Modern technologies of communicative competence formation

Zhanat Bissenbayeva - PhD doctoral candidate, Madina Aurenova - Associate professor of the East Kazakhstan State University named after S.Amanzholov, Zhanat Aubakirova - Associate professor of the East Kazakhstan State University named after S.Amanzholov, Elmira Uaidullakyzy – PhD student

Zhanat Bissenbayeva, Aynabulak 2 h.4 ap.2, Almaty 020550, Kazakhstan
Madina Aurenova, Manir street h.11 ap.27 Uskemen 020550, Kazakhstan
Zhanat Aubakirova, Makataeva street h.17 ap.2 Uskemen 020550, Kazakhstan
Elmira Uaidullakyzy, Taugul h.10 ap.62 Almaty 020550, Kazakhstan

Abstract

The main task of the higher educational establishment in the competency training, to teach future specialists to think through effectively in the modern world. Forms of thought-activity curriculum contain the most important types of activities, such as research, design, construction, management, which most effectively promotes the personal himself. The most important condition for the survival of the human and the virtual world will be mastering the method of scientific cognition, or the so-called research style of thinking. Allocate the facts of the world, and to analyze the facts, in the XXI century each person must be able to match the requirements, regardless of their chosen profession. Comes to the forefront the situation of students learning an entirely new technology with the knowledge, primarily associated with the processes of generation and use of knowledge. The student must not only remember that he needs to understand how knowledge arises and how can it be used.

Forms of organization of training in competency education should be different, it is not only the traditional lessons. One of the new educational technologies, which meets on the communicative competence, as new results are education research and design technology training.

Introduction

When considering the basic communicative competence G.M.Kasymova gave an analysis for series of works on the subject, where she noted that, in terms of understanding the social context of "communicative competence" are important to consider psychological concepts of L.A.Petrovskaya, U.N.Emelyanova, M. Zhukova etc. The interesting interpretation of communicative competence U.N.Emelyanova, who considers that it is based on not only the skills and communication skills, and personal characteristics of the individual as a whole, in the trinity of his feelings, thoughts and actions that are deployed in a particular social context, and it extends the concept of communicative competence. Full communion combines two related but distinct

Corresponding Author: Zhanat Bissenbayeva Tel: 23849044
E-mail: zhanatbissenbayeva@gmail.com

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Keywords: self-generated, self-education, self-development, research activity, motivational readiness, cognitive activity, intellectual activity;
layers: the outer, behavioral, operational - technical and domestic level, affecting the deep personal meaning of education and plays a key role in relation to the behavioral / 3 /.

L.A.Petrovskaya considers competence of the person of communication as her competence of interpersonal interaction. Since communicative competence is updated in the specific social conditions of communication (communicative sphere, the situation, the status of the communicators and their communication roles, etc.), it is socially conditioned. The development of communication competence adults suggests double process: on the one hand - which is the acquisition of the new knowledge, skills and experience, and on the other hand this is a correction, change already existing forms. / 1 /.

S.L.Bratchenko in his research defines communicative competence as a set of personality traits, 4 groups of properties as composes communicative competence are personal, cognitive, emotional and behavioral / 2 /. The main content of the personal component is focus on dialogic communication, which is the primary purpose of preparing for communion. In social psychology, used the term "communicative competence", which usually refers to the ability to establish and maintain the necessary contacts with other print people. The structure of competence includes the body of knowledge and skills to ensure the efficient flow of the communication process.

2. Discussion

Communicative competence, according to some psychologists, including the ability to perceive and understand the individual, his emotional state, knowledge of the rules of behavior in communicative situations, the ability to navigate in them, and establish contacts with individual and groups of people to own the culture of discussion and debate, to be able to manage while communicating their mental state and emotions. / 4 /.

