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Аннотация

В данной статье говорится об актуальности психологических факторов, позволяющих в процессе преподавания иностранного языка достичь ценностей мировой культуры и развиваться как личность.

Ключевые слова: Психологические факторы, психолингвистика, мотивация, внимание, память, мышление, восприятие, воображение.

Abstract

This article discusses the relevance of psychological factors that allow in the process of teaching a foreign language to achieve the values of world culture and develop as a person.

Key word: Psychological factors, psycholinguistics, motivation, attention, memory, thinking, perception, imagination.

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SCIENTIFIC AND PEDAGOGICAL BASES OF FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

Abstract

The psychological analysis of tolerance in teacher's pedagogical activity witnesses the fact that it is a professionally important property of the teacher.

The essence of the main concepts and the angle of the mentality are pushed, the peculiarity of teachers' tolerance was analyzed in the teaching process, and it was quite meticulous the ability and qualification of the professional competence of pedagogical and physiological disciplines teachers of the higher school.

Key words: theoretical analysis methods, diagnostic methods, competence

Today student is tomorrow's specialist. Organization of communication in determining pedagogical-psychological problems of teaching process management requires the teacher to have theoretical knowledge between teachers and pupils.

Karazhigitova T.A. exclaimed in her article, that the present stage of the development of education, significant successes can be noted in the field of psychological and pedagogical science, which has combined, generalized all the achievements of a personality-oriented, competency-based approach. The main strategic guideline of the modern education system is a system-activity approach. [1]

Professional pedagogical functions of a future specialist is constructive, organizational, communicative, developmental, informative, researching. The training of the experienced specialists at the university should have a high degree. This requirement should define the content of education in each specialty as a relatively uniform field of education.

The main task is to master the complex content of education, to implement modern teaching and learning processes, pedagogical process, interdependent and mutually agreed actions of teachers and students. Therefore, there is a question of the implementation of the forms and methods of work of students and teachers before the present day of higher education [2].

To date, a complex turnaround in the education sector of the country aimed at the most important challenges for the upbringing of a competitive generation is under way. The professional ability of the teacher is directly related to his self-development. In order to address this issue in terms of socio-pedagogical approach, it is necessary to ensure the level of readiness of the teacher to fulfill the assigned tasks as a subject. Of course, his professional growth is quite specific to his personality. That's why it is possible to get acquainted with the individual's needs in personality-formation, business-methodic improvement, professional and subject-based knowledge.

The "feeling of one's own needs" is the foundation of professional activity. After all, he or she wants to learn how to develop his or her social standing. According to the changes in the political, economic, cultural and public life of the country, higher education institutions have a great responsibility, competence, professionalism, competitiveness, aspiration for a wide-ranging and versatile developed specialist to change the content and characteristics of their socio-economic and spiritual development. and require skilled professionals who are well-educated in their workplace due to increased labor demand" [4].

Competence of a professional knowledge specialist is a complex system of personal qualities and internal mental conditions of that specialist, the realization of his professional activity and abilities. Competence is the capability of the service provider to have his or her qualifications (knowledge and experience), decision-making, or decision making in accordance with certain knowledge and skills.

Also competence is the ability and the ability of the individual to fulfill theoretical knowledge and practical experience of certain tasks. It is evidenced by the flexibility of an individual to be cognitive, attitudes, and action, to know certain issues, to make decisions, to analyze his progress and results, and to make consistent adjustments.

Competency places the first place in a student's ability to correctly solve the problem, not the information literacy. If we consider the formation of the future teacher's competence within the framework of the secondary vocational education system, then it is possible to speak about the availability of knowledge, skills, abilities, in one word, how much a specialist is trained in pedagogical activity. Professional competence is a combination of personal qualities of a teacher and his or her psychological-pedagogical and theoretical knowledge, professional skills and experience.

The future professional should be able to master the skills necessary to become a good teacher, master the world culture, culture of the country, culture of communication, language culture, integration processes, and to get out of the world educational space. Formation of professional competence requires the development of individual creativity, correct perception of pedagogical innovation, rapid adaptation to daily changing educational environment.

The problem of preparing a future specialist reflects the essence of his personal qualities and qualities. The result of personal-oriented education is interpreted as a knowledge, skill and skill system, creativity and emotional mood, and the formation of a personalized personality for volunteering [3].

Pedagogical practice plays a big role in shaping teacher's professional competence. During pedagogical practice the pedagogical skills and skills of a student are rapidly formed. His or her ability to study creative and pedagogical phenomena development, the foundations of pedagogical skill are established.

Pedagogical practice takes a special place in the system of teacher training. It is a major part of the educational process in the university and ensures the integration of theoretical training and practical activities of future teachers.

In the process of pedagogical practice the following tasks will be solved: - education of students to the interest and love of the teacher profession; - to propagate and approve the process of psycho-pedagogical and special knowledge use in solving concrete pedagogical tasks;

In conclusion, the role of continuous teacher training in the future teacher is unique. It is implemented as a result of close cooperation between the school and the school. A direct way of realizing this is to reestablish a School Day for students (formerly).

Students of these pedagogical educational institutions are the only way to get to the school in one day of the week and to achieve their goals. After all, nowadays, the first-year students go to practice during classes, and we think that students will be less interested in learning something.

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**ВОЗРАСТНЫЕ ОСОБЕННОСТИ В ФОРМИРОВАНИИ ОСНОВ
БЕЗОПАСНОСТИ ЖИЗНЕДЕЯТЕЛЬНОСТИ ДЕТЕЙ ДОШКОЛЬНОГО
ВОЗРАСТА**

Аннотация

Главная цель воспитания безопасного поведения у детей – дать каждому ребенку представления об основных опасных для жизни ситуациях и правилах поведения в них. Безопасность – это не просто совокупность полученных знаний, а уметь правильно и точно вести себя в опасных для жизни ситуациях. Дошкольный возраст – важный период для формирования социализированной личности и закладывания прочных основ опыта жизнедеятельности, когда возрастает двигательная активность, которая в сочетании с повышенным любопытством, стремлением к самостоятельности часто приводит к возникновению травмоопасных ситуаций

Ключевые слова: дошкольный возраст, безопасное поведение детей дошкольного возраста формирование основ безопасности жизнедеятельности.