

Application of Innovative Technologies Forming the Foreign Language Future Teacher's Professional Competences

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Abstract: In the world educational practice the concept of competence is understood as ability of application of the personal possibilities in the course of professional activity, readiness for the professional role performance. A necessary condition of realisation of competence approach positions and principles in the conditions of the higher school is application of innovative educational technologies. As they provide steady mastering of basic knowledge, abilities, skills which are a basis for formation of skills necessary in professional activity. One of realisation methods of such orientation in the course of teaching students in our opinion is their participation in business games. The aim of the work is the problem analysis of foreign language future teacher training and development of his professional competences in the course of application of innovative educational technologies.

Key words: Professional competence • Innovative technologies • Business game

INTRODUCTION

One of the priority directions of development of the higher vocational education modern system is working out of the applied education theory connected with introduction in the higher school educational practice of the competence approach acting as one of the education renovation bases [1]. In the world educational practice the concept of competence represents as "central" concept as competence is understood as ability of application of the personal possibilities in the course of professional work, readiness for the professional role performance [2-4]. Thus it is necessary to underline especially the activity in real constantly changing conditions. Development of pedagogical knowledge, increase of number of methods, means, forms of the education organisation, revealing of the increasing number of influencing factors on teaching and educational process complicate pedagogical activity [5].

At the same time, a necessary and compulsory condition of realisation of positions and principles of the competence approach in the conditions of the higher school is application of innovative educational technologies. As they provide steady mastering of basic knowledge, abilities, skills which are a basis for formation of skills necessary in professional activity.

The aim of the work is the problem analysis of foreign language future teacher training and development of his professional competences in the course of application of innovative educational technologies.

The Main Part: At present time the organisation of educational process of school is characterised by the steady tendency to technologisation of educational process.

As the technological approach assumes presence of the means which are activating students' activity and also an orientation of innovative technologies on activation of students' educational-informative activity, guaranteed achievement of results, reproducibility which as a result provides the optimum problems solution directly connected with quality improvement of school education [6].

The principle of activity which is a basis of the technological approach means high level of motivation, requirement for knowledge acquisition and abilities development, result reception according to personal inquiries.

G.K. Selevko generalising the advanced pedagogical experience underlines that activity to a greater extent arises as consequence of "purposeful administrative

pedagogical influences and organisation of the pedagogical environment, i.e. applied pedagogical technology” [7].

Analyzing pedagogical technologies content the teacher notices that monodidactic technologies are applied in practice seldom. Mostly on the basis of author's idea the technology uniting elements of various technologies is designed. Thus the specialist's creative activity is based on innovative technologies designing and realisation.

The analysis of the scientific and special literature shows that innovative educational technologies mean ability development to cooperative actions in absolutely various situations thereby promoting occurrence of new type relations between the teacher and the student and provide conditions for realisation of future specialists' self-expression, initiative, creativity and competitiveness [8].

From all variety of innovative educational technologies the most corresponding to the competence approach problems is the choice of those which allow providing orientation to gaining of professional work experience [9]. The problem solution is actual in the conditions of modern educational process in higher educational institutions. One of the methods of such orientation realisation in the course of students teaching, in our opinion, is their participation in games.

Business games are of great importance in higher school.

The theory of business games are inseparably connected with theories of game activity in general.

Theoretical substantiation of business games are presented in well known psychologists' works such as P.Ya.Galperin, L.S.Vygodsky, A.N.Leontyeva, etc.

Business games according to the character are effective means of formation of person's personal qualities.

Business games as knowledge and training tools began to develop rapidly in 20th years of XX century. Business games were preceded by imitating games as the knowledge tool. Imitating games were preceded, in turn, by military and military-political games [10].

A.A.Verbitsky considers business games as the form of sign-contextual learning. In its opinion when using business games the learning activity and the future professional activity correspond among themselves as model and its prototype as some artificial and natural systems. Therefore educational business game is defined as sign model of the professional activity which context

is set by sign means - by means of languages of modelling, imitation and communication including a natural language [11].

A.A.Verbitsky sees a problem of educational institutions in the organisation of such training which will provide natural transfer of the student from one leading type of activity (educational) into another (professional) with corresponding transformation of the subject, motives; aims, means, ways and results of activity.

