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Conceptual Bases of Foreign Language Competence Development by Means of Technologies

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Abstract
At each historical stage, in accordance with the requirements that have arisen in society, a new character is given to the essence of Education passed on to future generations, and new positions are considered. Result-oriented education is the formation of competence of the individual. For the training of specialists of higher qualifications, increasing the efficiency and effectiveness of the educational process is of particular importance. In solving this problem, an important role is given to the active work of students in the process of their educational activities.

Currently, education issues are one of the pressing problems of the world community as a whole. The state education program of the Republic of Kazakhstan provides for the issue of ensuring the training of quality specialists by improving education and introducing new information technologies into the educational process.

The purpose of the study is to organize the work of students; first of all, to arrange the work of the teacher in managing the controlled work of students during the practical lessons, undergraduates, and doctoral students. Individualization of training, taking into account the diversity of students' interests, their abilities and scientific and educational experience, equipping them with methods of cognitive activity and a system of orientation in the course being studied. The aim of this research paper is incorporate the theory and practice in foreign language teaching as well as giving practical recommendation in teaching the language.

Keywords: development, aspect, foreign language, competence, future specialist, university.

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1. Introduction

The importance of the training of future teachers in the system of pedagogical education in higher educational institutions in Kazakhstan, the effective use of digital educational resources is one of the urgent issues.

Training of qualified teachers plays an important role in the field of education.

Today, education is the only way to develop the national consciousness for the growth of the dynamics of social relations, the rapid development of production, the change of the social functions of the school, the formation of the spiritual world, worldview and civic position of young people (Kozhakhmetova et al., 2020).

The problems of improving pedagogical education in universities and improving the quality of teacher training, the role of information and communication tools on the earth and their influence are the main problems of our time, so conducting scientific research requires analyzing their quantitative and qualitative composition (Abulkhanova, 2009).

The expansion of the system of faculties and departments in accordance with the opening of new specialties and the assimilation of practical training are of great importance. If we see that the problem of computer support of the learning process in the methodology of language teaching is mainly developed at the practical level, then research on the problems of using digital technology in educational programs is required. Such a situation indicates that there is a public demand for fundamental researches that consider the success and shadow points in the development of pedagogical education and higher educational institutions in Kazakhstan. In this regard, although the need to study the role of teachers in providing pedagogical education and training personnel from a historical point of view has become one of the actual issues, it has not yet been sufficiently evaluated from a scientific point of view. Therefore, the cognitive-practical, historical-pedagogical and historical-scientific foundations of our research work do not raise doubts about the importance of the work (Yeskermessova, 2020).

Proof of this is the lack of future teachers, which, in our opinion, is an indicator of the crisis situation of school education. The crisis of confidence in the teacher and the school is constantly growing in society, which is reflected in the low attraction of pedagogical professions for school graduates and the decrease in demand for pedagogical professions, in particular, historical professions. This means that "Changing the structure and content of secondary education requires a significant update of the system of teacher training and professional development".

Modern public demand requires the training of today's student, tomorrow's specialist, capable of demonstrating all the true positive qualities of an individual in his work, in interaction with the public. The social essence of a person – his environment, social status, education, the presence of high or low consciousness – are the conditions for the formation of his personal qualities. And socialization is directly linked to education. The types of education are also varied: from birth to old age, the child receives education until the end of his life. Education is twofold: education of younger generations, education of adults, each with its own characteristics.

Therefore, the improvement of the quality of teacher training is carried out on the basis of normative documents that are mandatory for bachelors (teachers) (Abulkhanova, 2009: 14).

Today, with the strengthening of the independence of our young country, with the renewal of the public consciousness, the requirements for the education system, including the study of the country's history, are radically changing. The main task in the study of the history of Kazakhstan is the formation of national spirit and patriotic education in the younger generation.

In the walls of higher educational institutions, educational and educational work has a special place in teaching young students to a profession, in addition to providing pedagogical education and instilling moral qualities in them. Properly organized educational work instills in students the necessary skill and sensitivity for a history teacher, adds to their experience of working with students, and increases their interest and ability in their profession. Therefore, from the first day of the academic year, the educational and educational work given to students admitted to higher educational institutions in order to increase their love for the teaching profession will undoubtedly become more complicated year by year.

