

The Question of Study of the Formation Competence of the Students in the Pedagogical System

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Abstract: This study considers the looking from a philosophical point of view the interactive technology and tiered developing Kazakh language teaching primary school pupils through the method of linguistic communication, content and teaching methods, formed in the education system, the values determined by the formation of new practical ways that could lead to a novel qualitative level and solving the problem.

Key words: Kazakh language, thinking, development, cognition, method, problem

INTRODUCTION

Developmentally, it is not only an indicator of general culture, it becomes an instrument of knowledge of all the sciences, so, the main problem we see learning to prepare students to master all kinds of speech activity in all its forms as well as prepare them for the development of communicative competence. Thus, education focuses on the unity of the process of training and education, through the establishment of common training skills, generalized ways of acting that provides personal and cognitive development of students, the decision tasks of life and the possibility of self-learners. This system is carried out through knowledge of analysis, synthesis, grouping, induction and deduction, experiment, modeling and other methods of theoretical thinking.

As you know, an important indicator of the level of human culture as one of the problems with a person's upbringing his thinking, intelligence is his speech. Well-developed it is one of the most important means of human activity and for school-means success in school. For language acquisition a person must possess special knowledge, skills and abilities. It is important to remember that we are it is not only a means of communication but also the overall development of forming moral qualities and intellectual abilities of children.

Sources of theoretical and empirical knowledge in the knowledge of the world are distinguished by peculiarities positions. For this reason, in an interactive and multi-level developing training Kazakh language through communicative method, theoretical knowledge summarized by the method of transition from the abstract

to the concrete. And this is one of the main research methods of dialectical logic. With this method of learning the Kazakh language by language communication is defined theoretical or empirical content of thinking. And this, in turn, theoretical thinking due to the nature of the transition from the abstract to the concrete.

To determine this, the following route and directions of philosophical knowledge: logical methods and tools: analysis and generalization, grouping, induction and deduction, experiment, modeling. As a result, defines philosophy as a method of theoretical thinking and path of transition from abstract to the concrete. If so, theoretical thinking is the basis of dialectical logic. But you cannot call any theoretical thinking because it is the logic of the position and the system implementation. The main thing in all this the position of the transition from abstract to concrete and manage the system should be methods of theoretical thinking. Here, the knowledge provided in the course of linguistic communication through theoretical thinking and presented as a system and as a community.

In philosophical dictionary indicated that the system a set of elements that are in a relationship and communication with each other which forms a certain integrity, unity. Therefore, in the process of developing an interactive and multi-level Kazakh language teaching in primary schools by the communicative method of knowledge available in a single system, resulting in a primary school pupil gradually master system and linkages between each concept as a structural element of the Kazakh language textbook. In accordance with the program, forming a general concept of Kazakh linguistics

in learning every single concept through the method of linguistic communication, teaches to distinguish them and use them in everyday life. Education communicative approach in primary school helps to shape the student's personality, contributes to finding his place in life, creates an opportunity for evaluation, selection, understanding, learning and comprehension of the importance of other's to make good decisions in everyday life to the practical use of acquired skills and abilities. Thus, education in the country is considered from two sides:

- Formation of knowledge and skills needed for future employment and specifically
- Entry history of man and culture of peace

This is done in close connection with the development of faith, intelligence, history, culture, economics, etc. Hence, defined goal Kazakh language teaching primary school pupils through the communicative method. This goal-training the next generation express their thoughts in the Kazakh language, learning the national values of their country. It should be absorbed children from an early age, forming them by teaching the Kazakh language communicative method compassion, humanism, love of country, beauty, truth and friendship.

