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**PEDAGOGICAL BASES OF FORMATION OF PROFESSIONAL
COMPETENCE OF FUTURE TEACHERS OF FOREIGN LANGUAGES
(ENGLISH) WITH USE OF INNOVATIVE TECHNOLOGIES AND
ELEMENTS OF THE UPDATED EDUCATION**

Abstract. The article discusses the main levels of development of the system of vocational education; describes the features of innovative technologies; describes the methods of training future teachers of foreign languages; the main directions of the use of new technologies in higher education. The article deals with the problems of the necessity of introducing different types of social innovations; describes the nature and direction of innovations in higher education; the role of subjective factors and value orientations of subjects of education; the main characteristics of innovations and their management in the system of higher education of the Republic of Kazakhstan are structured. The definition of innovation in education is given. The features of application of innovative teaching methods in the system of higher education are structured.

Key words: innovative technology, high school training, specialist of the new formation, education, educational environment.

1. INTRODUCTION

In the modern world community, the Republic of Kazakhstan acts as an equal participant in the planetary dialogue of civilizations, a carrier of high and original spiritual culture [1]. Education is seen around the world as a process that accompanies a person throughout life and ensures everyone's realization in the professional, personal and socio-cultural spheres. In the new concept of higher education of the Republic, the emphasis is shifted from a narrow professional approach to the training of specialists to the formation of students' competence [2].

The system of technical and vocational education is designed to solve a fundamentally new global problem associated with the preparation for life and work of the future English teacher in a completely new conditions of the information society, to create conditions for the use of innovative technologies in a new information and learning environment [3]. To form personal and professional competences and new outlook, new content of educational and methodical complexes, methods of teaching English in the process of professional training in future teachers of English [4].

Pedagogical innovation – innovation in pedagogical activity, changes in the content and technology of education and upbringing, aimed at increasing their effectiveness [5].

Training of a modern teacher of a foreign language is no longer based only on the knowledge of a foreign language system and the skills of listening, speaking, reading and writing, characteristic of the traditional system of education [6].

2. METHODOLOGY

To solve the problems the author used a set of interrelated methods: sociological (questionnaires, interviews, expert assessments, "round tables"), psychological and statistical, allowing to carry out the modeling of innovative processes.

The main applied methods include:

- analysis of scientific-methodical and psychological-pedagogical literature on the problem of continuous multi-level professional education;
- study and analysis of documents on professional education, planning educational documentation.

3. RESULTS

The main purpose of training students in the International Educational Corporation (mean Kazakh-American University) is to provide students and teachers with a wide range of modern educational materials, technologies that allow to achieve more significant results in the educational process [7]. In addition to classroom and laboratory classes, students devote considerable time to independent work with a multimedia program remotely from any audience to the world wide web [8]. Students have the opportunity to communicate remotely with students from other countries, which are part of the multi-million world community learning English [9].

The status of a foreign language teacher sets the task of significantly modifying the professional training of teachers, updating the content and technology of linguistic education, improving the quality of technical and vocational education. For effective implementation of the professional activity the future teacher of a foreign language has to be fluent in a foreign language, skills of professional competence [10].

Since the 2011 academic year in KAU conducted an experiment on the implementation of the system English Discoveries Online / Offline. The experiment combines the most modern teaching methods, advanced technologies based on multimedia software systems, multi-functional control systems, control and monitoring of the educational process, traditional classroom, distance learning system [11].

It is an integrated system of comprehensive foreign language teaching, which includes the most advanced teaching methods, as well as advanced multimedia teaching software and the latest teaching resources [12].

Multimedia training program English Discoveries - 10 different courses in common-language English from primary to advanced:

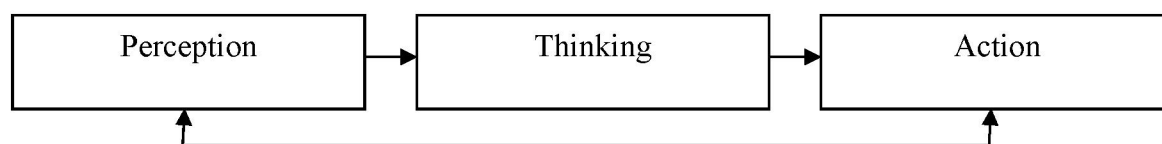
- English for beginners;
- Basic level 1, Basic level 2, Basic level 3;
- The average 1st level; Medium 2 level Medium 3 level;
- Advanced level 1, Advanced level 2; Advanced, level 3 [13].

Thanks to this, our students learn English in the shortest possible time. The competence-based approach in training specialists in the field of foreign languages and cultures focuses on overcoming the explanatory, illustrative and reproductive way of learning through the formation of such abilities of the future teacher as the ability to apply the acquired knowledge, skills in a practical environment, the ability to change them depending on the novelty of the situation [14].

Professional competence and professional lexical competence of the future teacher of a foreign language are interrelated and simultaneously developing categories of competence-based educational model, units of measurement of teacher professionalism.

Activity-oriented teaching implies not only the assimilation of the theoretical material, but also the actions themselves. Theory is absorbed through solving increasingly complex professional-practical problems [15].

The process of activity-based learning is schematically shown in scheme 1. In this form of learning the repetition cycle of the triad: the perception — thinking — action.



Scheme 1 -The process of activity-based learning (Compiled by the author based on research)

For quality education in KAU created an expert group designed for analysis, examination of experimental and educational activities of students. The expert group includes teachers of English and members of the administration, programmers.

