

ниже пословицам китайские и русские синонимичные варианты: *Easy come, easy go* / 来去自如 / Легко нашел, легко потерял; *A little body often harbours a great soul* / 浓缩是精华 / Мал золотник, да дорог). Эмоционально-оценочный потенциал английских пословиц позволяет более осознанно использовать их в различных коммуникативных ситуациях. Данный потенциал пословиц может быть рассмотрен при выполнении следующего задания: определите, какие из приведенных ниже пословиц употребляются в позитивных ситуациях, а какие в негативных: *To throw a stone in one's own garden* / 自讨苦吃 / Кинуть камень в собственный сад; *The early bird catches the worm* / 捷足先登 / Кто рано встаёт, тому Бог подаёт). Создание устных текстов разной тематики и жанров речи с использованием английских пословиц относится к заданиям повышенной сложности. Такие задания позволяют сформировать у учащихся высокий уровень коммуникативной компетенции.

Как видим, английских пословицы имеют свои уникальные особенности, рассмотрение которых оказывает значительное влияние на уровень усвоения языка в средней школе и на качество изучения пословиц. Использование на уроках заданий разного уровня сложности активизирует познавательную деятельность учащихся, обогащает их словарный запас и позволяет дифференцированно осуществлять процесс развития устной речи.



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THEORETICAL FOUNDATIONS OF THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF THE FUTURE ENGLISH LANGUAGE TEACHERS

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Annotation. The article discusses the features of the formation of a foreign language professional and communicative competence of a foreign language teacher. The purpose of this program of personal and professional development is to improve the foreign language communicative competence of a foreign language teacher, which

is necessary for high-quality implementation in the educational process. In modern conditions, communicative-situational learning based on the extralinguistic parameters of the situation of intercultural communication to the greatest extent meets the requirements put forward for the content and level of formation of the professional competence of teachers of a foreign language. In this regard, the author provides a methodological substantiation for the use of communicative situations in order to improve professional communication skills and skills of a foreign language teacher.

Keywords: communicative competence; readiness; communicative competence of a foreign language teacher; professional communicative competence of a foreign language teacher.

A characteristic feature of the modern stage in the development of Science and education is the increase of international contacts and joint work. At the moment, knowledge of a foreign language is very necessary for a young specialist. Expanding professional international relations, negotiating at business meetings with foreign partners, working with documents in a foreign language, foreign production is special. In order to fully master a professional foreign language in the professional training of future specialists, students should be able to: the main goal is to form competencies. According to the state standard of higher professional education, a young specialist should have at least a lower level of oral speech in one of the foreign languages in any sphere of society and be able to communicate orally and in writing, i. e. speak a foreign language at a higher level for effective communication with foreign partners. The main goal of teaching a foreign language in higher educational institutions is communicative competence. The formation of communicative competence of students of language specialties is considered from a theoretical and practical point of view, focused on internal and external factors.

The concept of «competence» refers to practical skills, because it is a communicative concept of a person development of skills and abilities. Theoretical aspect of communicative competence in the implementation of the communicative process it is aimed at revealing important terminological concepts, using language materials, and a practical aspect of communicative competence is the formation of methods for communicating with a representative of the country in which the language is studied [1, p.336].

The personal aspect characterizes the degree of moral and psychological readiness of a teacher for professional pedagogical activity. It reflects the degree of formation of value orientations, interest in the chosen type of professional activity, satisfaction with its results, the level of development of the motive for participation in pedagogical activities and measures of self-improvement. The cognitive component reflects the teacher's knowledge of the essence and content of the ongoing pedagogical activity, the requirements for the teacher's personality, as well as the level of knowledge necessary for effective professional pedagogical activity.

Since the topic of our research work is the development of professional communicative competence of a future foreign language teacher, let's turn to the analysis of the content of the concept «communicative competence of a foreign language teacher». There are several approaches to determining the structure of communicative competence of a future teacher in terms of the content of language education.

Analyzing the generalized provisions of approaches to the definition and structure of communicative competence, as well as based on the modern goal of teaching a foreign language (preparation for specific intercultural communication), we propose the structure of future professional communicative competence. Cognitive component. The main component of this component will be professional communication education. The data structure consists of the following components:

- linguistic (knowledge of the studied language system; knowledge of oral and written types of lexical units, their structure, meaning, morphological and syntactic behavior, typical use);
- intercultural (knowledge of other cultures or Groups, features of interactive behavior in business situations of other speech communities, knowledge of semantics and relationships of words, concepts; knowledge of general and different characteristics of cultures, their linguistic and informal ways. language view);
- socio-psychological (knowledge of the psychological foundations of professional communication: means and methods of interaction, laws of establishing interpersonal contacts, as well as communication technologies) [2, p. 54-60].

One of the most important components of professional communicative competence is the value – motivational component. Motivation as a set of psychological reasons that explain a person's behavior describes a person's needs, motives, and interests. Values, which are considered in philosophy as "special social definitions that reveal the positive or negative meaning of objects of the surrounding world for a person and society", play the role of a reference point in reality, value orientations in the human mind, penetrating into the psychological structure of the individual and serving as a source of motivation for his behavior. National and universal values determine a person's behavior, allow them to evaluate their own actions and the behavior of other people from the point of view of certain ideas, and choose the most appropriate way of communication.

Analyzing the positions of domestic and foreign researchers, we can see that their positions are mostly similar. Taking into account the above definitions, we understand the communicative competence of a foreign language as the ability and readiness of a future foreign language teacher to act as a second-level linguistic person in various communication situations, i. e. we call the ability to participate in intercultural communication

D. Hymes was one of the first to show that language acquisition depends not only on knowledge of grammar and vocabulary, but also on the social conditions of their use.

In his opinion, communicative competence consists of the following components:

- linguistic (language rules),
- socio-linguistic (rules of dialectal speech),
- discursive (rules for constructing a semantic statement),
- strategic (rules for maintaining communication with the interlocutor).

L. Bachman uses the term «communicative language skills» to describe communicative competence. It consists of seven competencies. L. Bachman's model of communicative competence does not differ much from the one described above. Thus, the communicative competence of a foreign language is a complex multicomponent phenomenon that includes various components, although in some studies the differences are only related to the problems of terminology and the problems of interpretation of the content of the selected elements a number of works intersect the concepts of «speech competence», «pragmatic competence», «discursive competence». Language competence as an independent component of communicative competence is not always distinguished. Along with the term «linguistic competence» (L. Bachman, V. V. Safonova), «linguistic competence» (D. Hymes, Van Eck) and the terms «grammatical competence» (M. Kanal, M. Swain) have synonymous uses). In the pan-European competence, sociolinguistic competence includes socio-cultural elements, while V. V. Safonova, on the contrary, includes sociolinguistic competence in the socio-cultural competence. Content of strategic competence (D. Hymes, Van Ek, M. Kanal, M. Swain, L. Bachman) I. L. BIM describes the term «compensatory competence» [3, p.336].

All selected components are interconnected and form «a complete set of components that cannot be removed without violating the condition» [6]. They are necessary and sufficient to describe the structure of professional communicative competence of a future foreign language teacher. Thus, by the professional communicative competence of future Foreign Language teachers, we mean an integrative personal characteristic, which is the unity of theoretical, practical and moral and psychological readiness for the implementation of interpersonal and intercultural professional communication of a foreign language.

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