Digitization of the educational space in Kazakhstan is considered as a factor of success of students, future teachers, and information and educational technologies. Today, training future teachers to use digital educational resources is the most pressing issue of higher education. They contribute to the effective organization of the educational process in accordance with the requirements of the modern information society, and are becoming a universal tool for the harmonious adaptation of

students to the rapidly changing information society and the preparation of a competent specialist who can realize himself from a professional point of view (Baidenko, 2005).

In this regard, the transition to a new system of result-oriented general secondary education requires a new approach to professional development of teachers in the education management system, and teachers to develop basic professional competencies. Today, one of the main directions of humanization of the educational sphere is the structuring of a planned short-term plan for the purpose of systematic training, the improvement of active forms and methods of training. Formation of a national model of education in the lesson process, displacing the old content. The actual problem that everyone faces is "creating a competitive personality and achieving a productive quality of education using advanced pedagogical experience". In the process of personality formation, the quality of education is given special importance by the school staff. The team, aiming at quality education, seeks to predict and model the capabilities of specialists in advance. After all, they perfectly understand that in order for future specialists to be capable in the educational market, they must comply with the requirements of the internal order. In this regard, in order to ensure widespread access to quality education, the "methodological center" conducts methodological work in several directions. In addition, the school is equipped with audio and video tapes, discs, electronic textbooks necessary for classes on various topics, focusing on the results in achieving the educational goal of the lesson, with special emphasis on the ability of specialists and subject teachers to work with additional educational resources, platforms, electronic textbooks, interactive whiteboards. The teacher of any subject, armed with the necessary materials from the "methodological Center", organizes methodological work to go beyond traditional disciplines and conduct educational work at a high level, focused on the needs of specialists, their specifics, personality (Ananyev, 1999).

New technology is a tool that empowers the teacher, but it cannot replace the teacher.

The following possibilities of using technologies;

– raising the qualifications and retraining of computer science teachers;

– to teach specialists of management of the educational system and subject teachers to be able to freely use new information technology for their services;

– conducting and organizing internships for computer science teachers on important issues of computer science education;

– directing the activities of teachers to distance learning forms;

– leading educational institutions in the region in the scientific-methodical direction.

Among the different directions of new pedagogical technologies, a special place is occupied by a project technology like personal orientation, which implements education through cooperation.

The method of projects is one of the technologies in the field of education based on the creation of social relations in a small group during the study. During the study, students accept and perform various social roles (organizer, leader, executive, etc.) and solve actual problems during real communication, learn and prepare to perform (Abulkhanova, 2002).

The basis of project technology is the orientation towards a specific, clearly defined educational product, which is the end product of project work. Project technology strikes a balance between integration, enablement, and speed and accuracy of speech communication in all areas of foreign language learning (Aigul, Baltabayeva, 2020).

The design technology can accompany any textbook and other educational tools and can be included in the various forms of the general system of the language being learned.

Project technology is very one of the active technologies during teaching and easy to coordinate the activities of creating and managing the development situation, the activities of equal partner relations and the students. The teacher solves the most difficult problems of project technology, such as creating and maintaining motivation, creating a need and interest in project work, "building a bridge" between the learning situation and the actual use of a foreign language (Belyaev, 2016).

2. Materials and methods

In the course of the further experiment, the change in the level of formation of students' readiness to use new technologies in professional activity will be monitored under the influence of training.

The motivational component seems very important to us. We are providing the sample of the survey (Table 1) conducted among students. This survey can support the education process during enhancement the competence of the students and can identify the level of competence of being developed.

The question "Are the methods and technologies effective? Do you like them?" only 41 % of respondents expressed their intention to use technologies in their future teaching and research activities, 42 % had difficulty answering and 17 % stated that technologies would be useless to them.