Looking from a philosophical point of view the interactive technology and tiered developing Kazakh language teaching primary school pupils through the method of linguistic communication, content and teaching methods, formed in the education system, the values determined by the formation of new practical ways that could lead to a novel qualitative level and solve the problems encountered in the emergence of new requirements of the national outlook because the relationship of man and of the world are signs of national understanding of the world as his perception of the world was formed in certain national circumstances. These signs and representations directly connected with the language of the people. Views of the cultures of the different periods in different attitude to society, time, political movements, to morals, its language, religion and history. Based on this and they are formed. All this was reflected in the language and set in writing. This is confirmed by all the philosophers and culture of the world (Vygotsky, 1956). T. Gabitov, A. Mutalipov, A. Kulsarieva have concurred that language is not only a means of communication, it is a reflection of human existence and its culture because cultures are can not exist outside language. Surrounds human sign system because the existence of man is signed, linguistic existence. Man creates signs himself explores their. Language not only

denotative (signal) a means of communication it is also a connotative (certain socio-cultural, ideological) means. In the language of every people present his story, life, existence, work and culture (Niyazov, 2008). As the President N.A. Nazarbaev said the key landmarks in the modern system of education, training and retraining is the knowledge and professional skills. To become a developed and competitive state, we need to become highly educated nation. In a globalizing world, these prospects are associated with the global trends of development of higher education including the Bologna process which was formed as a result of the European Higher Education Area. The process of convergence and harmonization of higher education systems institutionalized with the signing of the Bologna Declaration which one of the most important principles defined quality assurance.

MATERIALS AND METHODS

Modern education includes three important elements: creativity, spiritual values, a willingness to live in a rapidly changing world. In general, the main priorities of the Kazakhstan school of parameters associated with the implementation of the Bologna process. However, higher education in Kazakhstan as the national system has its own distinctive features due to the strategic lines of source-cultural and economic development of the country.

Particularly noteworthy is the initial training as it lays the foundation for it all-round development of children, here begins the work to promote a culture of speech, forming a conscious attitude to the language, the development of "sense of language". Over the last decade, the primary education system of Kazakhstan has changed considerably: there are new courses, a large number of alternative programs, textbooks and teaching aids; there was the need to introduce state standards. In such a turning point in social development which is going through a system of education in Kazakhstan today with particular acuteness raises questions of continuity and perspective of primary school level to the previous and subsequent steps. At the same time, according to many linguists and trainer's initial stage of education is not so much propaedeutic stage in teaching Kazakh as an important element in common, uniform rate of the native language and speech from the first to the graduating class.

The concept of "competence" are currently the most profitable trends in the use of common units. In the tendency of the concept of "competence" used in the practice and knowledge structures and skills are one of

the most important solutions to the problem are used. Trainer, teacher, scientist areas of study “competence” gives different definitions. For example, L. M. Mitina gives the concept of “competence”, “knowledge creation, skills and self-identified methods used and the practice of human communication”.

As we have already noted that the scientific method is both transformative and control. And in order to manage the development of the individual must be competent. The concept of professional competence of teachers so it expresses the unity of theoretical and practical preparedness for implementation of educational activities and characterizes his professionalism. “Communicative competence-ability means the language is spoken which carry voice work in accordance with the goals and situation of communication in the framework of a sphere of activity”. As a general rule, that the feedback is just that that achieves the main goal of the communication process understanding. The ability to formulate and solve certain types of communication tasks: define the goals of communication, assess the situation, take into account the intentions and methods of communication partner’s, select the appropriate communication strategy to be ready for meaningful change in their own language behavior.

The ultimate goal in such a teacher is usually lost in the bustle of everyday life, so, the design is carried out taking into account only the immediate prospects. So, it turns out that the main reason for the difficulties in the implementation of organizational and communication activities shortcomings in the development of design skills in particular prediction. The key distinction in the structure of the knowledge of ordinary teachers and masters is constantly improving knowledge of child psychology and the skillful application of the technique due to this knowledge.

