

The last President's Address to people of Kazakhstan declares, "That creating a science-based economy first of all increases the capacity of Kazakhstan science in general. Therefore, the legislation on venture capital, intellectual property protection, support for research and innovation, and the commercialisation of scientific research should be improved" [3]. Additionally, social targeting and the balance of social interests should become the foundation of modern educational policy. The strategic objectives of education modernisation can only be achieved in the process of constant interaction between educational system with the national economy, science, culture, health care, all relevant departments and public organisations, parents, and employers [8, 302-313]. Educated personnel should be more informed about the complex system of education in schools and universities. In order for these goals to be successfully achieved, these systems need to be coherent with the strategies and aims for education in Kazakhstan.

In conclusion, there are many factors affecting education, which are making it complex regarding Kazakhstan's reality. Education as a social field is based on the development of scientific and technological capacity. This should not be seen as an accompanying factor, but viewed as one of the principle factors of economy and politics, as well as having the same features and controlled methods.

This article attempted to show that education is a quite complex system, and found out that state control over education is very important because it directly affects the future development of the country. In this regard, special attention in reforming the educational process needs to be devoted to correcting the problems of education management and financing. The reforming of this sector is not only limited to economic issues, but the government should also take into account the issues of quality and relevance of education to modern requirements. The ability to train citizens is classified as investment in human resources. These specialists then begin to form the intellectual capital of the nation. Such investments must harmoniously relate to the progressive development of the productive sector and the economic policy of the state.

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MOTIVATION AS FORMATION OF PROFESSIONAL ORIENTATION OF THE FUTURE SPECIALIST

Abstract

In article orientation acts as a motive and as a behavior regulator – satisfactions of the leading requirements of interests of the person, in particular needs of improving of the professional skill.

Ключевые слова: направленность, профессия, система мотивов.
Keywords: orientation, profession, system of motivation.

In literature professional-pedagogical orientation is defined as steady interest in a profession, in unities on the social and cognitive activity which is expressed in aspiration and readiness to responsibly carry out pedagogical duties.

Stages of development of an orientation as notes A.I. Kochetov [1,144] in the most general plan may be presented in the following way:

- a) having an interest as a reflection of steady and actual requirement;
- b) developing tendency and steady interest, realized in activity;
- c) becoming aspired with the complex and steady interests and inclinations which have become the main motives of behavior;
- d) developing orientation as a connection of purposefulness with the leading qualities of the personality.

Contents of the concept of "professional-pedagogical training orientation" is debated differently by separate authors. N.V. Malakhov allocates two aspects in the content of professional-pedagogical orientation of training: the subject-methodical aspect connected with "school" orientation of the disciplines studied in pedagogical higher education institutions, and the general pedagogical aspect connected with the developing of students personal qualities as a teacher. He considers that "... in the higher education institutions training teachers the requirement of a professional orientation has to be brought together to that in carrying out all types of work with students to provide their comprehensive orientation to pedagogical work" and adds that it "has to be expressed first of all, in giving to students a certain orientation on use of corresponding "special" knowledge in their forthcoming pedagogical work [2, 138]. VA. Slastenin [3,145] defines professional –pedagogical orientation as a reflection of need for pedagogical activity acting as a driving force of development of pedagogical abilities that is the "framework" around which the main qualities of the identity of the teacher are under construction and packed.

To develop professional - pedagogical orientation of the identity of a future teacher means to teach students to develop professionally important skills and qualities. Otherwise, pedagogical education stops being originally professional education without it and out of it.

It is absolutely obvious that the first necessary condition of developing professional orientation includes in emergence of selectively positive attitude of the person to a profession or to its separate sides. It is about emergence of the subjective attitude, but not about those objective connections which can take place between a person and a profession. Arising of the subjective attitude is defined by the developed objective attitudes. The instruction on selectively –positive attitude of the person doesn't open, however, the psychological content of his professional orientation. The concept "attitude to a profession" itself is psychologically empty as reflects only the direction of our activity and indicates its object. Different requirements and aspirations can be on the basis of the positive attitude of several people to the same profession. Only by the analysis of system of the motives which are the cornerstone of the subjective attitude it is possible to judge its actual psychological content. Sharing opinion of P.A. Shavir [5,26] we think that a complete professional orientation is a circle (variety) of motives of preference to a profession. The selective attitude to a profession most often begins with emergence of the private motives connected with the separate parts of content of a certain activity or with activity process, or with any external attributes of a profession. Under certain conditions for the person many factors connected with a profession can become private motives: its creative opportunities, prospects of professional growth, prestige of a profession, its public importance, material, hygienic and other working conditions, its compliance to habits, features of a character, etc. It demonstrates that the professional orientation is based on a wide range of requirements, interests, ideals, aims of the person. The professional orientation is fuller, the more multilateral sense is made for the person by the choice of this kind of activity, the more versatile satisfaction received from realization of this intention.

The professional orientation of a large group of people can include the same motives and still to be various. It is caused by the fact that the system of motives always assumes their certain organization, structure. The same motives can be organized variously, are in various relations of a taxonomy. And it is especially important when the leading motives can be various.

Usually motives which are the cornerstone of a professional orientation are heterogeneous by origin, nature of connection with object (profession).

