

пайдалы ойындардың әр түрлі түрлерін ұйымдастыру үшін оны әмбебап заттық ойындық ортамен жабдықтап, ойын үшін қажетті барынша ыңғайлы күн тәртібіндегі уақыт емес, сонымен бірге ыңғайлы орын бөлу.

Мектепке дейінгі ұйымдардың топтарында заттық-дамытушы ортаны ұйымдастыру кезінде күрделі, көп жоспарлы және жоғары шығармашылық әрекет қажет. Себебі ойыншықтардың алуан түрлі болуы баланың дамуына негізгі жағдай болып табылмайды. Сондықтан тәрбиешілер топты дұрыс стандартты емес жабдықтау білуі керек.

Максатты ұйымдастырылған заттық-дамытушы орта баланың үйлесімді дамуы мен тәрбиеленуінде үлкен рөл атқарады. Дұрыс ұйымдастырылған заттық-дамытушы орта балаларда қуаныш сезімін балабақшаға деген жағымды эмоциялық қарым-қатынасты, оған келуге деген тілекті шақырады, жаңа әсерлер және білімдермен байытады, белсенді шығармашылық әрекетті тудырады, мектепке дейінгі балалардың зияткерлік және әлеуметтік дамуына мүмкіндік береді.

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PEDAGOGICAL CONDITIONS AFFECTING THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE AMONG STUDENTS OF VOCATIONAL EDUCATION

Аннотация. В статье определены педагогические условия, влияющие на формирование иноязычной коммуникативной компетентности студентов профессионального образования. Авторы освещают важность знания иностранных языков и наличия коммуникативной компетентности для специалиста высокого уровня в современном мире. Сделан вывод о том, что при соблюдении рассмотренных условий, педагогический процесс по подготовке высококлассного специалиста будет более успешным.

Ключевые слова: система профессионального образования; педагогические условия; коммуникативная компетентность; иноязычная коммуникативная компетентность; средства коммуникации; профессиональная компетентность; совместное обучение; коллаборативная среда.

Annotation. The article defines the pedagogical conditions that influence the formation of foreign language communicative competence among students. The authors highlight the importance of knowledge of foreign languages and the availability of communicative competence for a high-level specialist in the modern world. The authors concluded that subject to the conditions considered, the pedagogical process for training a highly qualified specialist will be more successful.

Key words: vocational education system; pedagogical conditions; communicative competence; foreign language communicative competence; means of communication; professional competence; collaborative learning; collaborative environment.

Economic and social transformations are currently taking place in the world to determine the direction of development and set new conditions for all spheres of human activity. Education, as one of the areas of the life, also experiences constant changes setting new tasks for the vocational education system [1].

Many studies show that it is impossible to solve new problems in the education with old methods. A strategy for the development of professional education and the corresponding paradigm of educational activity is radically necessary [5]. One of the areas of new pedagogical solutions is associated with the formation of communicative competence of specialists of high levels of professionalism. Since communicative competence is a system-forming element of professional competence and a crucial component in any professional activity, the educational process should be focused on activities aimed at its development in a professional context.

The purpose of modern vocational education is to train specialists with developed communicative competence who can act under the professional context for mobility and adaptability in the context of informatization of society and the development of new high-tech technologies. The issue of the formation of foreign language communicative competence is one of the most important in professional development. Highly qualified specialists should know foreign languages. This is because foreign languages have become one of the main factors of production in the context of the globalization of professional activity [2]. Teaching foreign languages in the world is experiencing a difficult period of reformation and revision of goals, objectives, methods, and educational materials. The main aim of teaching foreign languages is to teach a language as a real means of communication. Teaching a foreign language in vocational education should be communicative and professionally oriented to its task is determined by the communicative and cognitive needs of specialists of the corresponding profile [3].

