know the structure of communication, communication methods, communication tactics, because communication is one of the most important forms of interaction in teaching people involved in physical culture and sports. Communication is a connection between people, as a result of which there is an influence of one person on another. It is in the process of communication that sports experience is assimilated, knowledge is accumulated, practical abilities and skills are formed, views and beliefs are developed.

To determine the degree of effectiveness of

communicative methods used in the discipline «Communication and physical culture» aimed at developing the communicative competence of future physical culture teachers, a pedagogical experiment was carried out, which consisted of two stages: ascertaining and formative. At the stage of the ascertaining stage of the experiment, the primary control of the level of students' communicative competence was carried out. The formative experiment was also carried out in two stages: the introduction into the educational process of the methods of communicative teaching in the discipline «Communication and physical culture» and the final control of the level of communicative culture of future physical education teachers [13; 14].

Results. The pedagogical experiment was carried out with students of the specialty «Physical culture and sport» of the Kokshetau State University named after Sh. Ualikhanov. The total number of students who took part in the experiment was 75 people. To study the communicative competence of future physical culture teachers, research methods were used, in which the same tasks were considered, but addressed to different respondents. We list the research methods used: the questionnaire method, the expert method and the observation method [15].

In the course of the formative experiment, the effectiveness of communicative methods was tested in the discipline «Communication and physical culture», aimed at the development of communicative competence among future physical culture teachers. The effectiveness of the experimental work was determined by a set of data obtained at the ascertaining and formative stages of the experiment using an integral system of research methods. During the experiment, the technique was applied by A.A. Bodaleva for the diagnosis of communicative competence in future physical culture teachers and the questionnaire of Passov E.I. to determine the level of formation of students' communication skills.

In the course of the experimental work, the dynamics of the development of the communicative culture of future physical culture teachers was traced. A clear illustration

of the generalized results is presented in Figure 1, which demonstrates the dynamics of the development of the communicative competence

of physical culture teachers. Indicators reflect experimental data before and after the formation stage

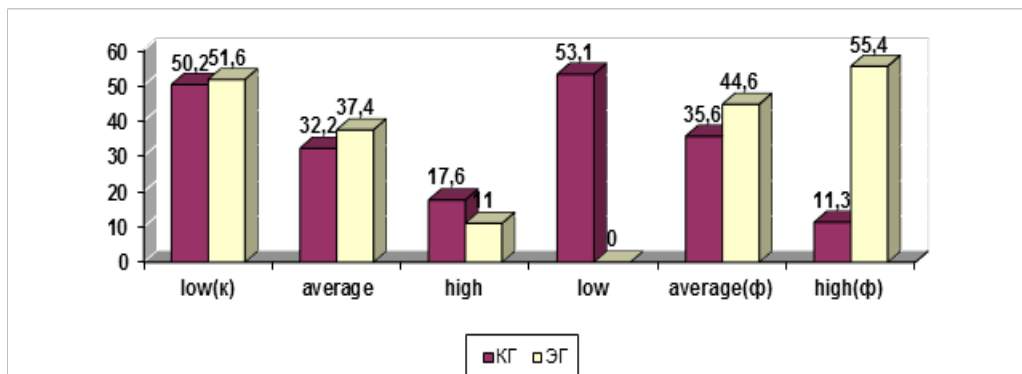


Figure 1. Dynamics of the development of the communicative competence of physical education teachers (according to the Bodalev-Passov method)

Conclusion. During the study of the problem of the formation of the communicative competence of physical education teachers with the help of communicative teaching technologies, the dynamics of the development of communication skills under the influence of these technologies was studied. According to the obtained data, it is clear that under the influence of communicative teaching technologies, the level of development of the communicative competence of physical culture teachers has significantly increased. The analysis of the

results of experimental work on the development of the communicative competence of physical culture teachers with the help of communicative teaching technologies showed real efficiency.

The results of the research allow us to propose the following recommendations: to use in the process of professional training for the formation of communicative competence of physical culture teachers a special course «Communication and physical culture», developed on the basis of the method of communicative communication training.