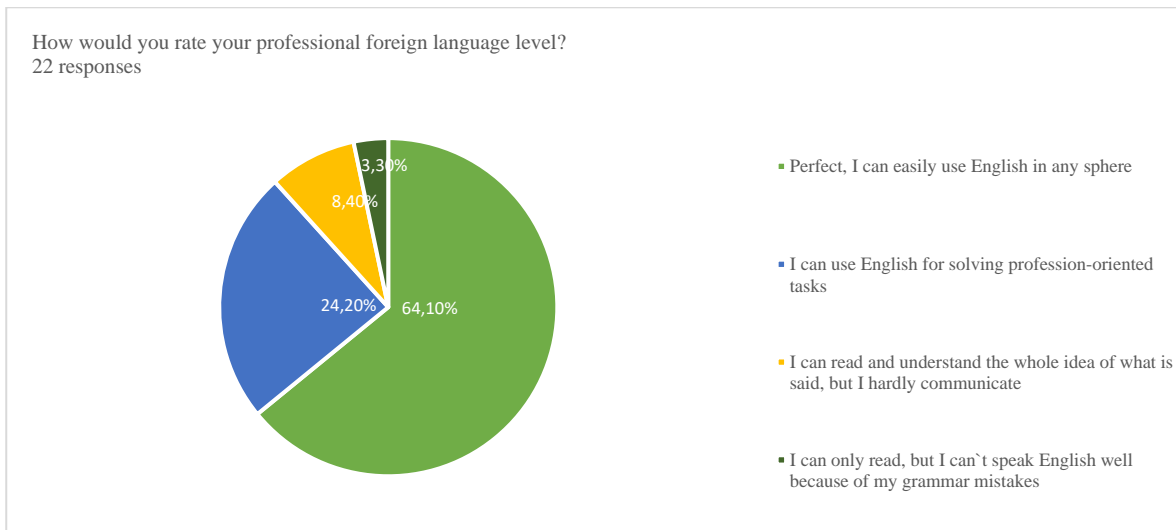**Table 1.** Sample of survey conducted among students

1.	Is professional foreign language education vital for your profession?	a) Yes b) No c) I don't know
2.	Does the level of competence play a significant role in the process of your future professional activity?	a) Yes b) No c) I don't know
3.	Does learning professional foreign language improve your career opportunities?	a) Yes b) No c) I don't know
4.	Do you feel comfortable yourself In foreign language classes?	a) Yes b) No c) I don't know
5.	How would you rate your professional foreign language level?	a) I can read and understand the whole idea of what is said, but I hardly communicate. b) I can only read, but I can't speak English well because of my grammar mistakes c) Perfect, I can easily use English in any sphere d) I can use English for solving profession-oriented tasks
6.	Do you often practice professional communication during the class?	a) Yes b) No c) I don't know
7.	What method and technologies are used to train professional communication skills by the teacher in the class?	Free answer:
8.	Are the methods and technologies effective? Do you like them?	a) Yes b) No c) I don't know
9.	Which type of technology help to improve your professional communication skills more?	Free answer:
10	Do you find hard to remember professional lexis?	a) Yes b) No c) I don't know