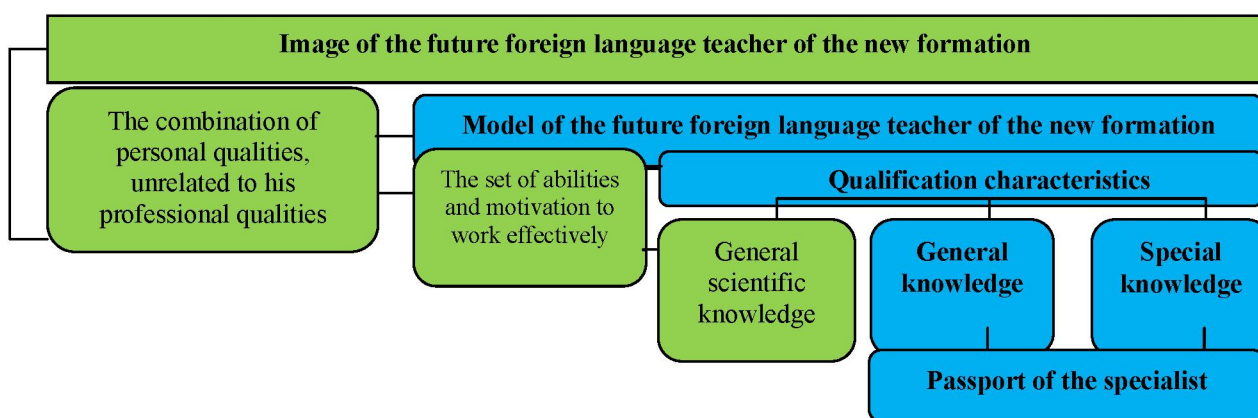
The formation of a competent specialist may, in our view, if you highlight a complex of pedagogical conditions, including (scheme 2):

> The formation of the internal motivation of professional training i.e. focuses on self-awareness, collaborative activities, new knowledge;

> The contents of the educational process must be based upon the qualifying characteristics of the profession and models of the graduate;

> Respect of gradualism in training related to the gradual preparation of students for independent professional activities [16];

> Building a learning activity and reflection basis. The allocated pedagogical conditions contribute to the convergence of the processes of professional learning with the realities of modern life and production, and based on the concept of activities. In the development of pedagogical conditions were taken into account:



Scheme 2 -The model structure of the bachelor of Economics (Compiled by the authors based on the research).

In relation to the pedagogical process, innovation means the introduction of new goals, content, methods and forms of training and education, the organization of joint activities of teachers and students [17].

The defining direction of training is methodological support, guidance and control on the implementation of didactic conditions for the formation of professional competence of future teachers of a foreign language.

4. CONCLUSIONS

The problem of improving the quality of professional training of future teachers of foreign languages (English), able to carry out intercultural communication, using their pedagogical competence, is put forward in a number of important pedagogical problems that require their study and solution. Its actuality is conditioned by the social order, insufficient theoretical and practical development of the system of formation of sociocultural competency training in universities and specificity of professional pedagogical activity of teachers of a foreign language (English).

A special system of competence formation which has been built from positions of the systemic-cultural approach that includes motivational-target, content-procedural, organizational, technological and criterion-level components; the system's core is a cultural project and play nature with open coordination. All components of this system are interconnected and achieve the goal together.

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**ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАР МЕН ЖАҢАРТЫЛҒАН БІЛІМ БЕРУ ЭЛЕМЕНТТЕРІН
ПАЙДАЛАНА ОТЫРЫП, БОЛАШАҚ ШЕТ ТІЛІ (АҒЫЛШЫН) МҰҒАЛІМДЕРІНІҢ КӘСІБИ
ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ПЕДАГОГИКАЛЫҚ НЕГІЗДЕРІ**

Аннотация. Мақалада кәсіптік білім беру жүйесін дамытудың негізгі деңгейлері қарастырылады; инновациялық технологиялардың ерекшеліктері сипатталады; болашақ шет тілі мұғалімдерін дайындау әдістері; жоғары білім беруде жаңа технологияларды пайдаланудың негізгі бағыттары сипатталады. Мақалада әр түрлі әлеуметтік инновацияны енгізу қажеттілігі бойынша міндеттер қарастырылған; жоғары білім берудегі жаңалықтардың сипаты мен бағыттылығы сипатталған; білім беру субъектілерінің субъективті факторлары мен құндылықтық бағдарларының рөлі көрсетілген.; Қазақстан Республикасының Жоғары білім беру жүйесіндегі инновациялар мен оларды басқарудың негізгі сипаттамалары құрылымдалған. Білім берудегі инновация ұғымына анықтама берілді. Жоғары білім беру жүйесінде оқытудың инновациялық әдістерін қолдану ерекшеліктері құрылымдалған.

Түйін сөздер: инновациялық технологиялар, ЖОО-да оқыту, жаңа формация маманы, білім беру, білім беру ортасы.

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**ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ
БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ (АНГЛИЙСКОГО) С ИСПОЛЬЗОВАНИЕМ
ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ И ЭЛЕМЕНТОВ ОБНОВЛЕННОГО ОБРАЗОВАНИЯ**

Аннотация. В статье рассматриваются основные уровни развития системы профессионального образования; описываются особенности инновационных технологий; описываются методы подготовки будущих учителей иностранных языков; основные направления использования новых технологий в высшем образовании. В статье рассмотрены задачи по необходимости введения различного типа социальных инноваций; описаны характер и направленность нововведений в высшем образовании; указана роль субъективных факторов и ценностных ориентаций субъектов образования; структурированы основные характеристики инноваций и их управления в системе высшего образования Республики Казахстан. Дано определение понятию инновации в образовании. Структурированы особенности применения инновационных методов обучения в системе высшего образования.

Ключевые слова: инновационные технологии, обучение в вузе, специалист новой формации, образование, образовательная среда.

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