References

- [1] Mudrik A.V. Izbrannye nauchnye trudy (filosofiya, psihologiya i dr.). – M.: Otkrytoe obshchestvo, 2000.
- [2] Bibler V.S. Kul'turologiya sovremennosti. – SPb.: Piter, 2000.
- [3] Davidovich V.E., Zhdanov Yu.A. Razvitiye kommunikativnoj kul'tury. – M.: Nauka, 2002.
- [4] Konceptsiya razvitiya fizicheskoy kul'tury i sporta v RK na 2020-2025 gody. – Nur-Sultan, 2020.
- [5] Analiz razvitiya fizicheskoy kul'tury i sporta v RK. – Astana, 2018.
- [6] Matveev L.P. Teoriya i metodika fizicheskoy kul'tury: Uchebnyk dlya institutov fizicheskoy kul'tury. – M., 2001. – S.20
- [7] Polievskij S.A. Fizkul'tura i professiya. – M., 2008. – S.7-24.
- [8] Tokpanov A.A. O podgotovke kompetentnyh prepodavatelej fizicheskoy kul'tury v celyah razvitiya sporta // Mezhdunarodnyj elektronnyj nauchno-prakticheskij zhurnal «Education Alemi». – Kokshetau: FAO «NCPK «Ørleu» «IPK PR po Akmolinskoy oblasti», 2020.
- [9] Gosudarstvennaya programma razvitiya obrazovaniya i nauki Respubliki Kazahstan na 2020-2025 gody. <http://adilet.zan.kz/rus/docs/V1500010768> (data obrashcheniya 10.11.2020)
- [10] Ahmetova G.K., Karaev Zh.A., Muhambetzhanova S.T. Metodika organizacii povy-sheniya kvalifikacii pedagogicheskikh kadrov v usloviyah vnedreniya elektronnoho obucheniya». – Almaty: AO «NCPK «Ørleu», 2012. – 418s.
- [11] Irsaliev S.A., Dihanbaeva D. Chto neobhodimo dlya sozdaniya universiteta novogo pokoleniya? (mneniya mezhdunarodnykh ekspertov). // Pedagogika zhane psihologiya. – 2017. – №4(33) – S.79-89.

[12] Stukalenko N.M., Murzina S.A., Kramarenko B.V., Ermekova Z.K., Rakisheva G.M. Implementation of competence approach in the professional education of prospective teachers in the higher education conditions. – 2016, International Review of Management and Marketing, 6(3), 175-181.

[13] Stukalenko N.M., Naviy L., Menlibekova G.Z., Anarbek N., Abalakova B.T. Managing the process of cognitive activity development in students of pedagogic specialties in higher education. – 2016, International Review of Management and Marketing, 6(3), 246-251.

[14] Stukalenko N.M., Zhakhina B.B., Abuyev K.K., Seitkasymov A.A., Utegenov M.Z. Critical thinking development in students during college education process. - 2016, Global Media journal, 1-8.

[15] Stukalenko N.M., Zhakhina B.B., Kukubaeva A.K., Smagulova N.K., Kazhibayeva G.K. Studying innovation technologies in modern education. – 2016, International journal of Environmental and Science Education, 11(14), 6512-6517.

Болашақ дене шынықтыру мұғалімдерінің коммуникативтік құзыреттілігін қалыптастыру

А.А. Токпанов¹, Н.М. Стукаленко²

¹Ш. Уәлиханов атындағы Көкшетау университеті,

*²«Өрлеу» БА ҰО АҚ Ақмола облысы бойынша педагогикалық қызметкерлердің біліктілігін арттыру
Институты (Кокшетау, Қазақстан)*

Аңдатпа

Мақалада жоғары оқу орындарында кәсіптік оқыту жағдайында болашақ дене шынықтыру мұғалімдерінің коммуникативтік құзыреттілігін қалыптастыру бойынша зерттеудің жалпыланған нәтижелері берілген. Зерттелетін процестің ғылыми-әдіснамалық және әдістемелік аспектілері, оның нәтижелерінің теориялық және практикалық маңыздылығы ашылды. Зерттеу барысында болашақ дене шынықтыру мұғалімдерін кәсіптік даярлау «коммуникативтілік және дене шынықтыру» элективті курсына және тиісті оқу-әдістемелік қамтамасыз етуге сүйене отырып, ЖОО-ның білім беру процесі шеңберінде олардың коммуникативтік құзыреттілігін қалыптастыруға бағытталған коммуникативтік тәсілді, оқытудың заманауи коммуникативтік әдістерін пайдалана отырып ұйымдастырылатыны анықталды, бұл олардың коммуникативтік құзыреттілігінің деңгейін арттыруға ықпал етеді.

