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Information education environment as the means of development of a foreign language teacher professional competence

The research paper deals with the role of information education environment in formation of professional competency of a foreign language teacher. Viewpoints and opinions of researchers on the problem of competence approach on teaching and learning are regarded, and also concepts of competence and competency are analyzed. Much attention is given to didactical potential of information technologies, creating real conditions for development of professional competency and experience exchange of different branches specialists. The authors assert that in the process of teaching a foreign language using the means of information technology, students develop their independence, but the role of the teacher does not decrease. In addition, teacher must monitor the progress of students, guide it in a right direction, and check the results of the work. Articles also dealt with the prospects of using e-mail to form a foreign language competence. As a result of analysis, the authors come to conclusion that informatization of education system sets definite requirements to the process of formation of professional competency of future specialists.

Keywords: competence, competency, internet, information education environment, professional competency, experience exchange.

At the present stage of development of language teaching methodology, the competence approach becomes increasingly important. It is related to a change of educational paradigm to the person-oriented approach.

Many methodologists and practitioners, comprehending and systematizing the requirements for modern foreign language teacher, interpret ambiguous concept of teachers' «professional competence». Terms such as «skills», «ability», «functional components», «competence» are encountered in specialized literature. Depending on the interpretation, these concepts reflect the essence, structure and content of the professional-pedagogical activity of a teacher.

However, it should be noted that present method has no common approach to the definition of professional-pedagogical competence of a foreign language teacher, despite the fact that the majority of researchers in one way or another touch upon the methodological, pedagogical, psychological aspects.

«Competency-Based Approach is a set of common principles determining the aims of education, the selection of educational content, educational process organization and assessment of educational results» [1].

The term «Professional Competence» had began to be used actively in the 90s of the last century, and the concept becomes the subject of a special, comprehensive study of many researchers concerned with educational activities (N.V. Kuzmina, A.K. Markov, T.I. Rudnev, G.N. Stein and others.).

Professional competence of foreign language teachers is understood as a set of professional and personal qualities necessary for successful teaching.

Professionally skilled and competent teacher is one who provides teaching activities, pedagogical communication at a sufficiently high level, achieves stable good results in training and educating students.

Development of professional competence assumes not statically but dynamically evolving process of improving the teacher's personality, which is manifested in susceptibility to the pedagogical innovations, the ability to adapt to the changing educational environment. Socio-economic and spiritual development of a society is directly dependent on the professional competency of teachers.

Researchers in the field of competence approach in education (I.A. Winter, A.G. Kasprzhak, A.V. Hutorskoy, M.A. Choshanov, S.E. Shishov, B.D. El'konin) noted that a competent specialist differ from a qualified, not one only by his profound level of knowledge and skills, but also by his capability to implement them in his work.

Analysis of the research on the problem revealed differing views on the concept of competence-based approach.

So, E.Y. Kogan believes that this is a fundamentally new approach, which requires a revision of attitudes to the teacher's position and to students learning; this approach should lead to global changes in consciousness and methodological base [2].

A.G. Bermus emphasizes that the competence approach is seen as a modern correlation of the variety of more traditional approaches: cultural, scientific, educational, didactic-centric, functional and communicative, etc. [3].

According to his position, competence-based approach, in relation to the Russian theory and education practice, does not form its own concept and logic, but requires support or borrowing of conceptual and methodological apparatus of the already established scientific disciplines (including, linguistics, law, sociology, etc.).

D.A. Ivanov said that the competence approach is an attempt to bring into conformity regular school and labor market needs, the approach focuses on the result of education, as well as on the fact that it does not have sufficient acquired information, the ability of a person to act in different situations [4].

