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MODERN STRATEGIES FOR LEARNING A FOREIGN LANGUAGE IN TRAINING FUTURE TEACHERS OF THE UPDATED SCHOOL

Abstract

The relevance of teaching a foreign language to future teachers in the context of updating school education puts forward requirements for the choice of teaching strategies. The article deals with the meta-subject aspect of foreign language training of future teachers. To form the readiness of future teachers to use the potential of a foreign language, it is important to understand the basic principles of integrating the content of special disciplines and knowledge of a foreign language.

The meta-subject potential of a foreign language allows you to create opportunities for the development of general and special professional competencies. The formation of the competencies necessary to work with the updated content of education is the main task of the courses of the component for the choice of the bachelor's degree program at pedagogical university. The selection of optimal learning strategies contributes to the implementation of this task. The author examines the features of the use of modern pedagogical technologies and methods in the training of teachers of a new format.

Keywords: meta-subject potential; foreign language; higher school; future teachers; teaching methods; teaching technologies; learning outcomes.

Introduction. The process of changes in the secondary education system, which began at the end of the twentieth century, is driven by social, economic and political reforms. Over the past five years, Kazakhstan, as well as the rest of the world, has been undergoing an intensive change in approaches to selecting the content of school education. The need to train teachers who are able to work in the context of the modernization of the national education system affects the priorities in the development of educational programs for higher education. The Law «On Education» of the Republic of Kazakhstan states: «The content of educational programs of higher education provides for the study of a cycle of general education disciplines, a cycle of basic disciplines, a cycle of major disciplines, as well as professional practice in the relevant areas of training with a focus on learning outcomes and compliance with the national qualifications framework and sectoral qualifications framework « [1].

The guidelines stated in state and regulatory documents reflect the real need of pedagogical practice to revise the basic approaches to foreign language training of future teachers. At the same time, there is a lack of consistency in this issue in the system of higher professional pedagogical education.

The urgency of training future teachers to teach in a foreign language has exacerbated the problem of methodological justification of training future teachers to teach their subjects in English. The search for solutions to the problem initiated the research, which is described and discussed in this article. The use of the research results in the development of a strategy for preparing future teachers for the use of the meta-subject potential of a foreign language in pedagogical activity is the scientific significance of this work.

The purpose of this article is to reveal the features of choosing strategies for teaching a foreign language in the training of future teachers.

Literary review. A foreign language at pedagogical university is taught in a cycle of general disciplines, in a cycle of basic disciplines and in elective courses. Such content of the educational program of foreign language training should solve the problems of multilingual education. The study of a foreign language as a full-fledged tool of communication and a way of interaction between a teacher and students involves taking into account the meta-subject potential of a foreign language. This task is solved through the choice of technologies and learning strategies. Sh. T. Taubaeva continues this thought «Pedagogical technology is an ordered system of procedures, the strict implementation of which will lead to the achievement of a certain planned result, that is, in this case, the state educational standard» [2]. During the implementation of educational reforms, the problems of introducing pedagogical technologies were relevant in connection with the search for optimal ways to organize the pedagogical process of higher education. One of the most significant in this direction was research on the implementation of innovative teaching methods. For example, the most famous developments were made by A.K. Mynbayeva, Z.M. Sadvakasova, their manuals are widely used in the practice of higher education [3]. The researchers considered innovative teaching methods as a tool with the help of which the principles of democracy, consciousness and activity of students are realized. Effective training strategies allow us to solve the problems of improving the quality of training of specialists, the scientific and methodological basis of professional education of future teachers, the revision of teaching technologies, and the development of the necessary competencies. A. O. Mukhametzhanova points out: «In this regard, among the requirements for a university teacher, the ability to work in new conditions, to effectively use interactive methods, the ability to correctly convey one's thoughts, prove one's point of view and conduct polemics stand out» [4]. The teacher develops the course of the discipline and includes in planning the choice of learning strategies. At the same

time, metacognitive, cognitive, mnemonic, communicative, affective, compensatory and other educational strategies are used, with the help of which specialists solve individual pedagogical, psychological and social problems of students. Analyzing the terminological nuances of using the concepts «technology», «method», we discovered a variety of approaches to the interpretation of the concept «strategy» that is significant for our research. The point of view of T. A. Stroková, who writes in her article: «We put a broad sense in understanding the essence of the teaching strategy, considering it as a general plan (program) of joint actions of the teacher and the student, which determines the near future of his intellectual and personal development in the process of studying the subject chosen by him or any subject area with the support of a complex of didactic tools and the provision of psychological and pedagogical assistance» [5]. The inclusion in the definition of the concepts of «a set of didactic means», «psychological and pedagogical assistance» allows solving the problems of individualization of teaching future teachers, making them active subjects of their own education.

