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THE SPECIFIC PRINCIPLES OF FORMATION OF FUTURE TEACHERS' PROFESSIONAL-SPEECH CULTURE

Abstract

This article is considered the necessary to use the listed principles reflect features of construction of the educational process developing integrative quality of the future teacher personality in the process of foreign language learning.

The significant purposes induce, direct a behavior of people. Thus the person puts before itself the purposes on the basis of requirements, interests or comprehension and acceptance of tasks which are put forward by other people or a society owing to social communication and dependences.

Educational function is that maintenance of the future teachers with necessary general and special professionally - pedagogical knowledge, skills inseparably linked with development in students of professional-significant qualities of the person. In the process of studying of the pedagogical theory and school practice future teachers are brought up interest in pedagogical activity, his relation to the subject of pedagogical activity is formed, professional activity, such qualities, as communicativity, diligence, a pedagogical step develop.

Keywords: principles, teachers, speech, culture, foreign, language, pedagogical.

As well as any other process, formation of students' professional-speech culture is based on set of the principles including as general pedagogical, and specific, reflecting features of the given process. The content of general pedagogical principles in detail reveals in works of such leading modern teachers. [1; 2,].

Agreeing with opinion of the teachers above, we allocate the following general pedagogical principles: purposefulness (purpose and results of formation of students' professional-speech culture should be adequate to the training purposes); individualization and differentiation (necessary account of students' specific features, united in groups for joint activity according to features of age, sex, interests and so on); continuity and sequences (time and spatial communication of stages, pedagogical education steps, their continuity and step-type behavior, forward mastering of knowledge, formation of professional-speech culture); connection with a life (use of vital experience in formation of professional-speech culture); visual character (construction of formation of professional-speech culture by means of verbal and nonverbal, visual, motor and tactile samples); professional-pedagogical self-improvement (the organization of the regular activity directed on self-management, self-development socially-perceptual, socially-pedagogical, auto-psychological, communicative, psychological-pedagogical and integrative qualities of the future teacher's personality)

As specific principles of formation of future teachers' professional-speech culture in the process of foreign language learning we will understand, after M.Riversom, such initial theoretical positions according to which practical activities of the teacher and students and on which basis are determined the teaching material content, estimation of knowledge, methods should be under construction, forms of the organization of educational process [2].

To the specific principles making a basis of formation of future teachers' professional-speech culture in the process of foreign language learning, we will concern: integrative character, variability, stage-by-stage, complex character of formation of professional-speech culture, selectivity, permanent development of professional-speech culture, internationalization.

We will show appointment of the given principles for formation of future teachers' professional-speech culture.

Principle of integrative character. Integrative character in formation of future teachers' professional-speech culture assumes interrelation of interdisciplinary scientific knowledge; knowledge of fundamental and applied character on a foreign language; unity of the purposes, contents, forms and professional training methods; continuity of graduate and professional levels of training.

The principle of integrative character is realized in several aspects: structural, contentive, organizational. In structure of educational process the given principle assumes integration of investigated process with other components of system of the future teachers' professional training and various components of its structure. In contentive aspect the given principle is realized at content of unity normative, cognitive, activity and professional-communicative components of structure of future teachers' professional-speech culture and corresponding blocks of the content of investigated process. In organizational aspect the given principle assumes use of organic unity and an optimum combination of various forms and methods of the organization of educational process.

The variability principle also can concern specific principles of formation of future teachers' professional-speech culture in the process of foreign language learning. Its realization is connected with the several moments. Complexity and multifold concepts «the speech culture of future teachers», variety of its components, a combination of the general, especial and individual in its displays assumes such organization of pedagogical process at which would be considered not only the general features of formation of future teachers' professional-speech culture, but also their individual characteristics. It becomes possible when performing by students the general tasks and individual, separate students reflecting interests and promoting formation of individual style of pedagogical activity. The variation of forms and methods applied in the process of training on the basis of the account of various factors, determines variety of ways and ways of achievement of an overall aim of investigated process.

Principle of stage-by-stage. The given principle is based that forward mastering of knowledge means gradual change integrative qualities of the person, that is it is possible to tell, that object in view achievement - formation of future teachers' professional-speech culture in the process of foreign language learning - will gradually occur. It is expedient to include in formation of future teachers' professional-speech culture its structural components turn by turn, that will improve process of mastering of knowledge.

As a specific principle, in our opinion, *the principle of complex character of formation of professional-speech culture* acts. The given principle means co-use of cultural realities, phenomena and elements of native and a foreign language. Realization of a principle of complex character of formation of professional-speech culture becomes possible when comprising samples of behavior, interaction, communication in native and foreign languages. The set of language means which are used by the teacher varies from group to group, from one step of training to another, from stages of a lesson and a studied theme in process of acquisition of students' speech experience, accumulation of knowledge, abilities, skills in the field of communication. Thus stated material should have complex character, i.e. open the content of all structural components of students' professional-speech culture. But it is not necessary to use all available means and methods as it can become end in itself in formation of future teachers' professional-speech culture. Thus each separately taken means can win concerning another depending on a situation.

