

## Improvement of professional training quality of students philologists

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**Abstract.** On the basis of the theoretical analysis of psychology and pedagogical literature the content of concept of professional training quality of students philologists in higher education institution is opened. Organizational and pedagogical conditions of improvement of professional training quality of students philologists in higher education institution are revealed. Organizational and pedagogical conditions of improvement of professional training quality of students philologists in higher education institution are realized. Criteria and indicators, levels of improvement of professional training quality of students philologists in higher education institution are defined. The Model of improvement of professional training quality of students philologists is developed.

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### Introduction

The modern labor market in education makes great demands of professional training of future philologist. In this regard, actual there are problems of comprehensive professional training of students philologists to pedagogical activity, rendering to them the help in professional formation. Process and results of professional training for future philologists not always are personally significant as in educational process of higher education institution the organized interaction of the student and the teacher of estimation of educational achievements isn't supposed.

The traditional understanding of education at the higher school, directed only on training of specialists subject teachers any more doesn't conform to modern requirements of the theory and practice of the higher school. Professional and personal formation of future philologist has to be the leading concept of training of the expert in the field of philological education and improvement of quality of professional training of students philologists. Actual there is a formation of new type of the identity of future philologist: the competent, competitive, professional success focused on achievement and able independently to build the professional activity. So far in science the certain fund of knowledge necessary for research of a problem of professional training quality of students philologists in higher education institution is saved up.

At the same time, this situation is characterized by insufficiency of research of organizational and pedagogical conditions of improvement of professional training quality of students philologists in the higher education institution, determining formation of effective professional activity of future philologist in educational process.

### Research objective

Theoretically to reveal, prove and experimentally to check the organizational and pedagogical conditions promoting improvement of professional training quality of students philologists in higher education institution.

In higher education institution we understand formation process as professional training of students philologists the fundamental of philological knowledge, ability to use this knowledge in professional activity for the solution of problems of the philological education considering specifics of specialty, motivation existence to the solution of professional tasks and ability work in the pedagogical team, aimed at the development of competences of future philologist.

At the same time, this situation is characterized by insufficiency of research of a role of philological disciplines in the course of improvement of professional training quality of students philologists 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 improvement of professional training quality of students philologists. According to scientists Pchelkina, T.R. [1, p.35], Janet Looney [2, p.440], Holly Tucker [3, p.264], John Maynard, Vikki Smith [4, p.253], Rostovtseva V.M. [5, p.255], Schantz, E.A. [6, p.383], Andriesh, V.A. [7, p.358], Kolosov L.F. [8, p.6], Sakenov, D.Zh. [9, p.1431], Kristin Litster and Jillian Roberts [10, p.130], Kirkinskii, T.I. [11, p.17] philological disciplines as means of improvement of

of professional training quality of students philologists to activity help to master the accumulated philological knowledge in which storing of the concrete facts (word meanings, rules of a punctuation, plots of works of art), how many learning to the general principles and obtaining skills of possession by tools of 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 too very specific skill which absolutely optional will be acquired only during studies.

Philological disciplines as means of improvement of professional training quality of students philologists to professional activity will provide philological and humanitarian knowledge, language, interpersonal and cross-cultural communication in establishments of education, culture and management [1; 4; 11]. Philological disciplines as means of improvement of professional training quality of students philologists to professional activity will provide its orientation on development of languages, fiction (domestic, foreign) and folklore 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 high-quality professional training of students philologists to professional activity will provide acquisition of ability of local research on the basis of existing techniques in concrete area of knowledge; abilities of the scientific review, the summary, writing of papers and the bibliography on scope of conducted researches, receptions of the bibliographic description; abilities of conducting scientific discussions, performances with messages and reports, oral, written and virtual (placement in information networks) representations of materials of own researches; abilities of creation of various types of texts; abilities of completion and processing (for example, updates, editing, commenting, summarizing) various types of texts.

In our opinion, high-quality professional training of students philologists to professional activity during the studying philological disciplines is process of mastering by the competences necessary

for future practical professional activity of the expert of philology.