Based on the principles of the organization of the educational process that constitute the essence of the communicative approach to teaching a foreign language (personality-oriented learning, the role organization of educational material and the educational process, the continuous communicative interaction of students, taking into account the context of their professional activity), as pedagogical conditions affecting the productivity of this process, we identified the following: personal, professional, collaborative, cultural and humanistic orientation of the substantial aspects of teaching a foreign language.

Work experience as a foreign language teacher, led us to the conclusion that to form a conscious attitude to mastering a foreign language, the objectives of learning must correspond to the interests and needs of students. An essential element in the formation of the communicative competence of students is the professional orientation of the substantive aspect of teaching a foreign language. Since students' needs are largely determined by their future profession, the subjectivity of the content of learning concerning the future professional activity of students is the motivational basis for the educational process. The professional context of educational activities launches motivational mechanisms and contributes to the effectiveness of the learning process [4]. We determine the correlation of the pedagogical content of relevant subjects with the content of teaching a foreign language - one of the main ways to form professional and communicative competencies this allows us to create situations close to real situations of professional communication in the classroom, use elements of collaborative and group learning in the educational process. The more professional our training will be, the more successful it will be.

We believe that the humanistic style of communication, based on the respect of the individual, trust, empathy, and the unconditional acceptance of the student's personality is a necessary case for foreign-language communicative skills [7]. The style of pedagogical communication largely determines the attitude to the subject, the moral and psychological climate of the group, and ultimately the effectiveness of communicative competence of students. The teacher should approach each student to study a foreign language individually, taking into account his interests, linguistic abilities, and worldview, which is possible only with the purposeful cooperation of the teacher and student.

In educational conditions, in the context of improving the requirements for the formation of foreign communicative competence of students, we are interested in the creation of a collaborative environment in the audience (from the English Collaborative Learning, Learning together) which can solve one of the main communicative tasks - to teach students not to be afraid to speak, join the dialogue with the interlocutor, and communicate freely and interact with the group of students. In his work, S.T. Zhabulova claims that collaborative training can contribute to the forming and development of communicative competence and the education of a speech culture by developing dialogical and monologic speech of future specialists [6]. In addition, collaborative activities, in the process of solving educational problems, prepare students for independent education and subsequent professional activities. Of course, the idea of collaboration is not new in pedagogy and methodology. But the basis of collaborative learning is the idea that studying together is not only interesting but also effective and applies not only to the professional growth and development of

students but also to the acquisition of soft skills - intellectual and academic development. This is due to the positive interdependence of all members of the group from each other, each of which takes responsibility for the success of the group as a whole, which is the most important characteristic of this method. The method of collaborative learning combines the principles of functionality and integrity and allows you to realize a systematic approach to the formation of communicative foreign language learning students with an emphasis on the individualization of the educational route.

The meaningful condition for the formation of communicative competence we consider the orientation of the educational process to culture as the professional value of students. The style of pedagogical communication, based on trust and unconditional adoption of the individuality and culture of the student, contributes to the freedom of expression and the creative development of thought. Professional activity is a meaningful area of human life, but life is not limited to the performance of production functions. Foreign languages are part of a culture and play an essential role in the formation of personality, in the education of its moral qualities, and in the construction of professional and communicative competence. Professional development is always associated with a high level of culture and the ability to build interpersonal relations.

All pedagogical conditions are interconnected and affect the effectiveness of the formation of foreign communicative competence of students of vocational education in the process of studying foreign languages. With personality-oriented teaching of a foreign language, the main content and learning process have maximum significance for the student. Students learn what is personally significant for them and professionally vital and this is also true for teachers of foreign languages. In the academic environment, the student's preferences and personal interests are the final guidelines for choosing the content of the curriculum, methods, and techniques used in the classroom. We are sure that subject to all these conditions, the study of a foreign language will become an exciting process of opening and studying the new aspects of the personality of the student and teacher of vocational education, the process in which all participants will be active, and which will ultimately contribute to the development of the communicative and professional competence of participants in the educational process.

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