The Council of Europe emphasizes five core competencies that the graduate need today, which acquires a special significance in the context of preparation of the foreign language teacher, namely:

- Political and social competence related to the ability to take responsibility, to participate in joint decision-making, participate in the functioning and development of democratic institutions.
- Competence relating to life in a multicultural society, designed to prevent the outbreak of xenophobia, spreading climate of intolerance and contributing to both understanding of the differences and the willingness to live with people of other cultures, languages and religions;
- Competence that determines proficiency in oral and written communication, important in work and social life. It assumes the knowledge of several languages, which is of particular importance at current stage of development of a society;
- Competence, associated with the emergence of the information society. Possession of the new technology, understanding of their strengths and weaknesses, the ability of a critical attitude to the widespread media channels and Internet media and advertising;
- Competence, ability and willingness to implement lifelong learning, not only professionally, but also in personal and social life [5].

Preparation of the future foreign language teachers involves mastering a number of specific professional competences such as:

- Linguistic, assuming knowledge of the language system and its rules of operation in foreign language communication;
- Sociolinguistic, which includes knowledge of how social factors in both cultures (the native culture and foreign language) influence the choice of linguistic forms;
- Linguo-cultural, assumes knowledge about the main features of the socio-cultural development of the target language countries at the present stage and the ability to exercise their verbal behavior in accordance with these features;
- Communicative, involves the ability to perceive and produce foreign-language texts in accordance with the intended or emerged communicative task;
- Educational and informative, including the mastery of technique and strategy of foreign language learning, the formation of the students' way of autonomous acquisition of knowledge and the development of foreign language skills;
- Linguo-methodical, assuming language proficiency on an adaptive level determined by the specific pedagogical situation and the mastery of pedagogical communication skills (management of intellectual activities of students, stimulating their verbal activity);
- Social, which consists in the desire and ability to communicate with students, parents and colleagues;
- Strategic, suggesting production of linguo-didactical strategies that will help the future specialist to carry out selection of learning technologies, taking into account the psychological and age characteristics of students [6].

The concept of information competence of a teacher of foreign languages in the context of the competency approach is interpreted as the ability to solve professional problems with the use of modern technologies. However, the rapid introduction of new information technologies imposes new requirements to the composition of information competence. Foreign language teacher should be ready for the implementation of professional activity as the subject of the information educational environment that assumes its adequate level of information and communication technologies.

Thus, a foreign language teacher should be trained to:

- Understanding, awareness of the essence of the changes taking place in the content of education and methods of student activities;

- Possess computer literacy;
- Possess the skills of developing information literacy of students.

Aspiration to integration in the field of education, as one of the most pronounced trends dictate the need to go into a single global educational space. Therefore there is such an interest in all countries of the world to new information technologies and to computer telecommunications in particular, which give the opportunity to enter into this global space. Opportunity to get distance education, for students' and teachers' communication, not only within a single school or district, but also within world community is becoming increasingly important at the present time. With the help of modern information technology it becomes real to get education not only internally, but also remotely, without leaving home. The Internet provides access to information in the scientific centers, libraries, creating real conditions for self-education, memories, and skills. There is an opportunity to organize international joint projects of students worldwide, to share experiences between teachers, students and scientists.

Didactic potential of information technologies and methods of their application in teaching a foreign language has not been fully studied yet. Despite the preparedness and availability of electronic information resources for learning a foreign language, the results achieved are fragmented and have private solutions due to the lack of scientific and methodological base and a clear understanding of the technical and methodological problems of their application in the process of learning a foreign language. Analysis of the literature showed that the development of education in the conditions of informatization of a society is accompanied by the emergence of new terms in science. It seems reasonable to differentiate some key concepts and explain their meaning as they play a leading role in determining the factors and conditions of learning efficiency with a new technological basis for learning. In psychological and educational literature of the last decade, there occurred such related terms as «Information Space», «Educational Environment», «Information Environment», «Learning Environment», «Information and Educational Environment» [7].

Communicative language teaching via the Internet underlines the importance of developing students' abilities and their desire to use studied foreign language accurately and appropriately, in order to achieve more effective communication. The objective of the foreign language programs is to provide future professionals with practical knowledge of a foreign language in the amount necessary to use knowledge of the language in their productive activities. The task of foreign languages teachers is preparing future professionals to read the literature on the specialty, to retrieve a variety of information, to compose essays and annotations in a foreign language. It is the leading goal of learning a foreign language at the university. The Internet is the educational information environment for learning a foreign language, creating the best opportunity for students to improve spoken and written foreign language skills, providing a genuine interest and, hence, efficiency.