RESULTS AND DISCUSSION

The mastery of pedagogical skills available to every teacher on condition of purposeful work on themselves. It is based on practical experience. But not every experience is a source of professional skills. So, is the only source of work, meaningful in terms of its nature, purpose and technology activities. Pedagogical skills a fusion of personal and professional qualities and professional competence of the teacher-tutor. Teachers, master distinguishes from others, especially the constructive nature of the activity taking into account both short-and long-term perspective. Thus, when designing a lesson on a particular topic masters have in mind the whole system of knowledge the student and the

result that they want to get in a few years. Many teachers are experiencing the greatest difficulties in communication and organizational activities but these difficulties would be programmed as an inability to anticipate possible difficulties and prevent them with a system of measures.

In the formation of the communicative competence of elementary school students would be to pay attention to other competencies. It helps to understand the motives and needs socialization of students, the development of their cognitive abilities and participate in language relations arising from different situations. Next comes the need to separately examine the question the ways of forming social, cognitive, information technology, etc. competencies of primary school students. Communicative competence is the potential of its own in pupils creative language activity. Semantic part of each student’s memory preserved in the words should be considered as uptake and expression of his intellectual world. Through semantic selection, confident in speaking of a certain semantic structure of the sentence and the ability to produce it again. In the following situations it gets social communicative value, showing the influence of the thought process but the lack of (derivative or generative), creating a communicative and cognitive dynamics, generates no variant, new, creative methods of communication in the learning and expression of that content. However, support for building communicative competence is entirely in the hands of the student because it is based on the social and communicative role of the learner in the social and communicative activities. Communicative competence in the student performed his repeated participation in repeated versions of various communicative situations. Starting creativity in language teaching observed in the ability to participate in meeting communication needs in various situations requiring active thought process. Methodological, psychological and linguistic unity of all the components of communicative situations determines the content of communicative competence, coupled with the knowledge and skills necessary for understanding pupils communicative rules and creating an appropriate program. Its features and volume are primarily associated with the goals of the student assigned to it in the process of language learning, interest and his actions in this direction. Besides the content of other communicative skills consistent with the educational goals and objectives, based on the public interest. Communicative competence is defined as the mastery of all kinds of speech activity and culture basics of oral and written language skills and the skills to use the language in various fields and communication situations relevant

experience, interests, psychological characteristics of basic school students at different stages (Anonymous, 1999). In Chomsky's view, competence means "the speaker hearer's knowledge of his language", whereas performance refers to "the actual use of language in concrete situations" (Chomsky, 1965). Hymes argues that if competence denotes the overall knowledge and ability to communicate and should underlie performance, then it definitely has to consist of more segments than just knowledge of how words are combined into sentences. He calls Chomskian concept of competence grammatical competence and brings in a new term communicative competence which apart from the knowledge of vocabulary and grammatical and syntactical rules of a language, also comprises many other aspects, e.g., the knowledge of how to say something in order to perform a desired communicative function, how to adjust one's speaking with regards to a given context, how not to deviate from the way native speakers would normally say something, how to start, maintain and finish conversation, etc. He suggests that communicative competence falls into four layers: whether something is formally possible, whether something is feasible, whether it is appropriate and whether it is in fact done (Richards and Rodgers, 2001). By possibility he means what Chomsky called competence that is grammatical competence or the knowledge of the language system. Feasibility refers to whether an utterance which is grammatically correct possesses the quality of being comprehensible to the addressee. For example, a complex sentence consisting of ten clauses can be grammatically correct, yet the meaning can be very difficult to understand. Appropriateness has to do with adequacy whether something "fits" in the given context. And the last segment, whether something is done, refers to whether an utterance is what a (native) speaker would normally say. It is obvious that a learner who has only been taught what Hymes calls possibility,

e.g., grammatical structures, might very often be confronted with a situation in which they do not know whether their utterance is feasible, appropriate and used. This limits their ability to communicate considerably.

CONCLUSION

As we have already noted that the scientific method is both transformative and control. And in order to manage the development of the individual, must be competent. The concept of professional competence of teachers so it expresses the unity of theoretical and practical preparedness for implementation of educational activities and characterizes his professionalism. The content of teacher training and which skills are presented in the qualifying characteristics normative model of teacher competence, evidence-based mapping structure of professional knowledge and skills.

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