These comparative - educational research shows that, despite differences in educational systems, curriculum content, the general idea of the traditional educational process in different countries of the world have similar features. It is traditional at the same time the activity with the whole audience, in which teacher says, transfers of knowledge, skills and experience forms the basis for the presentation of new material (message, presentation) and play it by students, and evaluates the results of the play. Traditional training is primarily reproductive in nature. The work of the teacher is primarily oriented to the message of knowledge and modes of action, which are transmitted to students in the form of ready-made and designed for the playback of assimilation. The teacher is the only player in the educational initiative process [2].

Innovative in world of pedagogy of the last decades is considered the orientation to productive activity of the students in the way of problems decision. Corresponding construction training is based on the development of self-studying theoretical concepts of the objects and phenomena of the world.

Innovation in education is social and philosophical aspect, which in recent years has attracted the special attention of sociologists and social philosophers. In the late 70's authors have received wide international report's fame, “There are no limits learning” formulated an idea of the basic types of learning, understanding learning in the broadest sense - as a process of incremental experience, both individual and sociocultural [5 ] These types of trainings are, "support learning" and "innovative teaching", which were considered in Anyushkina:

"Supportive learning is learning process and outcome (as a result, and educational) activities designed to support the reproduction of the existing culture, social experience and social system. This type of training (and education) in addition provides socio-cultural experience, and it has traditionally inherited to high school education" / 4 /.

Depending on the main ideas in different years in pedagogy and psychology was developed various learning technologies, including the formation of the system-oriented approach to the tools, techniques and training methods, the formation of the system of knowledge among students, the development of intellectual and creative activities to raise socially adapted active individual learner to implement the principles of pedagogy of cooperation in education and etc.

Any educational technology should be based on a scientific analysis of the educational process, based on a certain methodology and have strongly conditioned the application settings; comprehensively address the educational and educational problems of the educational institutions, to ensure the most favorable conditions for the comprehensive development of students.

**Technology of collective mutual learning** (M.L. Braytermen, Dyachenko V., Rivin A.G., A.S. Sokolov and others present educational technology, including the following features and advantages:

- Improvement of skills, logical thinking and understanding of the regular repetition of exercises;
- In the process of speech skills mental activity is developing and includes work of memory, and mobilizes and updates of previous experience and knowledge;
- Involving all types of memory, auditory, visual, motor, verbal;
- Everyone feels relaxed, working at their own pace;
- Increased responsibility is not only for their achievements, but also for the results teamwork;
- there is no need to slow down the progress of some and others prodding of students, with a positive impact on the climate in the team;
- Generates an adequate assessment of the individual, its features and abilities, strengths and limitations;

**Technology of complete understanding of the knowledge** is based on the fact that the student's ability is not determined by averaging, and at optimally matched to the student's environment, so you need an adaptive learning system that allows all students to fully understand the program. This requires a complete reorganization of the traditional class-lesson system specified for all students at the same school hours, content, conditions of work, but having the output is not unambiguous results. The concept of complete assimilation, sets a single fixed rate for students mastering knowledge, skills and abilities, but makes variables for each student time, methods, forms, working conditions. The key concept of this technology is the steps (criteria) for complete assimilation, that is, the planned learning outcomes is to be achieved by all students.

**The technology is based on a differentiated education level** considers about differentiation of students and their features. This takes into account the different inclinations of students, motivation, temperament characteristics, properties, thinking and memory, emotion, learning disability, etc. Flows of students divided into mobile and relatively homogeneous, each group takes possession of the material in a variety of educational areas at the following levels: minimal, basic, variability.

**The pedagogical technology** of modular learning represents the pedagogical technology, giving the chance to put into practice cardinal changes with realization of system approach. The new paradigm consists that the pupil has to study itself, and the teacher to exercise motivational control of its learning; thereby to motivate, organize, coordinate, advise, to supervise.

**Technology personality-based learning.** V.V. Serikov believes that education on a personal level is the meaningful, the subjective perception of reality, and no objective activity does not guarantee the formation of "required" meaning. So talking about the impact of technology on the individual can only be a high degree of conditionality implying that the person is always the actor, partner, and even initiate any process of its formation [2].