Using the information resources of the Internet, integrating them into the educational process, we can more effectively solve a number of didactic tasks:

- develop reading skills directly online using materials of varying difficulty;
- improve listening skills through authentic audio texts on the Internet, independently or with the help of a teacher;
- improve writing skills, composing replies to partners, participating in the preparation of abstracts, essays;
- replenish vocabulary lexicon of modern English language, reflecting a certain stage of development of people's culture, social, economic and political structure of a society;
- familiarize with cultural studies knowledge including speech etiquette, especially verbal behavior of various peoples in terms of communication, especially the culture and traditions of the country of studied language;
- create a sustainable motivation for foreign language learners within the activities based on the systematic use of the classroom «living» material, discussing not only questions from the textbook, but also topical issues interesting everyone.

These factors lead to the need for extensive use of Internet resources in education. The use of information technologies in the educational process takes an increasingly important place in teaching a foreign language. Education with the use of Internet technologies requires didactic system based on student-centered educational approach. This approach is based on the development of critical and creative thinking, which can be developed with the use of problem solving tasks, an additional search of the necessary information, and the comparison of opposing points of view, the search of the original solution to the problem, and so on.

The possibilities of the Internet technologies are correlated with a variety of tasks that can be solved in the teaching and learning process. The most important among them, which could be realized through the use of Internet technologies in foreign language teaching and learning process, are:

1. Development of foreign language communication skills in different areas and situations;
2. Formation and improvement of language skills;
3. Development of skills of independent and research work of students at the expense of specially organized classroom and out-of-class activities, using Internet technologies contributes to the elimination of gaps in knowledge and skills;
4. Increase motivation and create the need for learning a foreign language;
5. Implementation of individual approach by taking into account the individual characteristics of students through the use of communication services on the Internet;
6. The formation of communicative skills and cultural communication.

Information, provided by Internet resources in higher educational institutions can be used in three main ways:

1. Using the information from the Internet as additional materials on the topics studied and the search is carried out by students on their own with the help of various search engines (Yandex, Rambler, Yahoo, Google, etc.);
2. Using the information from the Internet as additional materials; in this case, the search is carried out by students at specific addresses selected by the teacher;
3. Mixed way, when there is use of information from the Internet as additional materials on the topics studied, students are given a list of links to electronic resources, selected by the teacher, but in addition they also perform their own search for information, using search engines [8].

National Programme for the Development of Education in the Republic of Kazakhstan till 2020, emphasizes the need to train highly qualified specialists, capable of professional mobility in conditions of information society and the development of new technologies.

The use of computer technology in complex with other interactive methods of intensifying the process of learning a foreign language is an effective means of development of professional competence of future foreign language teachers.

The essential place in this process is given to email. The impact of using email for development of foreign language competence:

- 1) Creating a unique opportunity for Kazakhstani students to establish personal contacts with their peers from other countries;
- 2) In admission to work in different modes. This can be an individual communication or communication within the team, group, when the message is distributed to all those included in the list, and they can not only get it, but also to come up with their own considerations, estimates, proposals;
- 3) Learning opportunities through the informal dialogue, without pressure from the teacher to assess the speech activity of students. This contributes to the emancipation of the students and develops their creative abilities concerning the form of messages and their content;
- 4) Transforming it into an instrument of direct knowledge of the cultural values of foreign-language countries. First of all, it gives an idea of the culture of informal written communication that operates by its own rules. Second, communication in general and writing in particular reflect the core values of the society in which it is carried out.

Using the e-mail can provide great opportunities for learning culture of a studied language and learning one's own through response to student posts to their peers from other countries, e-mail contributes to the formation of sociolinguistic competence required for the formation of foreign language competence in the productive level.

