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**D.K. Sunakbayeva**

IKTU named after H.A.Yassawe, Turkestan, Kazakhstan

E-mail:kaldibaykaynar@list.ru

**APPLICATION OF MOBILE TECHNOLOGIES IN FORMING THE  
PROFESSIONAL COMPETENCE OF FUTURE ECOLOGISTS**

**Abstract.** The purpose of higher education of the Republic of Kazakhstan is training the professional specialists with professional and communicative competence, creative potential and critical thinking. Modern higher education should be continuous, qualitative, versatile, based on mobile technologies, the emphasis should be directed on activity and independence of learners, capacity to be adapted for changing conditions of a modern society. A research of spares of perfection of professional training of the future specialists is offset in a plain of forming and progressing of their professional competence. There is a necessity of transformation of educational environment of the higher school for the uniform creatively developing educational sphere promoting forming of the professional competence as the factor of successful self-realization in professional activity. In connection with process of modernization and informatization of education in Kazakhstan. The process of training specialists of an international level and improving the quality of education a basic course is taken on development of new pedagogical bases to train the future specialist as professional and the creative person with high communicative competence.

**Key words:** professional competence, mobile-learning, mobile technology, teaching English.

Nowadays there is a great variety of methods of teaching English language (TEL). Some have had their heyday and have fallen into relative obscurity; others are widely used now, or have small following, but generally accepted mix, still others are just appearing to be adapted and approved by teachers in various teaching contexts. This article presents an overview of some modern methods and techniques used in TEL at technical universities, such as the case study method, language portfolio, writing essays and doing research, designing and delivering oral presentations and team teaching. The choice of the teaching practices described was determined by their accordance with the following pedagogic concepts: communicative approach; problem-solving approach; vocational orientation in TEL; learner-centered approach.

Case studies for EL study should be based on realistic professional or everyday problems and situations, and designed to motivate and actively engage students. Typically students are involved in discussions on particular problems and work out solutions or recommendations through their active group work. Case studies are also excellent topics for dialogues. It is common that each case study ends with a realistic writing task reflecting the real world of professional correspondence. To be successful in using case studies a teacher should take into consideration the level of students' language knowledge. The best choice would be using it with the student groups of intermediate or advanced level, who may have certain problems in grammar, pronunciation or vocabulary use, but for the most part are at ease with speaking the EL[1].

Language Portfolio is a set of documents that contains information about student's language skills-writing, reading, speaking, listening, and translation, and samples of those skills. It promotes language learning and the development of cultural competence. Most often it consists of three parts: *a language passport*, *a language biography* and *a dossier*. Its *language passport* allows language learners to summarize their language experiences and to describe them in a meaningful way using the terminology of an international rating scale [2]. The *language biography* focuses on the five C's of language learning: Communication, Culture, Connections, Comparisons, and Communities. It provides learners with an opportunity to assess for themselves their language learning progress in five skill areas. It also encourages

them to set personal goals in language learning and intercultural competence development, and to plan strategies to meet their individual goals. The *dossier* both stores samples of a learner's speaking and writing, and documents results of the learner's language tests and other professional certifications [3].

Teachers can use the Language Portfolio technique to help their learners become more autonomous. Universities can use it to develop a whole-school language policy and approaches to LT. Besides the Language Portfolio can be used in programmes of teacher education and development (pre-service and in-services) to encourage reflective, learner-centered approaches to language learning and promote awareness of the international language assessment criteria. While the language passport provides a summary in the owner's proficiency in EL, the language biography and dossier provide employers with a more detailed picture of his or her language and intercultural skills. Thus the Language Portfolio can later be used in recruitment and workplace language training[4].

An essay is usually a short piece of writing, which is often written from an author's personal point of view and requires an independent research. In each vocational course students should be advised to read books in a EL and complete the given tasks related to their study in the essay format. The reading of both exclusively professional and non-professional texts in FL selected according to the students' level and the progress in the study programme is of great significance and should be widely accepted in TEL at technical universities. Essay is a good introduction to patterned writing which is the basis for much more complicated writing that is done later in personal and professional life. Students are taught to produce generative essay writing, developing the plan, drafting, seeking and receiving feedback, revising, proof-reading, and reflecting along with the development of the skills to searching and selecting information from additional sources such as the internet, specialized journals and other special publications [5].

Making oral presentations is one of the important components of a EL course as it develops student's oral presentation and public speaking skills. Asking students to give presentations gives the following benefits [6]: it gives the presenting student a good opportunity to practice unaided speaking; it gives the other students good listening practice; it increases the presenting student's confidence when using a EL; it can be a good diagnostic and assessment device; it can be good practice for the real situation when students may actually need to give presentations in a EL in their professional lives; it is an excellent generator of spontaneous discussion and/or essay topics[7].

The presentation task usually follows the tasks on conducting research and writing essays, but sometimes it needs an independent research to be done. In accordance with the problem-solving approach tasks on designing presentations require student's independence and responsibility. However the teacher should assist students in going over the stages of preparation for the presentation, working on its different parts, discuss possible problems with delivery and evaluation of presentations. After all students have to present collected information alive, in front of their peers being ready to give additional comments and answer questions. Using the visual presentation as a support, students talk on professional, specified topics providing the listeners with greater knowledge and clearer understanding. This can not only increase the student's awareness of public speaking in a EL, but also invite other students to provide feedback, thus promoting communication. The presentations can last for 4-5 minutes but in some of the more advanced groups the students themselves vote on a 12-15 minutes limit [8].

