

# Philological disciplines as means of preparation of students to professional activity

Zhumasheva Anara Sharipovna<sup>1</sup>, Zhumabaeva Zayda Efimovna<sup>1</sup>, Sakenov Janat Zhantemirovich<sup>1</sup>

<sup>1</sup>Pavlodar state pedagogical institute, Pavlodar, Kazakhstan, Ismagulova Bayan Hamzievna<sup>2</sup>

<sup>2</sup>M. Tynyshpayev Kazakh Academy of Transport and Communications, Almaty, Kazakhstan, Sametova Fauziya Toleushaikhovna<sup>3</sup>

<sup>3</sup>University Kainar, Almaty, Kazakhstan, Bazarbaeva Ayman Salieva<sup>4</sup>

<sup>4</sup>Kazakh National Technical University K. Satpaev, Almaty, Kazakhstan.

**Abstract.** On the basis of the theoretical analysis of philosophical and psychological-pedagogical literature the content of concept of preparation of students to professional activity by means of studying of philological disciplines is opened. Article is devoted to a problem of vocational training of students by means of studying of philological disciplines in the conditions of the changes occurring in modern education. As a methodological basis of its decision the competence approach is offered. Philological disciplines as means of preparation of students to professional activity locate. The model of preparation of students to professional activity by means of studying of philological disciplines and pedagogical conditions of its effective realization in locates in pedagogical higher education institution.

[Zhumasheva A.S., Zhumabaeva Z. E., Sakenov J.Zh., Ismagulova B.H., Sametova F.T., Bazarbaeva A. S. **Philological disciplines as means of preparation of students to professional activity** *Life Sci J* 2014;11(4s):331-334] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 58

**Keywords:** Preparation of students for professional activity, philological disciplines as means of vocational training.

## Introduction

The modern labor market in education demands much of vocational training of students and arrival of new type of the identity of future teacher expects: the competent, competitive, pedagogical success focused on achievement and able independently to build the professional activity.

At the same time, this situation is characterized by insufficiency of research of a role of philological disciplines in the course of vocational training of students of the higher education institution determining formation of effective professional activity of future teacher in educational process.

In modern understanding philological disciplines — it is set of such humanitarian disciplines as linguistics, literary criticism, history of language and other sciences which are engaged in spiritual culture of mankind, analyzing literary creativity and are important means of preparation of students to professional activity. According to scientists Holly Tucker[1, p.264], Richard D. Janda, Brian D. Joseph[2, p.180], Michael Byram[3, p.317], Claire Kramsch[4, p.249], Holly Tucker[5, p.264], Mane, L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus[6, p.519], Sakenov, D. Zh.[7, p.1431], Valeeva I.A., Beregova I.P.[8, p.63], Rostovtseva V.M. [9, p.255], Kolosov L.F.[10, p.6], Makeev S.G., Melnikov I.I.[11, p.83] philological disciplines as means of preparation of students to professional activity help to master the saved-up philological knowledge in which storing of the concrete facts (word meanings, rules of a punctuation, plots of

works of art), how many a teaching to the general principles and obtaining skills of possession by tools of a philological science becomes the main thing not so much. For example, development of a circle of reference books (special dictionaries, sets of rules, comments) by means of which at desire it is possible to resolve some part of philological difficulties at the general and research level becomes the valuable skill found during philological education. Though transformation of theoretical preparation for professional activity in practice of professional activity — it is too very specific skill which absolutely inessentially will be acquired only during studies.

Philological disciplines as means of preparation of students to professional activity will provide philological and humanitarian knowledge, language, interpersonal and intercultural communication in establishments of education, culture and management [1; 8; 10].

Philological disciplines as means of preparation of students to professional activity will provide its orientation on: *development of languages, fiction (domestic, foreign) and oral national creativity in their historical and theoretical aspects taking into account regularities of an existing in different regions; various types of texts — written, oral and virtual (including hypertexts and text elements of multimedia objects); oral and written communication.*

Philological disciplines as means of preparation of students to professional activity will provide acquisition:

- *of the I competences* of local research on the basis of existing techniques in concrete area of knowledge;

- *the II competences* of the scientific review, the summary, writing of papers and the bibliography on scope of carried-out researches, receptions of the bibliographic description;

- *the III competences* of conducting scientific discussions, performance with messages and reports, oral, written and virtual (placement in information networks) representations of materials of own researches;

- *IV competences* of creation of various types of texts;

- *V competences* of completion and processing (for example, updates, editing, commenting, reviewing) various types of texts.