The new technological approach to business game consists in:

- Systematic content of the teaching material presented as imitating model of productivity;
- Reconstruction of structure and functional units of the future professional activity in a game educational model;
- Approach of educational process conditions to real conditions of requirement for knowledge and their practical application;
- Sets of learning and educational effect of game;
- Maintenance of transitions from the organisation and regulation of students activity by the teacher conducting the game to self-organising and self-control of students' actions.

RESULTS

There Are Various Modifications of Business Games:

Imitating games aim to simulate activity of any organisation, enterprise and its department. Events, concrete activity of people (business meetings, plan discussions, conversation etc.), conditions in which activity is carried out can be simulated. The scenario of such game includes the description of structure and appointment of simulated processes and objects.

Operational games. These games are directed on performance of concrete specific operations. The corresponding working process is modelled in operational games.

Role games. The tactics of behaviour, actions, performance of functions and duties of the concrete person is fulfilled in them.

Let us give an example of the role game “School Reunion” which essence consists that each student is given a card with a role (Table 1). Students should enter into a role, discuss and find out what other classmates are now, how they have changed, etc. At the end of the game students should fill in the questionnaire (tab. 2²) [12].

Table 1: Cards

| ALEX | TONI |
|---|---|
| You are a successful actor. | You're very curious about what has become of the people you used to know at school. In particular you remember: |
| You're very curious about what has become of the people you used to know at school. | Gerry, who always used to have new clothes. |
| In particular you remember: | Leslie, who used to pull the girls' hair. |
| Toni, who used to smoke in the bike sheds in the lunch hour. | Dani, who always chewed gum. |
| Leslie, who used to pull the girls' hair. | You wonder how they've changed and what they're doing now. |
| Dani, who always chewed gum. | |
| You wonder how they've changed and what they're doing now. | |
| You are a successful doctor. | |
| LESLIE | DANI |
| You are a successful company manager. | You are a successful dentist. |
| You're very curious about what has become of the people you used to know at school. | You're very curious about what has become of the people you used to know at school. In particular you remember: |
| In particular you remember: | Gerry, who always had new clothes. |
| Dani, who always chewed gum. | Terry, who never used to share sweets. |
| Gerry, who always used to have new clothes. | Sam, who used to have a fantastic 10-speed bike. |
| Terry, who never used to share sweets. | You wonder how they've changed and what they're doing now. |
| You wonder how they've changed and what they're doing now. | |
| GERRY | TERRY |
| You are a successful fashion model. | You are a successful politician. |
| You're very curious about what has become of the people you used to know at school. | You're very curious about what has become of the people you used to know at school. In particular you remember: |
| In particular you remember: | Alex, who used to be the teacher's pet. |
| Terry, who never used to share sweets, | Toni, who used to smoke in the bike sheds in the lunch hour. |
| Sam, who used to have a fantastic 10-speed bike. | Leslie, who used to pull the girls' hair. |
| Phil, who used to throw paper darts at the teacher. | You wonder how they've changed and what they're doing now. |
| You wonder how they've changed and what they're doing now. | |
| SAM | PHIL |
| You are a taxi driver. | You are a soldier. |
| You're very curious about what has become of the people you used to know at school. | You're very curious about what has become of the people you used to know at school. In particular you remember: |
| In particular you remember: | Terry, who never used to share sweets. |
| Dani, who always chewed gum. | Gerry, who always had new clothes. |
| Gerry, who always had new clothes. | Sam, who used to have a fantastic 10-speed bike. |
| Phil, who used to throw paper darts at the teacher. | You wonder how they've changed and what they're doing now. |
| You wonder how they've changed and what they're doing now. | |

Table 2: Questionnaire

| |
|-----------------------------------|
| ALEX used to and now |
| TONY used to and now |
| LESLIE used toand now |
| DANI used toand now |
| GERRY used toand now |
| TERRY used toand now |
| SAM used toand now |
| PHIL used to and now |

Thus, the conducted research shows that development and formation of foreign language future teacher' professional competences can be effectively realised ?? by means of modern educational technologies,

namely: technologies of business games. But for the further research it is necessary to use wider arsenal of technologies and methodical maintenance to them.

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