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DIGITAL EDUCATIONAL RESOURCES AS A BASIS FOR FORMATION AND DEVELOPMENT QUALITY TRAINING

Nurpeissova G. M.

Almaty Technological University

Almaty, Republic of Kazakhstan

g-nurpeissova@mail.ru

Tekeyeva G. K.

Almaty University of Energy and Communications

named after Gumarbek Daukeev

Almaty, Republic of Kazakhstan

gulnara_almaty@mail.ru

Smagulova Sh. K.

Almaty Technological University

Almaty, Republic of Kazakhstan

shk60@mail.ru

Abstract. The article discusses the impact of the digitalization process on the field of education, the role of innovative digital technologies for the formation of future specialists in the country. The authors show that the combination of modern information technologies and direct communication between students and teachers and scientists improves the quality of education. The authors demonstrate the use of digital educational resources in practical classes in the discipline "Russian language".

Keywords: digitalization, education, quality, digital educational resources, e-learning course designer iSpring Suite, interactive techniques.

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ПРОФЕССИОНАЛЬНАЯ КОМПЕТЕНТНОСТЬ КАК ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА

Нурсуланкызы А.

Карагандинский университет имени академика Е. А. Букетова

Караганда, Республика Казахстан

Садық Г. К.

*Карагандинский университет имени академика Е. А. Букетова
Караганда, Республика Казахстан
sadykglm@gmail.com*

Аннотация. Основное содержание педагогической профессии касается общения с людьми. Деятельность других представителей таких профессий, как человек-человек, требует взаимодействия с людьми, но здесь все зависит от лучшего понимания и удовлетворения потребностей человека. В профессии учителя ведущая задача – понять социальные цели и направить усилия других людей на их достижение.

Ключевые слова: педагогика, профессиональная квалификация, педагогическое мастерство, педагогическая ситуация.

The concept of competence and related competence is traditionally widely used in the context of assessing the powers of an official or professional characteristics of a specialist, but their significance in the Pedagogical Sciences is not always unambiguously explained. However, before moving on to discussing the issue of professional competence of a teacher, we will try to give a general definition of general professional competence. The studies of L. S. Vygotsky, S. L. Rubinstein, A. N. Leontiev show that professionalism, the formation of a professional personality involves not only the acquisition of certain knowledge, skills, but also the formation of complex mental systems for regulating social behavior. a person's personality characteristic of representatives of this profession,

This psychological process is somewhat similar to the dichotomy of language and speech defined by F. de Saussure: on the one hand, professional competence is a property of the personality that is formed and develops, and on the other hand, the development of professional suitability constantly affects development. personality. According to most psychologists who have dealt with the issues of professional suitability and the formation of professional competence, the foundations of professional competence are laid with the birth of a child and are determined by the neurodynamic properties of the individual. In addition, they recognize the dominant role of the individual and this fact.

Thus, in a general sense, professional competence can be understood as the professionalism of an individual, that is, the totality of his theoretical and practical experience in a particular area. So, as competence, this is, more precisely, the presence of a person's ability to carry out a certain activity and the degree of development of these abilities. The views of Western psychologists on the problems of professional competence are interesting. In particular, F. Parson, one of the founders of the differential diagnostic direction in psychology, believes that each person, depending on his professional abilities, is suitable for performing only one profession [4]. In his opinion, it is the correct choice of profession that is at the

heart of harmonious self-realization and determines the avoidance of internal contradictions between expectations and human capabilities.

In general, in relation to all professions, this statement seems to be quite correct when it comes to choosing the profession of a teacher, despite the fact that it is debatable. Psychological problems that arise among high school students who are first undergoing pedagogical practice in schools and young teachers who are starting to independently engage in pedagogical activity are often associated with a mismatch in the psychological Constitution of the personality and the requirements for a pedagogical worker.

For example, an analysis of questionnaires of students undergoing educational and pedagogical practice shows that they are psychologically unprepared for the need to explain something more than once, for problems arising in connection with the subject, and for finding a common language with students, parents, for problems associated with the constant unpreparedness of students for classes and unwillingness to study the subject (research was carried out by the author of the article in 2009–2012). Conducted on the basis of the Pedagogical Institute of the Southern Federal University). V. A. Bodrov analyzed and summarized the main provisions of foreign and domestic theories of advanced training. One of the most directly related and important to the topic of our research is the following: "the success of professionalism is determined by the compliance of the individual psychological qualities of the individual with the requirements of experience. Each person meets the requirements of a number of professions."