The use of active teaching methods also has a positive effect on the formation of the subject position of future teachers. M.I. Kirikova, speaking about this idea, writes that «active teaching methods» provide for the inclusion of students in interaction and active self-activity in the educational process [6]. The active participation of students in the process of obtaining a foreign language education focuses on the creative rethinking of the content of education, the identification of its meta-subject meaning.

The higher school teacher also becomes an active subject of interaction in the educational process. The revision of approaches to teaching, according to A. T. Rakhmetova, involves a re-evaluation of the goals of selecting the content of education, teaching methods. Satisfaction of this need leads to the fact that students not only understand and remember the educational material, but also leads to the formation of readiness to change their thinking, attitude to activity [7]. So the content and form become

full-fledged sides of the pedagogical process.

Innovative teaching methods, according to A.V. Zinchenko and E.G. Leontieva, allow us to solve problems related to the formation of new views on the teaching style, with the development of students' creativity [8]. Such a vision of the specifics of the teacher's activity in modern conditions contributes to the development of a full understanding of learning strategies.

Quite serious problems in teaching have arisen in connection with the spread of the pandemic. Forced to switch to the distance learning format, teachers were re-arranging their learning strategies to meet new requirements. In the conditions when online learning became the only solution to the problems of professional training of future teachers, it was necessary to translate the usual ways of interaction into new ways, to adapt teaching methods to teaching in an electronic educational environment. F.F. Bitay, Ye.A. Burkhanov, who studied the issues of online education, came to the conclusion that «...the electronic educational environment of Kazakhstan can be considered as a developing industry and considered open for research and development» [9]. Teachers of higher education had to show creative abilities to use learning strategies, the main tasks of which were: psychological and pedagogical support of students in adapting to the new format of training, maintaining active participation of students in training. Zh.Zh.Shaymaganbetova in her article writes: «The teacher in his professional activity uses the classification and group of methods that mostly help the implementation of those didactic tasks that he sets before the lesson» [10]. In the foreign language education of future teachers, the tasks related to the preparation for the implementation of the updated content of school education are important.

The relevance of the problem of preparing future teachers for teaching in English is reflected in the increased number of studies in this direction. We consider the research of scientists in this direction to be quite serious: G.O.Tazhigulova, D.N. Assanova, E.A. Uteubaeva, A.B. Mekezhanova, G.K.Tleuzhanova. These researchers presented

the results of their study where the goal is «The purpose of the study is to identify the organizational and pedagogical conditions required to implement language training of future biology teachers in the context of the updated content of school education» [11].

Methods. In the study, we used such methods as experiment, analysis, generalization, synthesis. During the experimental and pedagogical part of our research, we conducted a formative experiment. The purpose of the experiment: to determine effective strategies for teaching a foreign language to future teachers. The experiment was conducted on the basis of Pavlodar Pedagogical University. The experiment was conducted among 3rd year students who study the discipline «New approaches in teaching and learning». The course of this discipline is taught by methodologists who know the specifics of the educational field, for example, biology. We made changes to the content of the discipline, which concerned the meta-subject aspects of teaching. The integration of content has made adjustments to the choice of teaching methods. In studying the course, we together with the students determined the purpose and objectives of joint activities, both in general and in each lesson. We designed the criteria for evaluating activities in each lesson. The methods we used in the classroom were practice-oriented. Thus, in the classroom, we used techniques for developing critical thinking to form the motivational and evaluative-reflexive component of professional readiness. Critical thinking does not mean negative judgments or criticism, but a reasonable consideration of a variety of approaches in order to make informed judgments and decisions. The focus on critical thinking assumes that nothing is taken for granted. The development of critical thinking as one of the tasks of higher professional education is possible within the framework of a specific curriculum. «Critical thinking» as a pedagogical category and as a result of professional training implies the need to form a student's own opinion about the current problems of the pedagogical system. Courses of special disciplines, during which the foreign language training of future teachers

is conducted, will be qualitatively mastered, provided that the meta-subject potential of a foreign language is taken into account. Critical thinking, responding to the laws of the psyche, develops as a personal education in the course of reflection on one's own activities.

