

өзінше бір тұтас әлем. Тіл үйрену арқылы адам жаңа бір әлемнің, әлемдік өркениеттің тағы бір ғимаратының есігін ашып, ішіне кіріп, таныса бастайды. Бірінші кезекте адамның ақпараттық, мәдени және экономикалық кеңістігі кеңейіп, таным-түйсігі арта түседі. Сондықтан әрбір елдің білім беру жүйесінде осы Көптілділік енгізілуі керек. Көп тіл білген көштен қалмайды.

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Ешкімге есе бермедік.
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Қаны қалып жүрмелік.
Абылай хан.*

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THE IMPORTANCE OF 21ST CENTURY SKILLS IN TRAINING ENGLISH TEACHERS

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Kazakhstan is currently in the process of creating a new educational system aimed at entering the global educational space. This process is accompanied by

significant changes in pedagogical theory and practice of educational processes. A shift in the educational paradigm requires new approaches, different laws, other relations, and modern pedagogical mentalities. In the conditions of innovative development of the economy and society as a whole, fundamental changes in the education system are taking place: variant content of education is offered; new pedagogical technologies, modern concepts and ideas appear.

The issue of formation of personal professionally significant qualities of a teacher becomes extremely important. These qualities of a teacher are directly related and oriented to the result of activity of an educational institution of higher professional education. In the Address of the first president of the Republic of Kazakhstan N.A. Nazarbayev to the people of Kazakhstan, in the second section "Improving the quality of life", in the fourth paragraph it is said about the "Status of the teacher" "...only those who provide high quality education should remain on the market" [2].

At the current stage of the development of higher education, the quality of education is assessed by such indicators as competence, independence, readiness to make decisions in selectable situations, adaptability to rapidly changing political, social and industrial conditions and willingness to continue education and professional development. In this context, the content and technology of university education focuses on the identification and formation of a set of specific knowledge, skills and experience of activity, which, according to these new educational standards, constitute the general cultural and professional competences that characterize future professional competence.

Today, modern professional teacher education uses the competence approach as its methodological basis. Researchers agree that this is the most common method of training future teachers. Education in the contemporary context should render a new level of national innovation and train new professionals capable of giving a new impetus to technology transfer in the strategic development of the country [3]. Nowadays, a competent person can be rather called not a specialist with encyclopedic knowledge, but a person who is able to apply his/her knowledge to real life situations.

Modern requirements in the professional field primarily imply the training of a good specialist, someone who, during his student years, deeply and seriously studied not only the specialty, which in this case implies teaching methods, pedagogical skills and abilities, didactic principles, but also foreign languages as a basic material and a tool for the professional skills of a teacher. The orientation of the content of professional education of future teachers of foreign languages should be aimed at the

formation of a certain amount of knowledge of teaching methods in the student, a stable active attitude to the possession of existing knowledge in order to constantly increase it, actively implement it, and innovative forecasting. In modern society, a new type of foreign language teacher is being formed – the “teacher of the XXI century”.

The main principles of pedagogical activity are the need for constant updating of knowledge and the development of new teaching methods [5, 23]. Achieving a high level of professional mobility is determined by a number of indicators, including the breadth of the profile of foreign language teacher training, which is based on fundamental knowledge of didactic, methodological, socio-humanitarian, general professional profile. The priority of these cycles of knowledge should become the direction of creating new generation standards or, as Baydenko says, “advanced educational standards” [6, 97].

The analysis of the factors determining the development of modern professional domestic education in pedagogical universities shows that the development of a model for the training of future teachers of foreign languages should be based on the following:

- analysis of cardinal reformist shifts in education, science, society, culture, economy;
- prediction of meaningful and structural changes in the educational needs of the state, society, personality;
- research of the processes of formation of a multi-level education system countries taking into account the study of a foreign language;
- a systematic presentation of the goals and values of the future specialist in the field of education;
- taking into account the emerging philosophy of professional education; studying the state and dynamics of the development of education and educational services at the national and international levels;
- taking into account the role of the specialist's personality in the formation of new pedagogical thinking, in the way he enters the pedagogical culture, in his attitude to self-development and professional creativity [6, 98].

It is necessary to develop the skills necessary in the 21st century, the so-called 4CS: critical thinking, communication, creativity and collaboration. These skills are necessary to make it easier for students to adapt in their studies, and in the future to be successful in their careers. To instill these skills, it is necessary:

- to promote independent learning,

- to encourage curiosity (for example, using the KWL method),
- to give tasks in which students can find non-standard solutions, that is, to develop their creative thinking,
- organize work in pairs and mini-groups,
- develop critical thinking with the help of guessing tasks, analysis of what you saw (heard), analysis of problematic situations.
- be open to new techniques [13].

It is considered that in the 21st century it is difficult to come up with something new: music, cinema, literature - almost everything is forgotten old. The one who succeeds is the one who experiments. It is also necessary to test new things in the methodology even if it seems at first glance “it will never work”.

A feature of the professional activity of foreign language teachers is that they have to fulfill various tasks: professional teaching, cultural teaching, research, projects, etc. For the effective structuring of the foreign language teaching process and the formation of an appropriate image of contemporary world issues in students, the teacher's preparation should be based on the principle of integration of the personality with world and national culture, taking into account the acquired qualifications, i.e. the capacity for intercultural communication.

Pedagogical expertise requires a considerable amount of professional knowledge, as well as specialized skills and competences in educational activities. The existence of established professional competence is particularly important for foreign language teachers. The formation of teachers' professional competence takes place in the process of subject teaching in higher education. The choice of these competences is justified by the specificity of contemporary foreign language teaching and the subject of “foreign languages”. Although all competences are directly related to each other, the main link regulating the content of the professional competence of foreign language teachers is considered the general pedagogical competence.

Thus, the professional competence of the 21st century English teachers is a normative model that represents a scientifically based combination of skills in professional knowledge, skills and methods of activity and expresses the unity of theoretical and practical preparation in the holistic structure of the personality. Such a model for English teachers should be built on a wide range of competences related to the level of development of contemporary society, the emergence of new doctrines and changes in the current system of updating the content of foreign language teaching. Such models should be based on a wide range of basic and specialized disciplines that contribute to the training of professionals based on contemporary

achievements in pedagogy, psychology, sociology and foreign language teaching methods.

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АЛЫС ЖӘНЕ ЖАҚЫН ШЕТ ЕЛДЕРДЕГІ КӨПТІЛДІЛІК

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Әлем тілдер кафедрасының оқытушысы

Тіл елдің елдігінің, оның ғылымы мен мәдениетінің, өнеркәсібінің, қоғамдық құрылысының, салт-санасының, жауынгерлік дәстүрінің, ұлттық мұрасының қай дәрежеде екенін білдіріп тұратын көрсеткіш.

Бауыржан Момышұлы

Тіл – қазақтың жан дүниесі, рухани негізі, ел еркіндігі мен ұлтты танытатын басты белгі. Ана тілі – әр адамға ананың ақ сүтімен бойға жетіп, ананың әлдіімен, бесік жырымен құлаққа сіңіп, атадан-балаға жетіп отыратын ұлы күш. Ана тілі – ұрпақ тәрбиесінің пәрменді құралы, рухани байлықтың баға жетпес байлығы, қуатты қайнар бұлағы. Туған жеріміз бен ел-жұртымызды да сол арқылы айтып жеткіземіз. Көп тіл білу-заман талабы. Елбасы өзінің 2007