

Formation of the future teachers' professional competence to realisation of innovative educational technologies in conditions of polylingual education.

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Abstract: Improvement of professional education is an actual problem not only for Kazakhstan, but also for the world community. The solution is connected with modernization of the education content, optimization of ways and technologies of educational process organization and rethinking of educational objectives and results. First, the transformations concern systems of professional pedagogical education which should provide a society with well-educated, highly qualified, competent specialists, capable of realizing the requirements of the 21st century in practical activities, ready for communication and cooperation, having communicational, information and moral culture, capable of independent and responsible decision in polylingual environment.

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1. Introduction

The actuality of the research. Accession of Kazakhstan to the Convention on the Recognition of Qualifications, concerning Higher Education in the European Region, participation of our country in the Bologna process require reforming of a domestic education system for the purpose of quality assurance according to the modern realities. Strategic direction of higher education modernization is improvement of educational process on which quality level of specialists training depends (N.A. Nazarbayev, 2010; 2012).

The main educational objective is necessity of the higher school graduates' mastering of universal competences which will allow students to be mobile in the modern world, to choose trajectories of the professional growth, to find their place in the educational environment for creative self-realisation, independently to gain, analyze and effectively to use information.

Success of the solution to this problem largely depends on efficiency of process organisation of the future teachers' training to innovative activity at school. Thus, one of the main tasks at the present stage of the pedagogical theory and practice is the problem of formation of the future teachers' professional competence for innovative technologies realisation in conditions of polylingual education. Hence, new requirements for training of pedagogical specialists in

the conditions of high school (Torybaeva Zh.Z. et al., 2013; Zhorabekova A.N. et al., 2013).

The aim of the research: theoretical basis and experimental verification of a condition of formation of the future teachers' professional competence for innovative technologies realisation in conditions of polylingual education.

The methods of the research: theoretical and methodological analysis of the scientific literature, program and methodical documentation; diagnostic methods (questioning, surveying, interviewing, conversations, tests).

2. Results

The condition analysis of formation of the future teachers' professional competence for innovative technologies realisation in conditions of polylingual education led to allocation of the following levels: low, average and high.

Theoretical basis of the levels of formation of the future teachers' professional competence for realisation of innovative educational methods in conditions of polylingual education was practically confirmed during the verifying experiment conducted at M.Auezov South Kazakhstan State university in Shymkent, H.A.Jasawi International Kazakh-Turkish university in Turkestan. During the experiment there were participated students specialised in professional education and teachers of the department "Professional education" at the universities of M.Auezov SKSU and H.A.Jasawi

IKTU. 43 students and 21 teachers with the working experience of 2-26 years took part in it.

As a result of empirical material processing, and analysis of innovative educational methods application in classes formed a basis for conduction of the verifying experiment which aim was revealing of an

initial condition of formation of the future teachers' professional competence for innovative educational methods realisation in conditions of polylingual education. During the verifying experiment conducted at the universities M.Auezov SKSU and H.A.Jasawi IKTU the following results were received.

Table 1. Initial levels of formation of the future teachers' professional competence for realisation of innovative educational methods in conditions of polylingual education (in %)

Levels	Experimental group (ЭГ)	Control group (КГ)
Low	45	53
Medium	37	33
High	18	14