Discussion and be sults. of approaches to the selection of learning strategies that form new approaches to the process of foreign language training of future teachers. The meta-subject potential of a foreign language allows not only to work on the development of speech skills, but also contributes to the formation of special competencies, the development of critical thinking. A special place in the use of the meta-subject potential of a foreign language in the training of future teachers belongs to the problem of developing motivation for professional self-development. Understanding the goals and objectives of learning strategies affects the formation of a willingness to use their abilities for professional growth.

The experiment also showed high efficiency of COT (competence-oriented tasks). They take into account such aspects as: written communication, public speaking, dialogue, and productive group communication. The teacher in the task card indicates the duration of the speech, focuses on the participation of all members of the group. Thus, all students learn to build monologue statements, limited in time. The resulting debatable nature of the discussion teaches students to clearly formulate their thoughts, to give significant arguments. All tasks accurately indicate the activity of a student; clearly formulate the result of independent work that must be presented at the end of the fairy tale study. As a result, each group receives its own version of the competence-oriented task.

The discipline «New approaches in teaching and learning» is aimed at the formation of methodological competencies, an important part of which is the ability to set goals based on analysis. Goal setting is one of the most important stages of preparation for the lesson. We have done a lot of preliminary work, focusing on the fact that within educational purposes of the training session, there are goals aimed at developing the student's personality

and subject goals. Through the formulation of objective goals, personal development (qualities, competencies, etc.) takes place as well. Objective goals are related to the perception, comprehension, memorization, application, generalization of facts, concepts, rules, laws, regulations, and methods of action. However, meta-subject goals are important too. They are aimed at the formation of universal learning skills. Formulating the goals of your own training helps to develop methodological skills of goal setting as a pedagogical skill.

Organizational skills necessary for future teachers are also formed in the experience of interaction in the systems «teacher-student», «student-student». To do this, we consider that it is important to observe the following principles, which are summarized by T. I. Shamova:

- ensuring the variability of interaction between the teacher and the student (extoractive, introactive, interactive mode);
- inclusion of human problems and their activities in the content, methods of cognition (ensuring the unity of humanitarian and natural science cultures);
- highlighting and supporting the subtleties of students' life observations;
- orientation on the structure of subject knowledge in the process of presenting new material, not on the amount of information;
- «confronting» students with problems when solutions lie outside the scope of the course being studied;
- creating conditions for the development of students' knowledge mainly in the form of activities [12].

Interactive learning involves collaboration in activities – collective ways of learning, problem-based learning. In the experimental group, paired and group forms of organizing educational activities were used in the learning process. These types of work were structured in the following way: the work of students was directed and corrected by the teacher. During the lessons, the experimenter performed several roles: organizer (the main task is to establish a certain order necessary for the effective functioning of the educational process); expert

(providing information, building and directing actions, i.e. laying a route for solving a problem situation, task, question, etc.); facilitator (designed to help the movement, guide the process of information exchange, support the process of developing new experience).

Being inside the process of cognition, working in one or another microgroup, we tried to bring the findings and discoveries of each student into the field of view, set the right pace of internal activity of students. The rhythm of work and cognitive activity of students was determined by the content of tasks, the pace of search was set by the students themselves, since it depends on the time it takes for pairs, microgroups or an individual student to complete the teacher's task. The teacher in the lesson could influence the pace by changing the level of complexity of the task, making adjustments. Thus, the principle of coordination was observed, the essence of which is to find agreement between the actions of the student and the teacher; it promotes a clear comparison of goals, resources, forms and methods of activity and leads to a common result.

We also believe that it is necessary to form a system of skills for students to carry out self-analysis, self-control, self-assessment and correction of their own activities, as this creates the basis for personal development. To implement this component, we encouraged students to constantly reflect, self-esteem, and encourage them to correct their own activities. Being able to see problems in everyday phenomena and things is very important, but you should not always try to accurately formulate the problem when starting a research search. The ability of a person to see problems is an integral property that generally characterizes his productive thinking. This ability develops over

a long period of time in a variety of activities. For special work on the development of this ability, we selected exercises and techniques that greatly helped to solve this complex problem.

Conclusion. A highly qualified organization of the pedagogical process is impossible if the conditions for group work are not created, which allow us to fully use the experience and implement the ideas of the group members. Based on this, we came to the conclusion that future teachers in the process of professional training should work out the qualities necessary in situations of group interaction.

The selected content, methods, techniques, forms, and means of mutual cooperation in the course showed the high importance of theoretical training. Students learn to think critically about activities in order to make adjustments to their education. Taking into account the meta-subject potential in the course of foreign language education allows you to solve issues of content and technology.

