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## **CREATING INTERACTIVE COMPETENCE IN PROFESSIONALLY-ORIENTED FOREIGN LANGUAGE (ON THE EXAMPLE OF STUDENTS OF SPECIALTY «FINE ARTS AND DRAWING»)**

### ***Abstract***

*This article deals with the problems of formation of the interactive competence at training professionally oriented foreign language. The authors suggested brief recommendations for the use in the educational process of training manuals which are aimed at job creation interactive competence of students. Also there is practical achievement of the research which is determined in the textbook.*

**Keywords:** interactive competence, speech skills, communication, expert, professional communication

**Ключевые слова:** интерактивная компетенция, навыки говорения, коммуникация, эксперт, профессиональное общение

In the current socio-economic conditions characterized by the intensification of international contacts, expansion of professional cooperation and business partnership to a higher education put forward new requirements. The competent foreign language is seen as an integral component of professional training of students of any specialty. In this regard, the need for updated research students formation and development of non-linguistic ways universities the ability to cross-cultural communication and the willingness to cognitive activities through the transition from learning a foreign language as a school subject to its practical application in the professional purposes. In modern research on learning a foreign language in non-linguistic problem of high schools speaking another language expertise is seen as a complex construct that includes cognitive, linguistic and interactive components.

Kazakhstan's need for specialists who speak foreign languages, especially increased in the present time in connection with the development of international business contacts, development of new technologies, the creation of numerous joint ventures and the intensification of professional work in close cooperation with foreign experts.

Due to the social order of society development issues of foreign language teaching professionals it is one of the most pressing problems of teaching foreign languages. The concept of foreign language education of the Republic of Kazakhstan emphasized that the foreign language is an integral component of modern training specialist of any profile. Mastering the students of professional - communicative abilities is impossible without purposeful formation of conceptual - terminological apparatus specialty expanding the knowledge base on the material of the authentic texts, mastering the strategies of teaching skills to interpret, to debate, to argue, to solve the typical standard and professional - oriented tasks [1, 17].

Reaching the designated tasks, in turn, is impossible without the use in the educational process of various technologies based on the principles of problematical, interactive, situational: modeling professionally-context situations, most related to future professional - practical activities of students, the problem method and project work.

Mastering the foreign language in this case is regarded as the acquisition of interactive competence, the willingness to student to establish and maintain contacts with other people, it's internal resources system needed to build constructive interaction in constantly changing situations, interpersonal and business communication, taking into account the professional orientation of the chosen specialty "Fine art and drawing."

Analysis of years of experience teaching English in Karaganda State University convincingly shows that the initiation of the future experts of a professional English-speaking fragments of picture of the world is severely restricted in the absence of their picture of the world many stereotypes of communication situations, discourse strategies, professional concepts peculiar to the society of the

country of studied language. The greatest difficulty in learning a foreign language causes such situations of business communication as personal contacts, writing business letters, phone conversations, meetings and negotiations, etc.; students have limited knowledge of the communicative strategies deployed in aforementioned situations on the cognitive level, language signals do not own their structure and interactions in them. This circumstance makes pay special attention to help students to understand the situations of business communication, to develop the skills of adequate orientation in communicating intentions, in the social and professional values of which come from different cultures.

The subject of cognitive activity of students of foreign language should be typical situation encountered in business communication in English-speaking society, their structuration and language manifestation. Formation of professional competence of an interactive, knowledge of the world of professional communication and its rules, skills identification and generation of speech models of diverse situations of business cooperation has professional training strategies of communicative interaction, adequate verbal behavior, effective impact on the partner. This is achieved by modeling in the learning process of professional cooperation situations in which a foreign language is an instrument of social interaction between the individual and the collective must be professionally-oriented; it reflects all changes to socio-cultural factors that influence the hierarchy of meanings and values in the world picture of the person, its mentality, pragmatic installation. Professional communication involves speech acts such as the presentation of the material, written and oral exchanges of information, expression, discussion, etc. [2].

Numerous definitions of professional communication, basically boil down to two aspects of the transmission of information: text, form of information transfer. The focus of the first approach is the message itself (presentation, public speaking, business correspondence, feedback is indirect); it is based on the effectiveness of language. The second approach involves the study of methods of transmitting information. Thus, in order to solve the above problems in the formation of the interactive competence at training professionally oriented foreign language, the authors have developed a teaching aid for students of specialty "Fine arts and drawing", content and tasks aimed at developing interactive competence of students.