It is possible to allocate several motives according to P. A. Shavir [5,48]:

- a) the motives expressing need what makes the main content of a profession;
- b) the motives connected with reflection of some features of a profession in public consciousness (motives of prestige, the public importance of a profession);
- c) the motives expressing earlier developed needs of the personality actualized at interaction with a profession (motives of self-disclosure and self-conformation, material requirements, features of a character, habits, etc.);
- d) the motives expressing features of consciousness of the personality in the conditions of interaction with a profession (conviction in own suitability, in possession of sufficient creative potential, that the planned way is also "my calling", etc.);
- e) the motives expressing interest of the person in external, objectively insignificant attributes of a profession. Quite often it is these motives that generate aspiration to separate "romantic" professions.

Essential distinction of the specified groups of motives consists in their unequal relation to the objective content of professional activity. The motives referred to the first group do close and necessary to the person more essential in this activity, in what its objective appointment is. Other groups of motives are not connected so intimately with the main content of activity. They crystallize the need not so much in the activity so how many in various, connected with its circumstances. It is undoubted that the specified groups of motives are not equivalent on meaning for development of the personality in the conditions of this activity.

The motive which is integrally connected with the content or process of activity provides that continued attention to it, that enthusiasm which leads to the development of the corresponding abilities. This motive induces the person to estimate himself, the knowledge and moral qualities in the light of requirements of this activity. Thereby this motive is the most important psychological prerequisite of self-education.

It is impossible to underestimate a role of the other groups of motives. However their importance in structure of a professional orientation depends on whether they supplement the motive answering to the objective content of a profession or "compete" with it. In cases when the motive relating to the second - fifth groups occupies the leading position, the level of a professional orientation to a greater or lesser extent decreases because its core – enthusiasm for the content of work is weakened in it.

Based on the stated arguments, under professional orientation we see the degree of compliance of the leading motive of preference to a profession (therefore, its personal sense) to the objective content of a profession. At the high level of an orientation close and necessary to person is the most essential in this activity what makes its main content, in what its objective appointment consists. At the low level of an orientation the leading motive expresses the need not so much in the activity as how many in various, related circumstances.

The main indicator of level is pithiness and depth of a professional interest taking into account its position in the system of the motives forming a professional orientation. It is obvious that without rather high level of a professional orientation optimum interaction between the person and the work elected by him is impossible. Only provided that it may possible to predict successful development of a creative and moral power of the personality in the course of work.

High level of a professional orientation is that qualitative feature of structure of motives of the personality which expresses unity of interests of society and the personality in the sphere of professional self-determination. And only in case of prevalence of collateral motive becomes necessary to provide shift of motives in order that further increase of professional orientation level has become possible.

At prevalence of direct motives (the motives which are integrally connected with the content of the carried-out activity if there are no effective forms of connections with a proposed profession, discrepancy between requirements of a profession and level of a professional orientation usually isn't realized at all. Only in the course of the real, arising in activity interaction, interpenetrations external and internal prove driving forces of professional orientation development. Thus the professional orientation can be presented on a wide range of requirements, motives, ideals, directions leading to the purpose.

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АКТУАЛЬНОСТЬ ПОЛИЯЗЫЧНОГО ОБРАЗОВАНИЯ

Аннотация

В статье рассматриваются проблемы полиязычного образования, межкультурная компетенция, последствия полиязычного образования, языковая ситуация Казахстана. А также рассматривается прикладное значение полиязычия и его роль

Ключевые слова: билингв, двуязычие, полиязычие, компетенция, лингвокультурология

Keywords: bilingual, bilingualism, polylinguism, competence, cultural linguistics

Система образования Казахстана нуждается в коренной модернизации. В образовании Республики Казахстан протекает процесс широкого внедрения полиязычного образования для подготовки конкурентоспособных специалистов, владеющих государственным, русским и английским языками. Знание нескольких языков - это веяние современности.

Полиязычное образование – это одновременное овладение несколькими языками и уважительное отношение к культурам изучаемых языков. Для осуществления нужен целостный подход, который подразумевает обучение трем языкам, развитие полиязыковой личности.

Для реализации Концепции развития образования Республики Казахстан до 2020 года идет подготовка полиязычных специалистов. Конкурентоспособный специалист должен знать три языка, то есть, казахский язык, как государственный язык, русский язык, как язык межнационального общения и английский язык, как международный язык.

Особенное место занимает казахский язык, который как средство и объект обучения нуждается в разработке теоретических и прикладных качеств. Понимание данного факта вследствие функционального вхождения английского языка на фоне широкого употребления русского языка приводит к поиску и отбору способов, приемов и методик активизации особого изучения лингводидактических основ казахского языка.

В связи с этим необходимо решить следующие задачи:

– создание новаторского представления о преподавателе и обучаемом (студенте либо учащемся) как субъектах полиязычного образования;

– сохранение преемственности полиязычного образования на различных уровнях системы образования (дошкольное – среднее – высшее – послевузовское образование);

– сопоставительный анализ при сравнении специфических черт при обучении казахскому и английскому, русскому и английскому, казахскому – русскому – английскому языкам;

– выявление лингводидактических качеств для разработки программ и составления учебно-методических комплексов языковых и неязыковых дисциплин;

– подготовка и выпуск методических пособий, мультимедийных средств.[1, 75]

Языковая политика должна быть ориентирована на преодоление разных преград в многофункциональной дистрибуции языков. Должен быть целостный подход по внедрению научных инноваций, которые помогут преодолеть трудности подготовки полиязычных кадров,