### 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

Thus, the analysis of psychology and pedagogical literature allowed to open the content of concept of high-quality professional training of students philologists as formation process the fundamental knowledge, ability to use this knowledge in pedagogical activity for the solution of problems of the education considering specifics of specialty, motivation existence to the solution of professional tasks and ability to work in the pedagogical team aimed at the development of competences of future philologist:

- ability to show knowledge of basic provisions and concepts in the field of the theory and stories of the main learned language and literature, the theory of communication, the philological analysis and text interpretation, idea of history, a current state and prospects of development of philology;

- possession of basic skills of collecting and the analysis of the language and literary facts with use of traditional methods and modern information technologies;

- free knowledge of the main learned language in its literary form;

- possession of the main methods and receptions of various types of oral and written communication in the main learned language;

Criteria and indicators improvement of professional training quality of students philologists:

- substantial (quality of assimilation of philological knowledge, level of professional literacy, mastering complex of concepts, categories, philology laws);

- motivational (qualities and properties of the personality, tolerance, psychological readiness for future activity of the philologist);

- activity (quality of mastering the actions having a professional focus, existence of abilities of the rational organization of work, use of knowledge

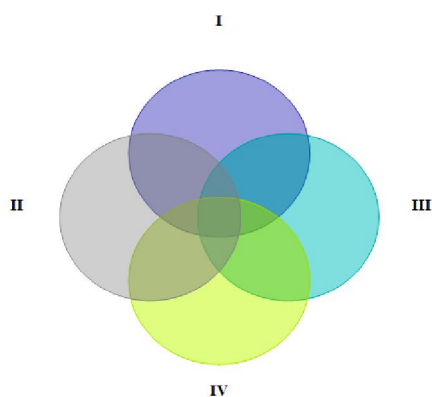
in non-standard situations, skills of design, the organization and implementation of professional activity of future philologist).

Levels improvement of professional training quality of students philologists: high, average, low.

We revealed a complex of the organizational and pedagogical conditions promoting improvement of professional training quality of students philologists in higher education institution:

- Quality of the organization of professional training of students philologists.
- Quality of teachers' structure.
- Quality of teaching technology.
- Quality of results of professional training of students philologists.

Thus, the process organization improvement of professional training quality of students philologists assumes development of Model improvement of professional training quality of students philologists, containing required concept, professional competences of future philologist, criteria and indicators improvement of professional training quality of students philologists, levels improvement of professional training quality of students philologists, a complex of organizational and pedagogical conditions of improvement of professional training quality of students philologists. The model improvement of professional training quality of students philologists represents the complete, interconnected process in which all making components are directed on achievement of an ultimate goal – improvement of professional training quality of students philologists (fig. 1).



**Figure 1. Model improvement of professional training quality of students philologists**

The explanation of designations to figure 1. Model improvement of professional training quality of students philologists:

- I - qualities of professional training of students philologists.

- II-professional competences of future philologist.

- III-criteria and indicators, levels improvement of professional training quality of students philologists.

- IV - a complex of organizational and pedagogical conditions of improvement of professional training quality of students philologists.

Carrying out a stating stage of experiment allowed us to draw a conclusion on lack of essential distinctions between students of control and experimental groups on the allocated criteria, indicators, levels of improvement of professional training quality of students philologists for the beginning of carrying out forming experiment.

Check in practice of a solvency and efficiency of Model improvement of professional training quality of students philologists became the purpose of carrying out forming experiment. Change of character and the organization of educational activity of the last due to Model realization improvement of professional training quality of students philologists became essential distinction between control (CG) and experimental (EG) groups.

The statistical analysis of the data obtained as a result of experiment, gave mathematical confirmation of the importance of Model improvement of professional training quality of students philologists. As showed the comparative analysis of values for each of the studied criteria and the indicators, the greatest impact components of model has on of professional training quality of students philologists as a whole (table 1).

**Table 1. Dynamics of improvement of professional training quality of students philologists (in %)**

Level of quality	Before experiment %		After experiment %	
	CG	EG	CG	EG
Low	35	36	34	7
Average	60	59	61	62
High	5	5	5	31

The data provided in table 1, show that after the organization of experimental work in experimental group are observed dynamics of high and average levels of improvement of professional training quality of students philologists that confirms efficiency of Model improvement of professional training quality of students philologists and efficiency of the made pedagogical experiment.

### Conclusions and recommendations

As a result of the conducted research, on the basis of the theoretical analysis of psychology and pedagogical literature the content of concept of

professional training quality of students philologists in higher education institution is opened.

Scientifically – the methodological analysis of a condition of study of the declared problem of research allowed to reveal and prove organizational and pedagogical conditions of improvement of professional training quality of students philologists in higher education institution:

- Quality of the organization of professional training of students philologists.
- Quality of teachers' structure.
- Quality of teaching technology.
- Quality of professional training results of students philologists.

The research way realized organizational and pedagogical conditions of improvement of professional training quality of students philologists in higher education institution. Criteria and indicators, levels of improvement of professional training quality of students philologists in higher education institution are defined. The original Model of improvement of professional training quality of students philologists is experimentally developed, approved and introduced.

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