Team teaching in the most general sense encompasses a wide variety of arrangements. One specific form, which has become quiet prevalent in recent years, is having two teachers in the classroom teaching simultaneously. Very often these are EL teachers accompanied by the native speaking assistants of the target language. Besides, there is another type of teachers' cooperation-interdisciplinary teaching, which is organized across different curricular disciplines. One of the advantages of team teaching is that it inevitably produces a lower teacher-student ratio, but having two teachers in the class sharing turns speaking does not accomplish this. Only by running separate activities, dividing the class into two groups-having both teachers circulate and interact with students is the ratio effectively lowered. Ideally, both teachers should be actively involved in managing and teaching most of the class time. Successful team

teaching has the potential to benefit all concerned. Teachers stand to gain in terms of their professional development- they are provided with partners to help them set objectives, make plans, implement lessons and evaluate the results. They have someone from whom they can draw inspiration and who can provide them with constructive feedback on their teaching. Students benefit from the increased quality of the lessons and a lower student to teacher ratio[9].

Team teaching in EL instruction requires thorough planning and preparation as well as following some rules and requirements [10] flexibility of the teachers, their being ready to change the class planning according to the current situation; compatibility of the teachers, both personal and professional, implying trust, cooperativeness, conciliatory spirit, and commitment to collaborative practice; equal status of the teachers and their responsibilities, regardless of their age, experience and education; common goal orientation and joint coordination of activities; using teaming approaches for problem-solving and programme implementation.

The advantages of the teaching methods and techniques mentioned above are numerous and their employment contributes to the development of the following student's skills and abilities [11] language learning and intercultural skills, communication skills: written, oral and non-verbal, critical thinking skills, reflective learning abilities, organizational skills and professional knowledge.

All of these methods and techniques force students into real- life situations and require them to get involved into managerial and workplace communication.

### Conclusion

It should be noted that one of the main ideas of introducing these methods and techniques into EL courses is to provide opportunities for realistic learning situations, in particular to enable students to learn and use a EL in tasks related to and facilitating their study of other university courses. The case study method, language portfolio, essays and research, oral presentations and teaching in teams are the areas of the most pronounced collaboration between a FL and other university courses as the tasks should be set in such a way to include the content covered as assignments or projects in professional courses. This not only enables the connecting of the professional knowledge and language knowledge in a meaningful way, but also promotes peer and collaborative learning in a realistic environment, which is one of the key methodological recommendations in contemporary ELT.

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**Д.К. Сунакбаева**

МКТУ им. К.А.Ясауи, г. Туркестан, Казахстан  
E-mail:kaldibaykaynar@list.ru

### **ИСПОЛЬЗОВАНИЕ МОБИЛЬНЫХ ТЕХНОЛОГИЙ В ФОРМИРОВАНИИ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ БУДУЩИХ ЭКОЛОГОВ**

**Аннотация:** Целью высшего образования Республики Казахстан является подготовка профессиональных специалистов, обладающих профессиональной, коммуникативной и иноязычной языковой компетенцией, креативным потенциалом и критическим стилем мышления. Современное высшее образование должно быть непрерывным, качественным, разносторонним, основанным на мобильных технологиях, должен быть сделан акцент на активность, самостоятельность обучающихся, способность адаптироваться к меняющимся условиям современного общества. Поиск резервов совершенствования профессиональной подготовки будущих специалистов смещается в плоскость формирования и развития их профессиональной компетенции. Возникает необходимость превращения образовательной среды высшей школы в единое творчески развивающее образовательное пространство, способствующее формированию коммуникативной компетенции как фактора успешной самореализации в профессиональной деятельности. В связи с процессом модернизации и информатизации образования в Международном казахско-турецком университете им. Х.А.Ясауи (Республика Казахстан) в целях подготовки специалистов международного уровня и повышения качества образования основной курс на разработку новых педагогических оснований становления будущего специалиста как профессионала и творческой личности, обладающего высокой профессиональной компетенцией.

**Ключевые слова:** мобильное обучение, мобильная технология, профессиональная компетенция.

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**Д.К. Сунакбаева**

Қ.А.Ясауи ат. ХҚТУ, Түркістан қаласы, Қазақстан,  
E-mail:kaldibaykaynar@list.ru

### **БОЛАШАҚ ЭКОЛОГ МАМАНДАРДЫ КӘСІБИ ДАЯРЛАУДА МОБИЛЬДІ ТЕХНОЛОГИЯЛАРДЫ ПАЙДАЛАНУ**

**Аннотация.** Қазақстан Республикасының жоғарғы білім беру жүйесінің мақсаты кәсіби, коммуникативтік және шет тілдік біліктілігі, шығармашылық әлеуеті және сыни ойлау стилі бар кәсіби мамандарды даярлау болып табылады. Қазіргі заманғы жоғарғы білім үздіксіз, сапалы, жан-жақты, мобильді технологияларға негізделген, студенттерге тәуелсіздік және қазіргі заманғы қоғамның өзгеретін жағдайларына бейімделу қабілетін сіңіруге назар аударады. Болашақ мамандарды кәсіби даярлауды жетілдіруге арналған қорларды іздестіру олардың кәсіби біліктілігін қалыптастыру мен дамыту деңгейіне ауысады. Жоғары білім берудің білім беру ортасын кәсіптік қызметте табысты өзін-өзі тану факторы ретінде коммуникативтік құзыреттілікті қалыптастыруға ықпал ететін бірыңғай шығармашылық дамушы білім беру кеңістігіне айналдыру қажет. Халықаралық қазақ-түрік университетінде білім беруді модернизациялау және ақпараттандыру процесіне байланысты Халықаралық мамандарды даярлау және білім беру сапасын арттыру мақсатында болашақ мамандардың жоғары кәсіптік құзыреттілігі бар кәсіби және шығармашылық тұлға ретінде қалыптасуының жаңа педагогикалық негіздері жасалған.

**Тірек сөздер:** мобильді оқыту, мобильді технологиялар, кәсіби құзыреттілік.