In our opinion, preparation of students for professional activity when studying philological disciplines is process of mastering by the competences necessary for future practical professional activity of the expert.

*The purpose of our research* is justification of preparation of students to professional activity by means of studying of philological disciplines.

### Material and methods

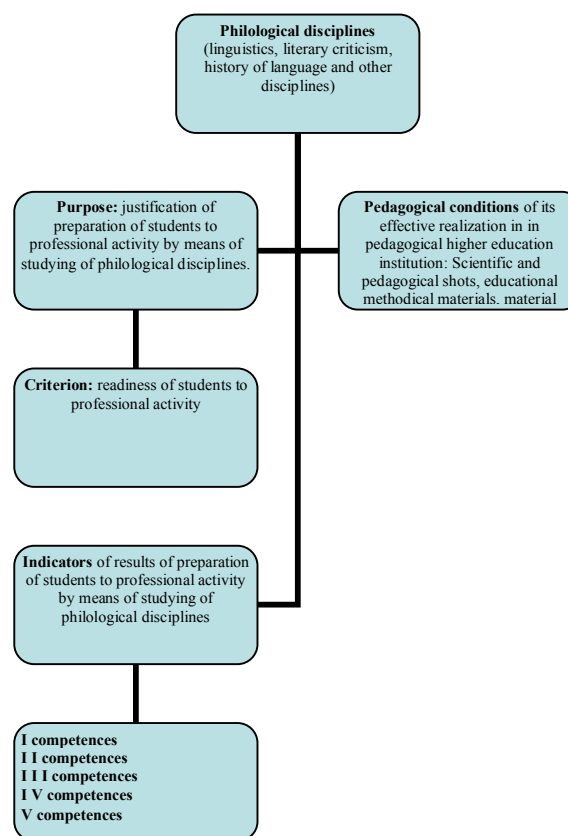
For the solution of the set objectives and verification of initial assumptions the following research methods were used: theoretical - analysis of the studied problem in scientific literature, empirical - observation, conversations, questioning, discussions, interviewing, analysis of the best pedagogical practices, analysis of creative works of students, studying of high school documentation (state standards of education, curricula, standard programs, educational-methodical complexes of pedagogical disciplines) experiments, modeling.

*Main Part:* The results and discussions. A set of ideas and provisions which represent themselves as methodological bases of the solution of the research problem is the first and its main characteristic.

For justification of preparation of students to professional activity by means of studying of philological disciplines, it is necessary for us to develop model of preparation of students to professional activity by means of studying of philological disciplines and pedagogical conditions of its effective realization in in pedagogical higher education institution.

We agree with researchers Claire Kramsch[4, p.249], Holly Tucker[5, p.264], Rostovtseva V.M. [9, p.255], Kolosov L.F.[10, p.6], Makeev S.G., Melnikov I.I.[11, p.83] that today, in system of high school education dominates purely educational, and

reproductive, training to philological disciplines, formal, instead of qualitative interrelation with profile philological disciplines [3; 4; 5]. Students cannot use further consciously possibility of philological disciplines for the complete solution of professional problems of education. On the basis of the carried-out analysis of works of Kolosov L.F. [10, p.6], Makeev S.G., Melnikov I.I. [11, p.83], etc. we offer model of preparation of students to professional activity by means of studying of philological disciplines on fig. 1.



**Figure 1. Model of preparation of students to professional activity by means of studying of philological disciplines.**

We represent results of skilled and experimental work, realization of model of preparation of students to professional activity by means of studying of philological disciplines:

157 students of the Pavlodar state teacher training college took part in experiment. In a context of this research all structural components and the put conditions of model of preparation of students to professional activity by means of studying of philological disciplines were realized and approved.

- This set of criteria and indicators was applied both at an ascertaining stage of experiment, and after carrying out forming experiment to check of

readiness of students to professional activity by means of studying of philological disciplines.

– At an ascertaining stage diagnostics of achievements of students in educational process, satisfaction was carried out by a choice of professional formation, development of competences of students by means of studying of philological disciplines.

– Results of diagnostics testify that the main part of participants of estimated session did not show development of competences at an optimum level. Skilled and experimental work at a forming stage was constructed by means of realization of all structural components and the put conditions of model of preparation of students to professional activity by means of studying of philological disciplines.