The above teaching aid should be used in a specific sequence, which in turn corresponds to the basic communicative needs of the individual (communication, information, achievement) allocated in psycholinguistics and stages of training professional communication in a foreign language. This manual includes two aspects: First, language learning interaction contributes to an adequate orientation in the designs of communicating and implementing the actual needs of communicators and, secondly, the professionally oriented teaching to the values and knowledge, conceptual apparatus and ideas professionally-intellectual, socio-cultural spheres of the person from which emanate the participants of communication. The authentic texts are updated sociopsychological-cultural parameters of the participant communication: social role, professional status, stereotype behaviors and communicative competence.

Formation of professional competence should begin online training with cognitive professional text program: to develop students' understanding of the frames of the business situation. Successful communicative interaction is based on the basic principles of pragmatic cooperation, so each job reflects the benefits section, which contribute to self-generate interactive competence.

Thus, interactive professional competence is a complex linguistic psychological phenomenon, caused by the implementation of overt and covert strategies of communication participants. Linguodidactical aspect of the formation of professional communicative competence is associated primarily with the simulation speech activities in the learning process and the solution of a number of linguistic and didactic problems.

Using the training manuals developed in order to create an interactive competence of students of the specialty "Fine arts and drawing", it gave a positive result, which showed the results of survey conducted among the students of the above specialties, as well as the results of a comprehensive English test. In its further use in the classroom is the optimal solution for the development of communicative interaction.

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## ПРОЦЕСС РЕАЛИЗАЦИИ АКМЕОЛОГИЧЕСКОЙ НАПРАВЛЕННОСТИ В ПРОЦЕССЕ ПОДГОТОВКИ СПЕЦИАЛИСТОВ ИНОСТРАННОГО ЯЗЫКА

### *Аннотация*

*В статье производится анализ современного состояния и основных тенденций развития подготовки специалистов иностранного языка посредством акмеологической направленности. Обосновываются основные принципы и пути решения поставленного вопроса, что одним из особо эффективных способов, которые дают вероятность целенаправленно и в комплексе данное реализовать, считается акмеологический подход.*

**Ключевые слова:** акмеология, педагогическая акмеология, иностранный язык, профессиональное становление, самореализация.

**Keywords:** acmeology, pedagogical acmeology, a foreign language, professional development, self-realization.

Вхождение Казахстана в мировое образовательное пространство дает толчок к совершенствованию системы образования и подготовки, в частности, специалистов иностранного языка. На сегодняшний день профессиональная деятельность базируется на проектировании оптимального образовательного процесса, в течение которого становится актуальным инновационный потенциал самой личности студента и продуктивные способы ее самореализации в будущем. Требуется выработка у них способностей и потребностей в непрерывном поиске новых профессиональных знаний и умений, в ориентированности на завоевание новых высот в образовании и будущем профессионализме – это сейчас наиболее актуальный вопрос. Улучшение подготовки будущих специалистов иностранного языка в условиях, осуществляемых в Казахстане преобразований образования, сопрягается с выбором многообещающих направленностей и способов к перемене методов организации, форм и сущности образования. Анализируя сегодняшнюю ситуацию, можно сделать следующие выводы, что, к сожалению, на сегодняшний день в школах Казахстана нет целенаправленных программ по формированию акмеологической направленности в процессе подготовки специалистов иностранного языка. Те или иные темы затрагиваются в образовательных программах вузов, а также на самих занятиях по обучению иностранным языкам будущих специалистов иностранного языка [1, 23].

Продуктивность применения акмеологии в обучении новых специалистов иностранному языку формируется за счет следующих организационно-педагогических условий: целостность и адекватность целеполагания, создание диагностического обеспечения, создание технологий акмеологического направления, формирование сущности процесса индивидуализации, организация готовности самих педагогов к осуществлению индивидуализации [2, 164]. Практическое воплощение процесса организации акмеологической направленности личности предполагает вполне определенную его организацию, конечно же, в рамках всего образовательного процесса вуза, где дисциплины отличаются друг от друга составом, структурой, особенностями методики преподавания. Для этого, прежде всего, необходимо согласовать цели преподавания каждого предмета с целями процесса организации акмеологической направленности личности, а также скоординировать общее содержание [3, 65].