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**DESCRIPTION AND IMPLEMENTATION OF THE PROGRAM
FOR THE COMPETENCE FORMATION IN PROFESSIONAL COMMUNICATION
OF UNDERGRADUATE STUDENTS**

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Abstract

The article discusses the concept of professional-specialized competencies, their content, and their distinctive features. The value is justified and the degree of effectiveness of the use of a competent approach in the formation of professional-specialized competencies is revealed. Training models used in the formation of professional-specialized competencies of undergraduate students are analyzed. The relevance of the study is justified by a social request expressed in domestic and foreign regulatory documents related to the development of professional, communicative competencies, improving the quality of education through personally oriented learning technologies, and, as a result, developing the possibility of citizens' participation in continuous education.

Keywords: professional-specialized competencies, competence approach, training model, professional competence, contextual training, theory and methodology of professional education.

**БАКАЛАВРИАТ СТУДЕНТТЕРІНІҢ КӘСІБИ ҚАРЫМ-ҚАТЫНАСЫНДА
ҚҰЗЫРЕТТЕРДІ ҚАЛЫПТАСТЫРУ БАҒДАРЛАМАСЫНЫҢ СИПАТТАМАСЫ
ЖӘНЕ ІСКЕ АСЫРЫЛУЫ**

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Аңдатпа

Мақалада кәсіби мамандандырылған құзыреттілік ұғымы, олардың мазмұны мен айрықша белгілері қарастырылады. Кәсіби-мамандандырылған құзыреттерді қалыптастыруда құзыреттілік тәсілді қолданудың маңыздылығы негізделеді және тиімділік дәрежесі анықталады. Бакалавриат студенттерінің кәсіби мамандандырылған құзыреттіліктерін қалыптастыру кезінде қолданылатын оқыту модельдері талданады. Зерттеудің өзектілігі кәсіби, коммуникативтік құзыреттілікті дамытуға, жеке тұлғаға бағытталған оқыту технологиялары арқылы білім беру сапасын жақсартуға және соның салдарынан азаматтардың үздіксіз білім алуға қатысу мүмкіндігін дамытуға байланысты отандық және шетелдік Нормативтік-құқықтық құжаттарда көрсетілген әлеуметтік сұраныспен негізделеді.

Түйінді сөздер: кәсіптік-мамандандырылған құзыреттер, құзыреттілік тәсіл, оқыту моделі, кәсіптік құзыреттілік, Контекстік оқыту, кәсіптік білім беру теориясы мен әдістемесі.

**ОПИСАНИЕ И РЕАЛИЗАЦИЯ ПРОГРАММЫ ФОРМИРОВАНИЯ
КОМПЕТЕНЦИЙ В ПРОФЕССИОНАЛЬНОМ ОБЩЕНИИ
СТУДЕНТОВ-БАКАЛАВРОВ**

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Аннотация

В статье рассматривается понятие профессионально-специализированных компетенций, их содержание и отличительные признаки. Обосновывается значение и выявляется степень эффективности применения компетентностного подхода в формировании профессионально-специализированных компетенций. Анализируются модели обучения, используемые при формировании профессионально-специализированных компетенций студентов-бакалавров. Актуальность исследования обосновывается социальным запросом, выраженным в отечественных и зарубежных нормативно-правовых документах, связанных с развитием профессиональной, коммуникативной компетенций, улучшением качества образования посредством лично ориентированных технологий обучения, и, как следствие, развитием возможности участия граждан в непрерывном образовании.

Ключевые слова: профессионально-специализированные компетенции, компетентностный подход, модель обучения, профессиональная компетенция, контекстное обучение, теория и методика профессионального образования.

Introduction

At the emerging stage, the tasks of developing and approving a program for the formation of competence in professional communication of undergraduate students were solved.

The goal of the program is to create the most favorable conditions for the formation of competence in professional communication among undergraduate students.

Program Objectives:

1. to arouse interest among undergraduate students in professional communication, its history, and development; to develop the motivation and cognitive interests of undergraduate students through the expansion of ideas about professional communication.
2. to form the skills of undergraduate students to establish partnerships through theatrical activities.
3. to develop the needs of undergraduate students for professional communication, emotional and positive attitude to the chosen profession, and education of will in yourself.
4. to form in undergraduate students communicative skills and skills, motives for using socially approved forms of communicative activity, and for coming into contact with other people.

The formative experiment was carried out in the natural conditions of educational activity, within the framework of the planned program of educational time, during which the developed psychological and pedagogical conditions were implemented to form competence in the professional communication of undergraduate students [3]. Working with students involved rallying the group, developing rules of conduct in classes; forming of competence in professional communication of students, developing communication abilities of students, and orientation towards personal and professional individuality of each student.

Also, expanding the possibilities of personal and professional self-development; promoting the self-realization of the current and potential opportunities of the student. Ideas about the value of another person and himself were developed, a sense of trust and self-confidence was formed, the development of cohesion of the group through joint activities, and the consolidation of a positive attitude in the group. Communication skills and confidence in interpersonal relationships were formed. To achieve these goals, they held group classes with undergraduate students. Classes were held twice a week, duration – of 120 minutes. The total number of classes is 30. Group classes with students were built taking into account the following principles:

- humanism - affirming the norms of respect and benevolence towards each student, excluding coercion and violence against the person;
- confidentiality - information received during the work is not subject to conscious or accidental disclosure. Student participation must be conscious and voluntary;
- competence - the boundaries of their own competence were clearly defined and taken into account;
- responsibility - they cared, first of all, about the well-being of students and did not use the results of work to their detriment.