3. Results

Today, the university is obliged to form basic competencies such as self-activity, self-responsibility, knowledge skills that determine the quality of modern education in students.
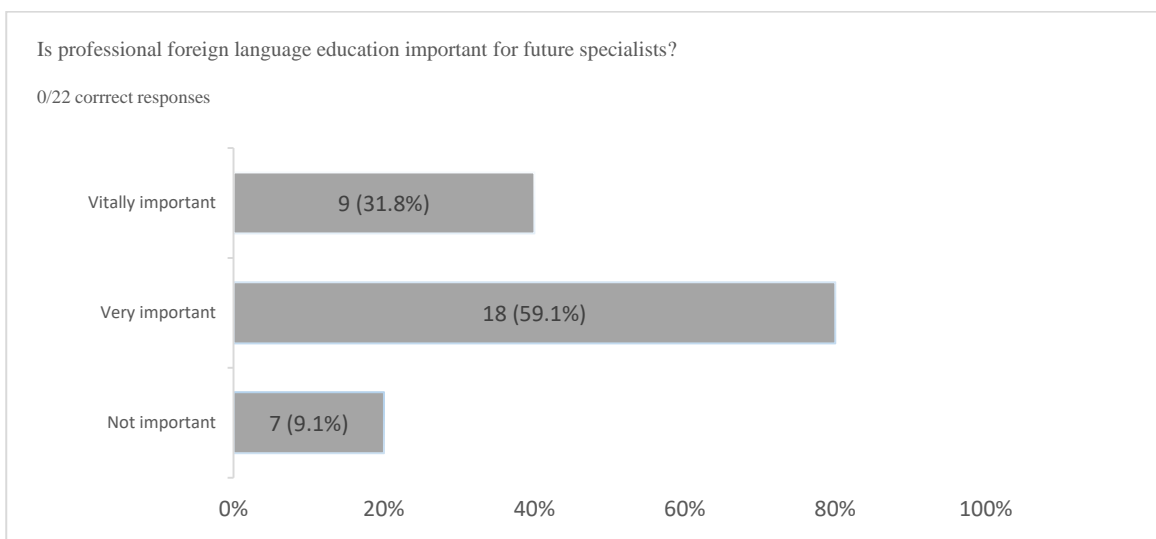
The result of the above-mentioned study showed that the quality of education of students increased due to the proper organization of students' work at the faculty. During the survey conducted among students of various branches of higher education institutions, we noticed a positive dynamic of growth in the effective use of students' work. Interviews were conducted with 80 second- and third-year students. 3 levels of survey results were formulated: low, medium, high

level. Analyzing the obtained data, we can see that 57 %, 63 % of students of the 1st and 2nd years showed a low level, 68 % of students of an average level, 75 % of students showed a high level of 87 % of students. 90 % This allows us to conclude that it is more important for 1st-year students to seek a better education than for 2nd-year students, but we think that from the 4th year onwards, students' attitudes towards their future profession change.

How would you rate your professional foreign language level?
22 responses

- Perfect, I can easily use English in any sphere
- I can use English for solving profession-oriented tasks
- I can read and understand the whole idea of what is said, but I hardly communicate
- I can only read, but I can`t speak English well because of my grammar mistakes

3,30%
8,40%
24,20%   64,10%

Fig. 1. Rating of level

The data of conducted survey illustrates how much the professional language education is important to the specialists. 31,8 % percent of students think that it is very vital to learn the professional language, where 59,1 % of future specialists consider that this is very important. And also it is better to notice that there is a number of people 9,1 % who consider that professional language education is not important.

Is professional foreign language education important for future specialists?

0/22 corrrect responses

Vitally important   9 (31.8%)
Very important   18 (59.1%)
Not important   7 (9.1%)

0%   20%   40%   60%   80%   100%

Fig. 2. Survey data

During the interview students had to say the most effective type of technology according to their mind and 70 % of them chose case study technology, 18.6 % preferred using game based method and others mentioned problem situations and project method. But, surprisingly, 10 students said that speaking activities and games mostly improve their professional communication skills, whereas almost 17 % of students chose solving problem situations and 5,9 % students chose working with case studies. The data is demonstrated in Figure 3 below.
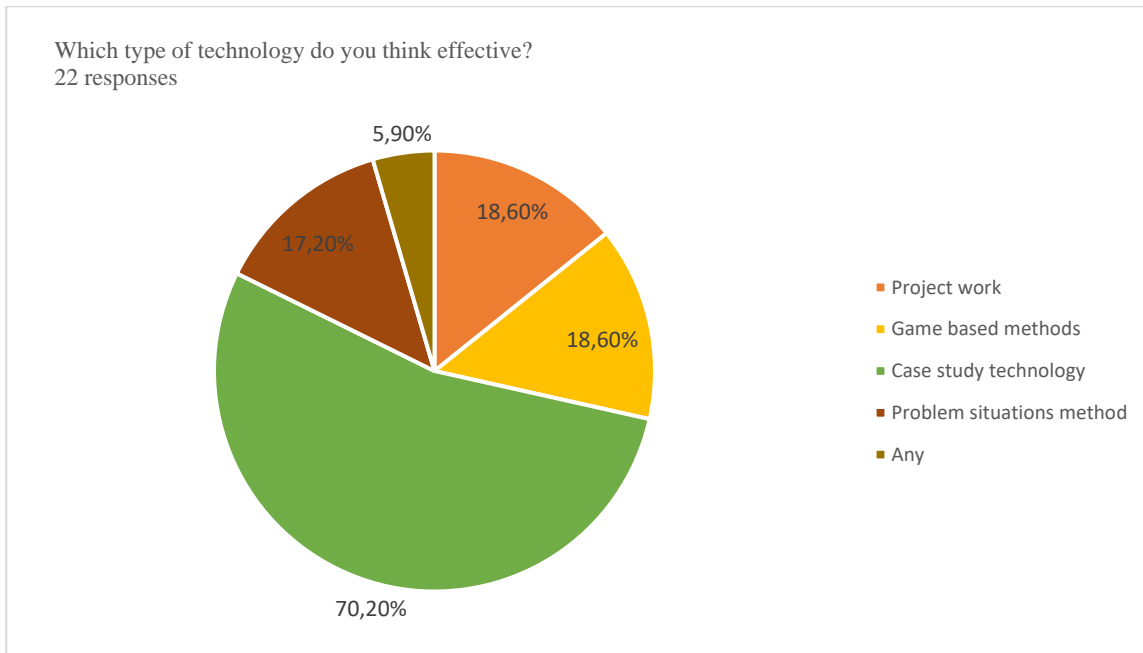
Fig. 3. Technologies applied in teaching