In the process of learning a foreign language with the help of information technology, students develop independence, but the teacher's role is not reduced. Even if a teacher has methodologically developed set of tasks, offered by the corresponding program of studying a foreign language, he still has to use it creatively, selectively, in different combinations, with varying degrees of differentiation.

In addition, teachers need to monitor the progress of students, guide it in the right direction, check the results of the work.

In conclusion, we emphasize that the educational process today is an integrative information and education environment, which reflects all educational and training activities of the subjects of this process. Informatization of a modern education system imposes certain requirements to the process of formation of

the professional competence of a future specialist. In order to adapt to the information education environment, it is necessary to train a graduate of the university for it.

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У.И. Копжасарова, Г.Д. Турдыгулова, М.М. Кубеева

Ақпараттық оқыту ортасы шетел тілі мұғалімінің кәсіби құзыреттілігін дамыту тәсілі ретінде

Мақала шетел тілі мұғалімінің кәсіби құзыреттілігін қалыптастыруда ақпараттық білім беру ортасының рөлін айқындауға арналған. Ақпараттық білім беру ортасы интернет және электрондық пошта арқылы берілген, сонымен қатар олардың тілдік мамандықтар студенттерінің коммуникативтік біліктерін жетілдірудегі мүмкіндіктері келтірілген. Зерттеушілердің оқытудағы құзыреттілік әдісіне қатысты ұстанымдары қарастырылып, «құзыреттілік» және «құзырет» ұғымдарына талдау жасалған. Авторлар кәсіби құзыреттілікті дамыту мен жетілдіруге нақты жағдайлар туғызатын ақпараттық технологиялардың дидактикалық әлеуетіне аса назар аударып, әр түрлі маман иелерінің, атап айтқанда, шетел тілдері студенттері мен оқытушыларының тәжірибе алмасуына көңіл бөлінген. Авторлардың тұжырымдауынша, шетел тілін ақпараттық технология құралдары арқылы оқыту үрдісінде студенттердің өзіндік жұмыс дағдысы дамиды, алайда оқытушының рөлі төмендемейді. Сонымен қатар оқытушы студенттер жұмысының барысын бақылауы, оны дұрыс бағытқа бағдарлауы және жұмыс нәтижелерін тексеруі тиіс. Авторлар әдебиет көздерін талдау негізінде білім беру жүйесін ақпараттандыру болашақ мамандардың кәсіби құзыреттілігін қалыптастыру үрдісіне белгілі бір талаптар қояды деген қорытынды жасайды.

Кілт сөздер: құзыреттілік, құзырет, интернет, ақпараттық оқыту ортасы, кәсіби құзырет, тәжірибемен алмасу.

У.И. Копжасарова, Г.Д. Турдыгулова, М.М. Кубеева

Информационная обучающая среда как средство развития профессиональной компетентности учителя иностранного языка

Статья посвящена роли информационной образовательной среды в формировании профессиональной компетентности учителя иностранного языка. Информационная образовательная среда представлена интернетом и электронной почтой, большие возможности которых в совершенствовании иноязычных коммуникативных умений студентов языковых специальностей отражены в статье. Рассмотрены позиции исследователей относительно компетентного подхода в обучении, а также проанализированы понятия «компетенция» и «компетентность». Большое внимание уделено дидактическому потенциалу информационных технологий, создающих реальные условия для развития и совершенствования профессиональной компетентности, а также для обмена опытом специалистов разных профес-

сий в общем, студентов и преподавателей иностранных языков в частности. Авторы утверждают, что в процессе обучения иностранному языку с помощью средств информационных технологий развивается самостоятельность студентов, но при этом роль преподавателя не снижается. Кроме того, преподаватель должен контролировать ход работы студентов, направлять ее в нужное русло, проверять итоги работы. Авторами рассматриваются перспективы применения электронной почты для формирования иноязычной компетенции. На основе анализа литературных источников они приходят к выводу о том, что информатизация системы образования предъявляет определенные требования к процессу формирования профессиональной компетентности будущих специалистов.

Ключевые слова: компетентность, компетенция, интернет, информационная обучающая среда, профессиональная компетенция, обмен опытом.

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