

## Development of Teachers-Psychologists' Professional Competences in Conditions Of Polylingual Education

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### Abstract

*Kazakhstan is a multinational polycultural state which education system is aimed at idea realization of citizens polylingual education today. In these conditions there is a necessity of development of future teachers-psychologists' new competences who provide work possibility in polylingual educational environment and information area, independently to develop the positive pedagogical "I", to enter into intercultural communications with students, colleagues and parents, to reflex results of the pedagogical activity, etc. The analysis of theoretical sources and real practice has shown that the effective conditions providing quality of teacher-psychologist' training are: system-holistic approach and integration of lingual, value-content, psychological-pedagogical, competence and polylingual professional training; monitoring of students educational route; working out of stimulation mechanism of students' inquiries and needs for qualitative education; active application of innovative designed technologies in educational process. Among innovative educational forms and technologies used in high school pedagogical process, in our opinion, business games technology has the greatest importance. As they create a basis for natural display of future specialist's professional competences. As the research results have shown, productive use of business games technology for formation of future teachers-psychologists' professional competences is possible in case of revealing by high school teachers and use in game of professionally significant, personal qualities, necessary for student successful adaptation to conditions of conducting special kinds of games and to demands which future profession makes. As a whole, we can conclude that the developed technique of class organization on pedagogical cycle disciplines with use of gaming situations will allow more effectively to form teacher-psychologist' professional competence by means of business game technologies, more successfully to adapt them for demands which modern conditions of professional work make to the future specialist.*

Kazakhstan is a multinational polycultural state which education system is aimed at idea realisation of citizens polylingual education today[1;2].

In these conditions there is a necessity of development of future teachers-psychologists' new competences who provide work possibility in polylingual educational environment and information area, independently to develop the positive pedagogical "I", to enter into intercultural communications with students, colleagues and parents, to reflex results of the pedagogical activity, etc.

The analysis of theoretical sources and real practice has shown that the effective conditions providing quality of teacher-psychologist' training are: system-holistic approach and integration of lingual, value-content, psychological-pedagogical, competence and polylingual professional training [3;4]; monitoring of students educational route [5]; working out of stimulation mechanism of students' inquiries and needs for qualitative education [6]; active application of innovative designed technologies in educational process [7-8].

Among innovative educational forms and technologies used in high school pedagogical process, in our opinion, business games technology has the greatest importance. As they create a basis for natural display of future specialist's professional competences, acquisition of his problem-professional and social experience including taking of individual and collective decisions, besides form cognitive motivations.

**Business game** is a simular of various conditions of professional work (including extreme) by search method of new ways of doing it. Business game simulates various aspects of human activity and social interaction. Game is also a method of effective training as removes contradictions between abstract character of a subject and real character of professional work. There are many names and versions of business games which can differ a conduction technique and put aims: didactic and managing games, role games, problem-focused, organizational activity games, etc. [9].

Business games allow to receive more or less clear idea how the person will behave in team that is rather important for the director. Which of team members becomes a real leader, who is a head of ideas and who will offer effective ways of their personification. For example, game participants paying attention to small details of task solution, as a rule, are fine technical workers, good executors.

A striking example of use efficiency of business game in classes and motivations of cognitive-professional activity of students is the game «What would you do about it?», which purpose to give a quick answer to a question, a problem situation, happening at work, during simulated professional activity [10].

Plan to divide your class into two or small groups depending on the size of your class (no more than 5 students in each group). Cut the underwritten problem strips and give each group an equal number of problems. Also cut up adjective cards below, mix them and put them in a hat or bag. Then each group draw as many adjective cards at random as they have problems to work on.

Students must now create solutions by the adjectives: if they drew "risky" and «humorous», they must write down a risky solution for one of problems and a funny one for the other. (If a group ia very unhappy with one of their adjectives, you have a few extra and could let them trade one in for a new one.) When everyone is ready, problems and solutions can be either be read aloud to the class or handed to the next group to be studied. In either case, students must now guess which adjective the other students had in mind when writing their solutions. Give one point for each correct guess and the student or group making the most points wins.

What would you do if your director refused to let you take your holiday at a time convenient for you and your family? <b>Answer:</b> _____
How would you deal with a colleague who always complains to the school director about other colleagues? <b>Answer:</b> _____
You think the work procedures of your school are badly in need of change. How would you suggest this to the school director? <b>Answer:</b> _____
What would be your advice to a friend who is preparing for a job interview? <b>Answer:</b> _____
Staff motivation is very low at the moment. How would you suggest motivating teachers to work harder? <b>Answer:</b> _____
How would you react if your school director (of the opposite sex) started taking a more interest in you? <b>Answer:</b> _____

risky	expensive
aggressive	impolite
impractical	tactful
cheap	cautious
dishonest	realistic
sensible	humorous

As the research results have shown, productive use of business games technology for formation of future teachers-psychologists' professional competences is possible in case of revealing by high school teachers and use in game of professionally significant, personal qualities, necessary for student successful adaptation to conditions of conducting special kinds of games and to demands which future profession makes.

Results of questioning, individual conversations with future teachers-psychologists and the developed program allowed us to set initial levels of professional competences development. Questioning data have shown that the basic part of students is up to low standard of professional competences development, the greatest part of students is up to average standard and only units are capable to develop professional competence up to sufficient standard. It is necessary to notice that absolutely there are no students who would be up to high standard of professional competences development. The research - experimental work was conducted by us on formation of future teachers-psychologists' development according to this kind of activity. Our work consists in working out of the training program, also in conducting of special seminars and all possible trainings with students which have essentially changed formation standards of the development. In process of carrying out of forming experiment we had received results which allowed us to speak about success of our research - experimental work.

As a whole, we can conclude that the developed technique of class organization on pedagogical cycle disciplines with use of gaming situations will allow more effectively to form teacher-psychologist' professional competence by means of business game technologies, more successfully to adapt them for demands which modern conditions of professional work make to the future specialist.

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