Finally, for the question to what extent, case studies are helpful, and which technology is considered more effective? We had following answer that 9 students, that is 50.8 % answered positively about this technology about case study. And also 13 people say that speaking activities are very helpful in language study. The whole results of the interview are presented on the following Figure 4:
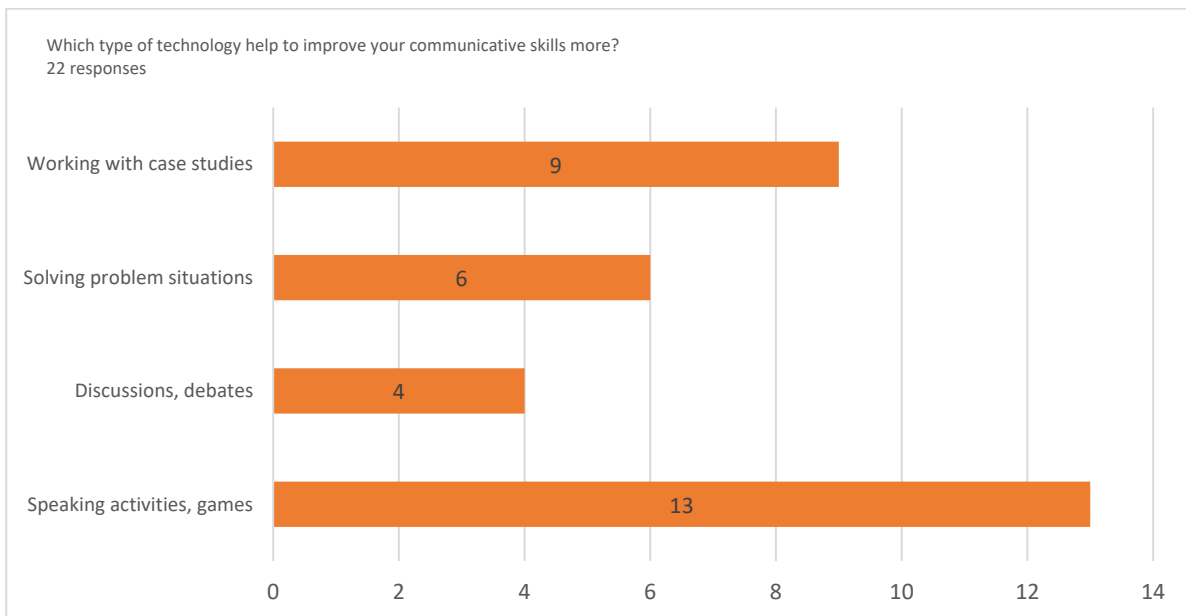
Fig. 4. Analysis of the effective technologies

4. Discussion

We analyze the importance of organizing students' own work. After all, it increases the independence of students' actions. The student's independent work is the study of any subject aimed at forming the student's scientific and educational professional activity, making optimal decisions for solving, regardless of the fact that this work is aimed at developing a methodology for performing independent work. issues are independent. , and getting out of crisis situations. After

all, this work not only allows the student to conduct his own work in education, but also to train a modern highly professional specialist.