The selectivity principle covers system of formation of future teachers' professional-speech culture in process of professional training. Within the limits of the given principle foreign language learning can be considered as training for the professional purposes. Thus the process considered by us should occur selectively (selectively) according to communicative requirements of a trade or a specialty profile, personal abilities of the specialist interested in reception of a new professional knowledge by means of a foreign language. It means, that in

modern conditions it is necessary to develop the skills of selectivity allowing from all variety of problems, tasks, situations, forms and methods of professional training to select optimum for construction of an individual trajectory of advancement of the person of the specialist in educational space foreign language.

Principle of permanent formation of professional-speech culture. Permanent is continuous in sense of the given principle. The permanence principle means student's aspiration to use any methodically adequate possibility for repetition of the language material of social-cultural and profile-focused character and actions with him. Realization of the given aspiration is caused by necessity of acceptance of organizational measures which provide repetition of the passed material. Thus working off (repetition) before the passed language and speech material social-cultural and profile - focused character in new combinations is continuation of development of knowledge, abilities, skills of components of formation of future teachers' professional-speech culture. At maximum use of the passed language both speech material social-cultural and profile-focused character there is possible an actualisation of all structural components of professional-speech culture.

Internationalization principle. Ju.M. Sazhev notices, that the student's group is a multinational collective in which thanks to teachers, curators, deans the highly moral atmosphere actively promoting formation of the person of the modern specialist, education of young men and girls of high culture of international communication is created. N.B.Krylov agrees with J.M.Sazheva's opinion since considers, that each educational institution is multinational, «including students with the different motivation, an unequal level of development. Between them there is a constant and intensive exchange of the cultural and social information which expands their outlook, pulls together positions, forms understanding of own national culture, its contribution to world culture. Such information interchange stimulates development of political and moral consciousness of students, forms their spiritual maturity».

Therefore in our research we have considered necessary to use a principle of internationalization which in the given context influences on profile training of students in the process of foreign language learning. Realization of a considered principle of formation of professional-speech culture in the process of foreign language learning allows the specialist to support the professional form, to be at level of advanced achievements of a science and technics in the area [3].

Thus, the listed principles reflect features of construction of the educational process developing integrative quality of the future teacher personality in the process of foreign language learning.

Let's turn to the following component of organizational - activity component. The form in the pedagogical literature is frequently determined as external expression of the co-ordinated activity of the subjects, regulated by the certain in advance established order and a mode. The basic forms of training in pedagogical high school are class and independent work of students. Classes have for an object development of knowledge, skills doing them capable to adequate and successful interaction in various situations of communication.

Formation of future teachers' professional-speech culture in the process of foreign language learning in classes assumes content selection in four aspects: pedagogical, linguocultural, social-cultural and profile-focused (discourses of professionally - pedagogical and profile-focused orientation, the facts and realities of foreign culture, language and speech units, samples of communication, behavior and interaction in the conditions of communication of cultures etc.).

Independent work of students has for an object repetition and systematization of the passed material, development of personal qualities. In the tideway of our research by the most expedient following kinds of independent work of students are represented to us: working out and carrying out of thematic evenings, role games, phonetic competitions and the Olympic Games. The given kinds of works are successfully realized on the basis of a method of activization of reserve possibilities of the person students and a method of "internal game» [4].

In pedagogical literature method of education is understood as a way of transfer by the teacher of the educational content, a way of realization of the purposes of training, a way of management of pedagogical educational activity of pupils.

The analysis of modern directions of training carried out by us in high school has shown, that the most effective methods for realization of investigated process during classes are communicatively - focused method and a method «case study». Realization of these methods will be presented by us at a stage of search work during realization of pedagogical conditions of formation of future teachers' professional-speech culture.

Formation of future teachers' professional-speech culture in the process of foreign language learning is accompanied not only use of the various methods providing efficiency and productivity of process, but also attraction of various pedagogical means as which understand «material objects, subjects which are intending directly for the organization and realization of pedagogical process and carrying out functions of development of pupils» [2].

Means is determined also as «1) a way of actions for achievement something; 2) a tool (a subject, set of adaptations) for realization of any activity» [5].

In work we allocate the following pedagogical means: textbooks and manuals, methodical recommendations, work-books, posters, cards, schemes, audio records, films, photos, cards-tasks, materials for carrying out of the intermediate and total control, etc.