The formation of basic concepts and ideas in the field of professional communication concerning cognitive and valuable components, as a rule, was provided by individual subjects or sections of the subjects studied. The mastery of undergraduate students of the basics of psychological knowledge of the patterns of the process of professional communication was also provided by the corresponding sections of the disciplines “Human Psychology” and “Social Psychology”.

To fill the activity component for the formation of skills, and the development of the competence of professional communication among undergraduate students, social and communication training was used, which was carried out within the framework of the university component provided for by the State Educational Institution [6].

Research methods

The training took place in two stages. At the first stage of social and communication training, students' knowledge of life experience with other people, awareness of the importance of professional communication, disclosure of individual characteristics of students, and the formation of positive self-communication in the process of professional communication were considered. The task of training at the second stage was the development and formation of eventuality (“I and others”), training in the skills of perception and understanding of the state and behavior of other people, methods of verbal and non-verbal communication, and revealed techniques and techniques for effective professional communication. Students also developed personal qualities necessary in situations of professional communication: sociability, goodwill, tolerance, openness, etc [9].

Thus, the training program involves not only the formation of abilities important for undergraduate students - but also the development of personal neoplasms, that is, the competence of professional communication.

To the psychological and pedagogical conditions of achieving the maximum efficiency of the formation of the competence of professional communication of undergraduate students: diversity, purposefulness, and the possibility of selected tasks to contribute to the development of the expected characteristics of the developed property; subject - subject interaction in the pedagogical process; formation of the student's competence in professional communication.

The literature analysis showed that the most effective for the formation of student competence in professional communication are technologies of active interaction in joint activities, such as group discussions, situation analysis, role and business games, elements of socio-psychological training, etc. The use of these technologies makes it possible to bring the educational environment as close as possible to the conditions of professional activity, contributes to the optimization of the communication potential of students, the development of their theoretical and practical competence as subjects of professional communication, the development of social and perceptual abilities [1].

The thematic content of group discussions can be the most diverse: interpersonal relationships of group members; events and processes taking place in the life of students; group discussion of problematic situations from professional practice, etc. By analyzing individual and collective decisions, as well as the behavior of the panelists, it is possible to assess both the individual communicative potential of a particular student and their ability to reasonably prove their point of view in order to convince others of its correctness. Participants in group discussions acquire significant collective interaction skills.

The analysis of situations was applied by us so that students could participate in situations of imitation of certain professional relations in the systems “teacher-student”, “teacher-teacher”, “teacher-parent”, etc.; choose solutions in the proposed specific situations and find an optimal appropriate form of behavior. It is necessary to highlight the significant advantages of this technology, which consists in helping students in explaining their own position, enriching information through interaction with others, and familiarizing themselves with business cooperation in the process of professional communication. Analysis of situations contributes to the expansion of practical experience - and sometimes serves as a replacement for the latter. Built on standard examples, it contributes to the search for a solution to a number of professional problems. Thus, undergraduate students develop a readiness for psychologically correct actions [5].

Results of a research

From the point of view of preparing undergraduate students for professional communication, role-playing and business games are very effective [2].

In role-playing games, problematic situations were also set, often conflict situations, and a solution was found by students not only in a collective discussion - but also in the analysis of professional situations. In these games, students acted as characters in these professional situations (teacher, student, parent, representative of the administration) and played out a personal situation to find a solution to the task set in it. At the same time, the student group analyzed and assessed the activities of each on such parameters as the content of professional communication, the ability to create a favorable emotional and psychological atmosphere, the ability to listen to and conduct dialogue, knowledge of speech culture, the ability to come into contact, take the initiative in communication and, if necessary, transfer it to a partner, the ability to notice and eliminate barriers in communication, etc [8].

Discussion

Students conducted a preliminary analysis of professional situations and events, drew up a psychological portrait of participants in professional communication, relied on the information collected, modeled and implemented the process of professional communication, and finally analyzed and determined its effectiveness.

The socio-psychological training elements used in the classes contributed to the development of the ability of undergraduate students to have adequate and complete knowledge of themselves as subjects of professional communication; diagnosis and correction of personal

qualities and abilities; removal of barriers preventing real productive actions in professional communication; study of interpersonal interaction methods to improve the effectiveness of professional and personal communication [7].

Conclusion

Thus, the program allows students to realize the subject-creative communicative potential in professional communication, and contributes to the effective preparation of the student for the communicative, interactive, and perceptual equipment of the processes of personal and professional growth [2].

The novelty of the program is considered a specific goal - to form the student's competence in professional communication through business games, exercises, and analysis of professional situations. Exercises were used that modeled professional experience, taught us to communicate constructively, and ensured successful communication activities. The productivity of the lesson formed in the student the courage of communication, the willingness to interact at any moment, and the ability to focus on the task at hand [4].

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