Competence is the result of education reflected in the quality of the student's actions (Amitrova, 2011).

The main goal of competence is to help the students adapt to social society and lead an active life. This goal can be achieved only by fulfilling several conditions:

By analyzing reading and listening texts, students will acquire the competence mentioned in situations of making moral choices, participating in human conversation. For example, first year students task on the topic "TV in our life": You are a member of a discussion group connected with a TV program on the topic "Violence on TV". State your point of view on this issue (Baskaev, 2019).

First year student on the topic "Island problem" students asked "What would you do if you had to create a project aimed at solving the island problem?" What ways would you find to solve this problem? will conduct a discussion around the questions.

In the course of pedagogical practice, individual characteristics of students, their abilities and inclinations are taken into account. In order for the educational result to be truly high-quality, the student must move along a personal learning trajectory. Sometimes a student who has studied and learned English in school may come to the university who has not studied English at all. Such a student needs to study on a personal educational trajectory in order to "catch up" with other classmates in a short period of time. Some students, on the other hand, whose interests go beyond the program material in terms of vocabulary and grammar, and who are also interested in the history of the country, should be developed by the teacher in his own learning trajectory (Alabugina i dr., 2008).

Mastering the general cultural competence allows to join the intercultural dialogue, the need of which is increasing year by year, to be tolerant. The following tasks can be specified as typical:

Topic "Holidays". The importance of a modern approach to age-old traditional holidays. Task: Read the interview between Roy (a rock musician) and Lydia (a punk poet) and guess the answers of each from the jumbled lines. What are their views on traditional holidays? And what about you?

The role of group work should also be noted. Students engage in discussions on various topics and search a lot to prove their ideas, and this search is enabled by information technology (Arkhipova, 2006).

The results of the experiment confirmed that it is necessary to first determine the amount of knowledge and ideas. They should be chosen taking into account the cognitive and age characteristics of students. It is necessary to isolate the main features of the concepts and facts formed in each lesson, to generalize them, to develop them consistently and purposefully, as well as to use effective teaching tools and methods (Mukhametkaliyeva et al., 2022).

A positive result was obtained, which contributed to the increase of interest in the introduction of developments and practical recommendations (Atabekova, 2009).

He can communicate with the people around him, ask the right questions and enter into a dialogue;

Master various language activities, linguistic and linguistic competence, such as monologue, dialogue, reading, writing. Possesses positive communication skills in a multinational, multi-professional environment (Berdashkevich, 2018). During the training process, I create conditions for the formation of basic competencies in students:

5. Conclusion

To sum up, the changes in the development of modern society, economy and education require the formation of a person of the XXI century who can distinguish any situation, actively participate in cultural and social events, and make decisions on his own in the changing times. That's why the writer Clark said, "It is necessary not only to know, but to use it. The words "not only wish hard, but act" are relevant today.

"Due to globalization and modernization, the world is changing rapidly, which causes great problems for people and society. Schools must prepare students to live and work in a world that forces them to work with people from diverse backgrounds, to consider different ideas, perspectives, and values. Schools in the twenty-first century must help students develop independence and individuality that understands the reality of national and global pluralism, preparing them to join others in life, work, and citizenship" (Baidenko, 2009).

Using modern technologies helps students to improve their speaking, listening, reading and writing skills. As these skills improve over the course of the study, students become confident in using acquired knowledge in an integrated way to evaluate information, present and formulate arguments, and construct detailed explanations relevant to a specific task, a specific audience, and a specific purpose. Students gain knowledge that enables them to apply the skills they have acquired in any situation, helping students to use any oral and written texts critically and confidently, to speak thoughtfully and clearly, to communicate with each other and to apply skills skillfully to a wide range of tasks (Andreev, 2005).

6. Acknowledgements

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