Last component of designed model of formation of future teachers' professional-speech culture is the productive-estimated component. Its presence is caused by necessity of realization of the analysis of results of formation of future teachers' professional-speech culture, revealing of deviations from the planned purpose and the reasons of their occurrence, entering of necessary corrective amendments.

Thus approaches to designing of model of formation of future teachers' professional-speech culture are determined. In quality methodological the bases of designing of the given model by us are chosen system, linguoculturological and integrative-activity approaches. According to it contensive integration of the basic components of model is conducted: is functional-targeted, contensive, organizational-activity and is productive-estimated. As feature of the developed model it was considered its realizations in the process of studying by students of a foreign language.

1. The problem of formation of future teachers' professional-speech culture, which actuality is caused by increase of requirements to level of the future teachers' professionalism, and also insufficient theoretical working out of the given questions in theory and practice of professional training, are not studied in a due measure now.

2. The speech culture of future teachers is understood as set of knowledge, skills in the field of means of communication and providing the successful solution of communicative tasks in various situations of pedagogical interaction. In structure of future teachers' professional-speech culture are allocated normative, cognitive, activity and is professional-communicative components.

3. Formation of future teachers' professional-speech culture is determined as complete pedagogical process in which basis there is teachers and students' activity, and directed on mastering of future teachers' set of knowledge, abilities, skills in the field of communication providing the successful solution of communicative tasks in various situations of pedagogical interaction,

4. The model of formation of future teachers' professional-speech culture is the basis for designing of process of training to a foreign language in pedagogical high school. It consists from is functional-targeted, contensive, organizational-activity and is productive-estimated components and is realized taking into account principles integrative character, variability, stage-by-stage, complex character of formation of professional-speech culture, selectivity, permanent formation of professional-speech culture, internationalization.

In the present research we had been considered theoretical aspects of a problem of formation of future teachers' professional-speech culture in the process of foreign language

learning. During theoretical research the structural-functional model of formation of future teachers' professional-speech culture has been developed when learning foreign language.

In the process of theoretical comprehension of the problem we started with the assumption that formation of future teachers' professional-speech culture in the process of foreign language learning will be realized effectively.

Thus, the listed principles reflect features of construction of the educational process developing integrative quality of the future teacher personality in the process of foreign language learning.

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ОСОБЕННОСТИ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНО-РЕЧЕВОЙ КУЛЬТУРЫ БУДУЩИХ УЧИТЕЛЕЙ

Аннотация

В данной статье рассматривается необходимость использования перечисленных принципов, отражающих особенности построения образовательного процесса, развивающего интегративные качества личности будущего учителя в процессе изучения иностранного языка. Значимые цели побуждают, направляют поведение людей. При этом человек ставит перед собой цели на основе потребностей, интересов или понимания и принятия задач, которые выдвигаются другими людьми или обществом в силу социальной связи и зависимостей. Воспитательная функция заключается в том, что обеспечение будущих учителей необходимыми общими и специальными профессионально-педагогическими знаниями, умениями и навыками неразрывно связано с развитием у студентов профессионально-значимых качеств личности. В процессе изучения педагогической теории и школьной практики у будущего учителя воспитывается интерес к педагогической деятельности, формируется его отношение к предмету педагогической деятельности, развивается профессиональная активность, такие качества, как коммуникабельность, трудолюбие, педагогический такт.

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БОЛАШАҚ МҰҒАЛІМДЕРДІҢ КӘСІБИ-СӨЙЛЕУ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУ ЕРЕКШЕЛІКТЕРІ

Түйін

Бұл мақала шет тілін оқыту процесінде болашақ мұғалім тұлғасының интегративті сапасын дамытатын оқу процесінің құрылысының ерекшеліктерін көрсететін аталған принциптерді қолдану үшін қажет деп саналады. Маңызды мақсаттар адамдардың мінез-құлқын тудырады, бағыттайды. Осылайша, адам өзінің алдына әлеуметтік қарым-қатынас пен тәуелділіктің арқасында басқа адамдар немесе қоғам алға қойған міндеттерді талаптар, мүдделер немесе түсіну және қабылдау негізінде мақсат қояды. Тәрбие функциясы - болашақ мұғалімдерді қажетті жалпы және арнайы кәсіптік-педагогикалық біліммен, дағдылармен қамтамасыз ету, оқушылардың бойында тұлғаның кәсіби-маңызды қасиеттерін дамытумен тығыз байланысты. Педагогикалық теория мен мектеп практикасын зерделеу барысында болашақ мұғалімдер педагогикалық іс-әрекетке қызығушылық танытады, оның педагогикалық іс-әрекет пәніне қатынасы қалыптасады, кәсіби іс-әрекет, коммуникативтілік, еңбекқорлық, педагогикалық қадам сияқты қасиеттер дамиды. дамыту.

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