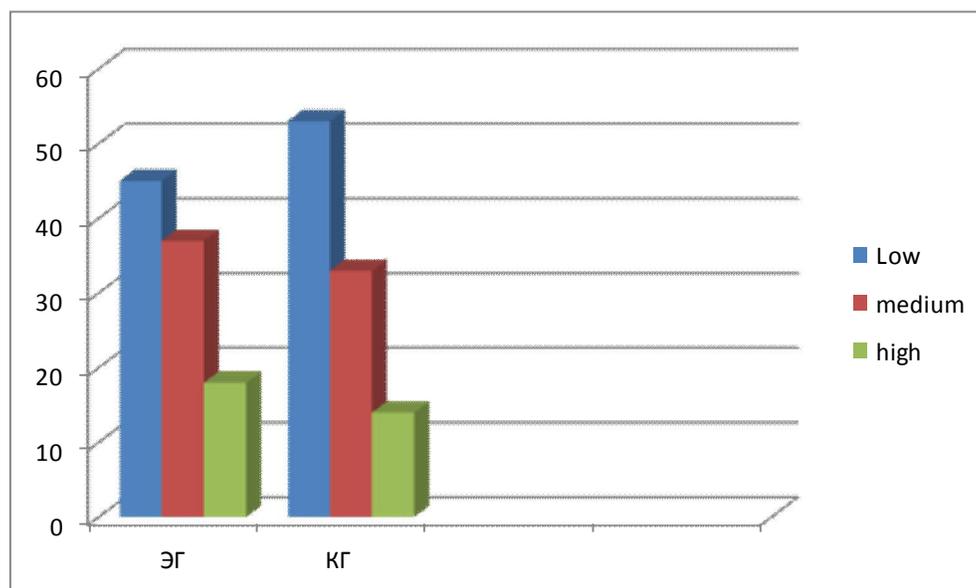


Figure 1 - Initial levels of formation of the future teachers' professional competence for realisation of innovative educational methods in conditions of polylingual education

It can be seen in Table 1, that future teachers have considerable difficulties for realisation of innovative educational methods in conditions of polylingual education. As verifying experiment testifies, difficulties for realisation of modern technologies are similar. These conclusions are confirmed similar in researches of M.V.Klarin (1994), V.A.Slastenin (1997), A.E.Abylkasymova (1998), L.M. Narikbaeva (2008), S.M. Dzhakupov (2002), A.B. Nurlybekova (2004), Sobkin (2007) that specifies in necessity in the process of the future teachers' training, formation of their professional competences and development of professional competences in the field of a teaching technique in conditions of polylingual education.

Also we carried out questioning among teachers which allowed us to determine their relation to realisation of innovative technologies.

The analysis of data resulted in Table 2 allows to notice, that in most cases teachers use innovative educational technologies, but it is not enough. A great number of teachers use interactive methods of teaching in classes (33 %, respectively). It is necessary to notice, that some of the interrogated use game and problem methods of teaching (19 % and 21 %, respectively). And only few of the teachers show their interest in use of method of role playing (11%), case-study (9%) and project technology (6 %). In this connection, it is necessary to study using possibilities of methods such as case-study, project technology.

The teachers who did not have the positive relation to use of innovative methods, their principal cause was unwillingness (16 %), noncreativity (5 %) or lack of time (41,1 %). And only (30,9 %) of teachers have no information about innovative methods of teaching.

Table 2. The characteristic of the relation of teachers to realisation of innovative technologies.

№	The offered questions	Variants of answers in %		
		Yes	No	It is difficult to answer
1.	Do you use innovative educational technologies in classes?	56,8%	39,2%	4%
2.	What kind of innovative methods you use in classes?			
	- Interactive methods of teaching	33%		
	- Game methods of teaching	19%		
	- Problem methods	21%		
	- role playing.	11%		
	- Case-study	9%		
	- project technology	6%		
3.	What reasons prevent you to use innovative educational technologies?			
	- Shortage of time to project	41,1%		
	- Lack of information on innovative methods of teaching	30,9%		
	- Unwillingness to use	22%		
	- Noncreativity	5%		
	- Another	3%		

Conclusion

All aforesaid testifies that the basic problem of the teacher for realisation of innovative methods of teaching at the stage is his weak professional self-determination, noncreativity, lack of information which brings with it a certain readiness for realisation of innovative technologies (Sobkin, 2013).

All this causes a system of requirements for training of the specialist, ready to realise innovative educational methods. In psychological aspect realisation of the principle of the person's cognitive activity holds internal conditions. As internal conditions various subjective factors can act: kind and level of motivation of system of the person's relation with the world and other people, ability of activity. Therefore formation of the specialist means, first of all, formation of system of his requirements and motives, and it causes and determines conditions of whole formation process of the creative person with ability of designing and realisation.

Thus, it is necessary to notice, that level increase of formation of the future teachers' professional competence for realisation of innovative educational methods in conditions of polylingual education is connected directly with highly qualified specialist's professional training which should have knowledge, forming a well-educating person with a wide outlook and culture of thinking; be able to formulate and practically to solve a problem in the field of professional activity, successfully to carry out research and professional work; to acquire language skills necessary for realisation of professional activity in polylingual environment.

All of the above demonstrates that it is necessary to realise professional education and to provide efficiency quality of innovative methods application in conditions of polylingual education.

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