He considers that a basis personal the focused education it is possible to consider an educational situation Opening its essence, V.V. Serikov suggests to refuse many attributes of traditional pedagogical thinking and accurately to present that such situation is purposely entered according to the lesson plan, it has no set from the outside of a material and unambiguously registered technique of the organization.

According to the V.V. Serikov's research, designing learning situation involves the use of three types of basic technologies:

1. Representation of the elements of educational content in the form of multi-level student-centered tasks (given technology approach);
2. Learning content in a dialogue as a special didactic and communicative environment, providing subject-meaning communication, reflection, self-actualization (technology educational dialogue);
3. Simulation of social and the role of space-time conditions for the realization of personal functions in situations of internal conflict, conflict, competition (technology simulation games).

**The technology of creation of a problem situation is studied today**, as a rule, in didactic aspect. However in a context of educational influence the problem situation is used still poorly though its effect in development of the personality is huge. The functional view of this phenomenon finds three directions of pedagogical activity: activization of thinking and spiritual experiences, stimulation of independent work of children on overcoming of arising difficulties, formation of requirement and skill of self-development.

**The technology of pedagogical means** is urged to relieve the teacher of constant dependence on various methodical development. Selection of educational resources produced in strict accordance with the needs of a given community, educational purpose, which necessitates consideration of a value, and depending on it is built and educational work of the teacher.

**The technology of pedagogical improvisation** as though finishes consideration of pedagogical technology, but doesn't put an end in further studying [4].

Translation from the Latin the word Improvisation means unexpected. Teaching improvisation can be defined as the instantaneous reaction of teachers in teaching to unexpected behavior of a student, carried out at the level of cultural and educational purposes. Not professional is always improvising, as for him, with whatever he met is considered to be the unexpected. Improvisation requires a lot of mental stress that because of the physical capabilities of man can not be sustained, and the more constant. As a result, it leads to small-education of professionals to mental breakdowns, or to the development of patterns, based on which he operates. It is necessary to be prepared to improvise, it is known that best improvisation is that which has been prepared in advance.

3 tables

From a technological point of view, the reaction of the teacher is improvised through the following steps.

1. Professional evaluation of situational status of the student. Identification of this parameter defines the style, character and direction of teacher impact, the dose and intensity, degree of interference in the natural course of events.
2. "The adoption of the position of" students, providing an extension, and the occurrence of the teacher and the context of the situation as an equal participant.

3. Public recognition of the dignity of the student, manifested in this act. This operation allows you to transfer, to raise the situation to a higher level of culture and change the perspective on the problem.

4. Analysis of their own capabilities and resources of the teacher, that is the definition of what it can do in response to the situation.

5. Take the initiative and translation activities in a positive manner.

The flexibility of modular training is associated with differentiation and individualisation of learning in order to determine the level of knowledge of students. The positive effect of this training is directly manifested in motivating students to study the subject, the desire to make "automatic assessment" for the daily work without absenteeism and serious preparation for classes, a creative approach to learning.

**Reflexive methodology for refreshment vocational teacher education.** Over the last 20 years in domestic and foreign pedagogy and psychology appeared studies to use reflection (N.G. Alekseev, Davydov, I.A. Zimnyaya, A.A. Kalyuzhny, S.S. Kunanbaeva, A.V. Blazguez, J. Calderhead, R. Gates, B. Dusterhoff, J.M. Gore, N. Hatton, D. Smith, M. J. Wallace. This is explained by changes in the society aimed at developing the human mentality, on the model of his communication and training.

**Conclusion**

In this article there was an attempt to conduct analysis for the modern technologies in communicative competence formation, because this type of a skill is considered to be one of the most important ones in language learning and requires the great attention. All modern technologies have been tried during the experiment and it was found out that they are effectively working in communicative competence formation, and especially these ones which were mentioned here are considered to be one of the efficient ones.

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