Methodological Bases of Professional Competence Formation of the Future Specialists

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Abstract: The Kazakhstan higher education institutions realize multilevel professional educational programs on higher education various specialties. For these programs implementation in trainees social protection context and graduates mobility increase there is necessity to observe the general and innovative principles and methods during the training course. The Kazakhstan higher education institutions task is to provide education at the international standard level and their leaders diplomas have to be recognized all over the world". The president underlined in the Address to the people: "We have to create unified system of learning efficiency assessment and each trainee knowledge and abilities level". Modern education is necessary element of our society and culture, capable to keep the country socio-cultural specificity, to promote youth development and their integration into traditional culture to help young generation to make a choice of the way of life adequate to our people values. At any time education acted as backbone factor of state life, all over the world it is a future outpost, a dominant in the national modernization course, main condition of economic and social breakthrough in the future century. Kazakhstan higher education system has been designated new tasks of Education Development Concept implementation till 2015 demanding the comprehensive consideration of the difficult and inconsistent political, social and economic processes occurring in our society and state and also world, European and domestic higher education systems development regularities and tendencies. In Kazakhstan education modernization conditions and Bologna declaration signing the educational institutions have made certain commitments. One of the main tasks is entering into unified European educational space and achieving of educational programs international recognition on leading specialties. For this task solution the education development main direction is taken onto qualified expert's preparation on international level with high professional and professional competence formation on the competence-based approach.

Key words: Knowledge, abilities, skills, creative activity, professional efficiency

INTRODUCTION

In this regard, increasing demands on the quality of training of future specialists who must have a high level of competence for the successful organization of joint productive activity, effective participation in dialogue on the basis of a competent behavior, active speech, self-regulation and self-correction, erudition and knowledge. Presented requirements require adjustment of the educational process in higher education, to find new ways of training, ensuring a high level of formation of professional competence of future specialists.

In recent years in line with the communicative and especially the competence approach in the domestic and foreign science actively developed the problem of formation of professional competence "as a mandatory competency component of professional development of a modern specialist" in different branches of science; philosophy, sociology, psychology, pedagogy, cultural studies, economics, ethics. Such a multifaceted study of the phenomenon of "professional competence" is determined by the dynamics of social life to find the real needs of today's ideological orientation, the necessity of its formation in the learning process. In the present time, a considerable fund is accumulated that allows you to explore the topic of the research; issues of implementation of competence approach to the assessment of learning outcomes, namely the identification of the components of core competencies studied foreign scientists (S. Adam, D. Raven , G. Khalazh, B. Hutmaer).

Overall, the results of the research updated the further study of the problem of formation of professional competence of future specialists. Meanwhile deficient in pedagogical science studied the issue of formation of professional competence of future specialists.

Modern educational practice shows that the level of training of future specialists, does not meet modern requirements of society, employers as well as the growing

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needs of the individual. Graduates who have acquired qualifications, insufficient own the most important skills of professional competence. Often they are not able to consistently and convincingly argue their point of view, replacing the logic of the argument unsubstantiated allegations, poor command of vocabulary and can not successfully engage in professional communication. High school teachers don't enough use modern technology.

MATERIALS AND METHODS

The general competences include; ability to study (ability to learn), existential competence (existential competence) declarative knowledge (declarative knowledge) skills and abilities (skills and know-how). The general competences aren't linguistic, they provide any activity including the professional. Professional language competences (professional language competence) include linguistic component (linguistic component-lexical, phonological, syntactical knowledge and skills); socio-linguistic component (socio-linguistic component); pragmatic component (pragmatic component- knowledge, existential competence and skills and know-how relating to the linguistic system and its sociolinguistic variation) and also allow to carry out activity with linguistic means usage. The following professional competence components have been allocated.

Grammatical or formal (grammatical competence) or linguistic (linguistic) competence is systematic knowledge of grammatical rules, word units and phonology which will transform lexical units onto the intelligent statement. Socio-linguistic competence (socio-linguistic competence) is an ability to choose and use adequate language forms and means depending on the communication purpose and situation, communication participants a social role, the one who is the partner in communication.

Discourse competence (discourse competence) is an ability of different functional styles complete, coherent and logical statements creation in oral and written language on the basis of different texts types understanding during the reading and audition; implying linguistic means choice depending on statement type. Socio-cultural competence (socio-cultural competence) is native speaker cultural features knowledge, their habits, traditions, behavior standards and etiquette, ability to understand and adequately use them during the communication, remaining other culture carrier; socio-cultural competence formation implies personality integration in world and national cultures system (Brieger, 2002).

RESULTS AND DISCUSSION

Thus, research and analysis of the real state of educational practice leads to the conclusion that studied the problem of formation of professional competence of future specialists on the basis of modern technologies should be considered as a purposeful process that requires scientific justification. However, analysis of research and educational practice reveals objectively existing contradictions; Between recognition of the decisive role of the competitive person skilled in the global community and the lack of formation of professional competence (Kachanov, 1974).

Between the declared requirement pedagogy of formation of professional competence of future professionals through modern technology and low elaboration of the theoretical study and scientific and methodological support. Identified contradictions show the need for the study of the main problems in the study which is formulated as follows; what are the conditions of formation of professional competence of future specialists on the basis of modern technology?

The urgency of the problem, it insufficient developed in modern educational theory and practice resulted in selection of the research topic; "formation of professional competence of future specialists on the basis of modern technologies". A new interpretation of the education updated the terms "competency" and "competence". The concept of "competency" in education introduced in the 70s of the last century in the United States in relation to the theory of language N. Khomsky. He proposes to distinguish between competency and knowledge of the language, meaning knowledge of the language system but under the competency of language use in specific situations. The use is the actual manifestation of competency in the development of language, since the use of language is related to its own experience and skills formation.

Issues of key competences as a result of education were discussed at the forum of the European Community (Council of Europe). Thus, the materials outlines the competencies considered as desired outcome of education. The report of the international conference "Education: The Treasure Within" Jacques Delors formulated the "four pillars" on which to base education: learning to know, learning to do, learning to live together, learn to live. These four strategic objectives in fact, identified the key competencies as a result of education, i.e., not just get a system of scientific knowledge but also learn how to apply them in practice which involves qualify in the broader sense of competence which will enable to cope with the various situations; continually learn to meet the requirements of time (Barron, 2003).

CONCLUSION

Current understanding of the quality of education is regarded as a competent learner in solving real problems and challenges that arise in real-life situations. Formed this competence may be in the process of solving specific problems of everyday life. In this regard, the content of education in the new paradigm, a special place must be given to competence-oriented tasks or so-called situational problems. The basis of real-life issues should be based on educational issues.

Under the educational problem we understand the problem whose solution can not be found on the finished sample or a known process operations. The student here is to show independence and originality in solving this problem. The peculiarity of the competence-oriented jobs is that they are practice-oriented nature but to fix it, youmust have domain knowledge and even a few subjects. In solving the problem of situational teacher and student have different objectives: the student focuses on finding solutions appropriate given the situation, the teacher in the development of studying methods of work in this case the key competences (Brown, 2007).

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