Students were included in such kinds of activity as:

I. educational activity of the academic type (training according to the programs of courses of philological disciplines enriched with modules and disciplines of a technique of teaching, training according to programs of elective courses);

II. extracurricular activities (participation in competitions of a professional orientation, scientific and practical conferences, Olympic Games);

III. professional activity (training according to the program of student teaching).

Following the results of forming experiment we carried out repeated diagnostic research of students on the allocated criteria and experiment indicators.

– Pedagogical conditions of model of preparation of students to professional activity by means of studying of the philological disciplines, designed by results of complex scientific and theoretical research, passed at this stage check in educational groups in a combination to the control provided by curricula and programs of higher education institution.

– Essential distinction between control (C) and experimental (E) groups change of character and the organization of professional activity of the last at the expense of realization of pedagogical conditions of model of preparation of students to professional activity by means of studying of philological disciplines became control.

– In experimental groups (E) control was carried out on specially developed methodical materials put in model of preparation of students to professional activity by means of studying of philological disciplines.

– For the purpose of justification of preparation of students to professional activity by means of studying of philological disciplines upon termination of forming experiment we carried out

total research of the main indicators put in model of preparation of students to professional activity by means of studying of philological disciplines.

– The statistical analysis of the data received as a result of experiment, gave real confirmation of efficiency of all structural components and the put conditions of model of preparation of students to professional activity by means of studying of philological disciplines.

As showed the comparative analysis of values for each of the studied indicators, structural components and the put conditions of model render the greatest influence on efficiency of preparation of students to professional activity by means of studying of philological disciplines as a whole (Table 1).

**Table 1. Dynamics of efficiency of preparation of students to professional activity by means of studying of philological disciplines (in %).**

Level Efficiency	Group of students	Before % experiment	After % experiment
Low	C	25	24
	E	24	5
Average	C	34	35
	E	35	37
High	C	41	41
	E	41	58

The data provided in table 1 «Dynamics of efficiency of preparation of students to professional activity by means of studying of philological disciplines (in %)», show that after the organization of experimental work in experimental group (E) are observed dynamics of high and average levels of efficiency of preparation of students to professional activity by means of studying of philological disciplines, that confirms efficiency of the carried-out research.

## Conclusion

The received results testify that participation of students in the processes provided by structural components and put conditions of model of preparation of students to professional activity by means of studying of philological disciplines (training according to the program of student teaching, programs of elective courses, programs of additional education, training programs) realizes potential of students as subjects of process of preparation for professional activity. It is necessary to use all structural components and the put conditions of model of preparation of students to professional activity by means of studying of philological disciplines as base for objective estimation of

efficiency of preparation of students to professional activity.

# **Corresponding Author:**

Dr.Zhumasheva Anara Sharipovna,  
Kazakhstan, 140006, Pavlodar, Toraigyrov, 113, 30.

# **References**

1. Holly Tucker, 2006. Communicative Collaboration: Language, Literature, and Communicative Competence Redefined. The Modern Language Journal, 90(2):264-266.
2. Richard D. Janda, Brian D. Joseph, 2008. On Language, Change, and Language Change – Or, Of History, Linguistics, and Historical Linguistics. The Handbook of Historical Linguistics, 180. DOI: 10.1002/9780470756393.ch.
3. Michael Byram, 2010. Linguistic and Cultural Education for Bildungand Citizenship. The Modern Language Journal, 94(2):317-321.
4. Claire Kramsch, 2006. From Communicative Competence to Symbolic Competence. The Modern Language Journal, 90(2):249-252.
5. Holly Tucker, 2006. Communicative Collaboration: Language, Literature, and Communicative Competence Redefined. The Modern Language Journal, 90(2):264-266.
6. Mane, L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus, 2009. Integrating practice guidelines into professional training. Journal of Counseling Psychologist, 37: 519-563.
7. Sakenov, D. Zh, Y.V. Kushnir, 2012. Preparation of students of higher education institution for professional activity in the course of studying of pedagogical disciplines. World applied sciences journal, 19(10): 1431-1436.
8. Valeeva I.A., Beregova I.P., 2011. Development of communicative culture of students in the course of preparation for professional activity. Pedagogical sciences, 3:63-68.
9. Rostovtseva V.M., 2006. Language training as a component of modern strategy teacher training. Bulletin of the Tomsk State University, 291: 255-259.
10. Kolosov L.F., 2007. Role philologists in training. Teacher education and science, 4: 6-8.
11. Makeev S.G., Melnikov I.I., 2007. Features language training primary school teachers. Elementary School, 5: 83-87.

3/11/2014