Түйін сөздер: дене шынықтыру; дене тәрбиесі; дене тәрбиесі мұғалімдерінің дайындығы; педагогтың коммуникативтік құзыреттілігі.

Формирование коммуникативной компетентности у будущих учителей физической культуры

А.А. Токпанов¹, Н.М. Стукаленко²

¹Кокшетауский университет имени Ш. Уәлиханова,

*²Филиал акционерного общества Национальный центр
повышения квалификации «Өрлеу» Институт повышения
квалификации педагогических работников Акмолинской области,
(Кокшетау, Қазақстан)*

Аннотация

В статье представлены обобщенные результаты исследования по формированию коммуникативной компетентности будущих учителей физической культуры в условиях профессионального обучения в вузе. Раскрыты научно-методологические и методические аспекты исследуемого процесса, теоретическая и в ходе исследования установлено, что, если профессиональная подготовка будущих учителей физической культуры будет организована с использованием коммуникативного подхода, современных коммуникативных методов обучения, направленных на формирование их коммуникативной компетентности в рамках образовательного процесса вуза с опорой на элективный курс «Коммуникативность и физическая культура» и соответствующую

щее учебно-методическое обеспечение, то это будет способствовать повышению уровня их коммуникативной компетентности.

Ключевые слова: физическая культура; физическое образование; подготовка учителей физической культуры; коммуникативная компетентность педагога.

Received 24.12.2020

IR STI 14.35.09

G.T. MELDESH

Abai Kazakh National Pedagogical University (Almaty, Kazakhstan)

meldesh_gulfiya@mail.ru

<https://doi.org/10.51889/2021-1.2077-6861.05>

SYNTHESIS OF ACADEMIC AND MODERN PRACTICES OF LEARNING SCULPTURE IN CREATIVE UNIVERSITIES OF KAZAKHSTAN

Abstract

The article put attention on the need for a methodological collaboration analysis of the academic and modern types of teaching sculpture in the specialized creative colleges and universities of the Republic of Kazakhstan in the modern educational and aesthetic discourse. The main research problem focuses on identifying and characterizing the most relevant educational theoretical and practical methods that can significantly increase the level of domestic art education in the art of sculpture.

The author believes that a comprehensive scientific analysis of the educational potential of the Kazakhstani aesthetic originality of modern sculpture, its history and technical and technological features will give a possibility to understand deeply and see the big picture of the art education role in the general socio-cultural canvas of sovereign Kazakhstan. At the moment, the Kazakhstani art education system is on a peripeteia and it is necessary to clear the choice between academic and contemporary art practices or their harmonious synthesis. This work is devoted to these question's analysis and the author's research work disclosure.

Keywords: academism; modern art practices; creative universities; Kazakhstan; sculpture; art education.

Introduction. The Speech of the Leader of the Nation N. Nazarbayev to the people of Kazakhstan «The third modernization of Kazakhstan: global competitiveness» clearly outlines the role of the education system as a central point in a new economic growth model based on intellectual capital, competitiveness, pragmatism and national self-awareness [1].

At the same time, one of the main conditions for the successful Modernization 3.0 of the republic is indicated the culture and spiritual renaissance of Kazakhstani people. It has already systematically implemented through the State Program «Rukhani Zhangyru» [2]. These global projects also provide the strengthening of the arts education role at all levels.

Classical forms of visual art, including

sculpture, are taking a big part in the new socio-cultural realities and, if this is obvious, the modern education strategies have identified main «technological» questions – «what to teach» and «how to teach». Now, one of the most important education problems is the obsolescence or methodology imperfection.

Main body. Today, despite serious work by state departments, the rich cultural heritage and experienced artistic traditions are at risk due to socio-cultural and economic changes, which ensuring access to cultural values and increasing the artistic education of the younger generation as a priority goal of education and culture systems.

Active creation searches of a new art education model focused on the continuity