Thus, professionalism in the most general sense can be defined as a set of theoretical knowledge, practical skills and abilities necessary for the implementation of professional activities, as well as personal and neurodynamic qualities of a person. According to the definition of N. E. Kazakova and Valeeva I. A. A Professional is "a person who deliberately changes and develops himself in the course of work, makes a kind of personal creative contribution to his profession, finds his personal goal, arouses public interest in the results of his professional activity and increases his authority. his profession in society".

In modern pedagogical science, the formation of the personality of a teacher is also considered from the point of view of psychological (B. G. Ananyev, A. G. Kovaleva, S. L. Rubinstein, etc.) and personality (V. A. Slasterin, S. N. Arkhangelsky, L. F. Spirin). There are many studies devoted to the formation of various aspects of the professional competence of a teacher and teaching various types of pedagogical activity: the organization of extracurricular work, work with parents, educational work, the formation and development of didactic skills and abilities of a teacher, the ability to use elements of psychoanalysis, etc. However, most researchers consider only one or more aspects of pedagogical activity and, therefore, pay attention to the formation of one or another quality that is part of professional competence.

As for the implementation of the process of teaching foreign languages, within the framework of competence, we propose to understand the totality of theoretical knowledge necessary for the implementation of professional activities of a teacher, and under the term competence – the ability to apply the knowledge gained in practice. when implementing the pedagogical process. The concept of "professional competence" of a teacher is currently considered from the point of view of a humanistic approach in education, the purpose of which is the formation and development of the student's personality. From the point of view of Humanists, one of the main elements of education is the subject-subject relationship, which, in contrast to the centuries-old practice established in the methodology of teaching various subjects, has the same significance as its roles. teacher and student in the pedagogical process.

The equal activity of the parties to the educational process does not at all mean their equality in social and psychological terms. In this case, the teacher's skill is to very carefully observe the line between cooperation and familiarity and not to forget that, combined with the ideas of the most harmonious independent development of the individual, presupposes the existence of any pedagogical cooperation. the main task of the leader and the follower, and the teacher is to realize the role of the leader, even in cases where the illusion of equality of the roles of the teacher and student is expressed. So, competence is what can be learned (while studying or in practice), that is, in our study it is the level of mastery of the language being taught by the teacher, his pedagogical, psychological and methodological literacy, practical experience of working with listeners of a certain age group; and competence is the presence of innate or acquired qualities necessary for teaching activity: the ability to work with an audience of a the most suitable works), mastery of foreign languages, patience, empathy, the ability to control and analyze psychologically, etc.

Some of these qualities, of course, can be brought up in oneself, however, the experience of students and Young Teachers allows us to conclude that most of the components of the pedagogical competence of a teacher are actually innate or inherent in a child from childhood.



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PROFESSIONAL COMPETENCE AS A PEDAGOGICAL PROBLEM

Nursulankyzy A.

*Karaganda University named after academician E. A. Buketov
Karaganda, Republic of Kazakhstan*

Sadyk G. K.

*Karaganda University named after academician E. A. Buketov
Karaganda, Republic of Kazakhstan
sadykglm@gmail.com*

Abstract. The article discusses the main content of the pedagogical profession about communication with people. The activities of other representatives of communicative professions as require interaction with people, but here it depends on a better understanding and satisfaction of human needs. In the profession of a teacher, the leading task is to understand social goals and direct other people's efforts to achieve them.

Keywords: pedagogy, professional qualifications, pedagogical skills, pedagogical situation.

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УЧЕБНАЯ МОТИВАЦИЯ СТУДЕНТОВ В КОНЦЕПЦИИ EDUTAINMENT

Омарова М. К.

*Карагандинский университет имени академика Е. А. Букетова
Караганда, Республика Казахстан
omarchuk-83@mail.ru*

Мирза Н. В.

*Карагандинский университет имени академика Е. А. Букетова
Караганда, Республика Казахстан*

Аннотация. Статья посвящена проблеме учебной мотивации студентов. Рассмотрены сложности в обучении современных студентов. Раскрываются особенности применения концепции «Edutainment» как средства повышения и поддержания учебной мотивации на каждом из этапов обучения.

Ключевые слова: студенты, учебная мотивация, edutainment.

Профессиональное образование сегодня должно удовлетворять запрос общества в профессиональных знаниях, а также постоянно адаптироваться к изменяющимся потребностям обучаемых. Одной из основных проблем профессиональной подготовки в условиях вузов является отсутствие или низкий уровень мотивации к обучению. При этом, как показывают результаты