The essence of using modern learning strategies is that the learning process is organized in such a way that almost all students are involved in the process of learning, they have the opportunity to understand and reflect on what they know and think. Joint activity of students in the process of learning, mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, ways of activity. Interactive forms of conducting classes arouse students' interest; encourage active participation of everyone in the educational process; contribute to the effective assimilation of educational material; have a multifaceted impact on students; provide feedback; contribute to changing attitudes to their education.

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Жаңартылған мектептің болашақ мұғалімдерін даярлаудағы шет тілін оқытудың заманауи стратегиялары

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Аңдатпа

Мектептегі білім беруді жаңарту жағдайында болашақ мұғалімдерге шет тілін оқытудың өзектілігі оқыту стратегияларын таңдауға қойылатын талаптарды ұсынады. Мақалада болашақ мұғалімдерді шет тілінде оқытудың метапәндік аспектісі қарастырылған. Болашақ мұғалімдердің шет тілінің әлеуетін пайдалануға дайындығын қалыптастыру үшін арнайы пәндер мен шет тілін білу мазмұнын біріктірудің негізгі принциптерін түсіну маңызды. Шет тілінің метапәндік әлеуеті жалпы және арнайы кәсіби құзыреттерді дамыту үшін негіздерін жасауға мүмкіндік береді. Білім берудің жаңартылған мазмұнымен жұмыс істеу үшін қажетті құзыреттілікті қалыптастыру педагогикалық университеттегі бакалавриаттың білім беру бағдарламасын таңдау компоненті курстарының негізгі міндеті болып табылады. Оқытудың оңтайлы стратегияларын таңдау осы міндетті жүзеге асыруға ықпал етеді. Автор жаңа форматтағы мұғалімдерді дайындауда заманауи педагогикалық технологияларды, әдістер мен тәсілдерді қолдану ерекшеліктерін зерттейді.

Түйін сөздер: метапәндік әлеует, шет тілі; жоғары мектеп; болашақ мұғалімдер; оқыту әдістері; оқыту технологиялары; оқыту нәтижелері.

Современные стратегии обучения иностранному языку в подготовке будущих учителей обновленной школы

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Аннотация

Актуальность обучения иностранному языку будущих учителей в условиях обновления школьного образования выдвигает требования к выбору стратегий преподавания. В статье рассматривается метапредметный аспект иноязычной подготовки будущих учителей. Для формирования у будущих учителей готовности к использованию потенциала иностранного языка важно понимание основных принципов интеграции содержания специальных дисциплин и знаний иностранного языка. Метапредметный потенциал иностранного языка позволяет создавать возможности для развития общих и специальных профессиональных компетенций. Форми-

рование компетенций, необходимых для работы с обновленным содержанием образования, является основной задачей курсов компонента по выбору образовательной программы бакалавриата в педагогическом университете. Подбор оптимальных стратегий обучения способствует реализации данной задачи обучения, технологии обучения, результаты обучения. Автор исследует особенности применения современных педагогических технологий, методов и приёмов в подготовке учителей нового формата

Ключевые слова: метапредметный потенциал; иностранный язык; высшая школа; будущие учителя; методы.

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PROFESSIONAL COMPETENCIES AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

Abstract

The article deals with topical issues of solving problems to improve the training of students in higher educational institutions. The pedagogical conditions for the formation of professional competence of students of higher educational institutions are studied, the concept of «professional competence» is revealed, its essence, structure is considered, and its content is determined. The system of professional competence formation among students of higher educational institutions is presented and its elements are characterized. This article defines the relevance of the task of improving the training of students of higher educational institutions and the formation of professional activity of a specialist at the present stage of the development of the education system. The concept of professional competence as an integral professionally significant characteristic of a specialist's personality is clarified. Professional competencies that make up the structure of pedagogical competence are defined and classified into groups in accordance with the main areas of work with personnel. The essence of the process of forming professional competence as a pedagogical system is revealed and the main elements of this system are characterized.

Keywords: competence; competencies; student; higher educational institution; pedagogical activity of a specialist; training of students.

Introduction. Training of personnel is one of the priority and historically formed tasks of a specialist [1].

In Soviet pedagogy, the educational component in the professional activity of a specialist was also defined as one of the most significant, and the training of students as future educators and the issues of its improvement were the subject of many scientific studies.

The training of future specialists in higher education is largely aimed at the formation of

professional competencies. The achievement of this goal contributes to the formation of students of higher educational institutions of the ability to solve professional problems that arise in subsequent activities.

The main body. Training of future specialists in higher education institutions should be practice-oriented. Within the framework of this training, an absolute priority is given to the activities organized and carried out to achieve the intended result. In the multi-level structure