

INTERDEPENDENT CONCEPTS OF FUTURE SPECIALISTS IN TEACHING FOREIGN LANGUAGE

G.D.ZHANGISSINA¹, K.M. BERKIMBAYEV² & D.ZHYERNAZAROVA³

¹Research Scholar, Doctor of Pedagogical Sciences, Professor, Vice-President of International Academy of
Informatization, Kazakhstan

^{2,3}Research Scholar, Doctor of Pedagogical Sciences, Professor of Ahmed Yasawi
International Kazakh-Turkish University, Kazakhstan

ABSTRACT

In the Annual appeal to the Nation by the President of the Republic of N.A. Nazarbayev competitiveness has been marked as the main indicator of the desired development of the Republic of Kazakhstan. Competitive professional education is determined by, in addition to the image of the university, prices, availability, mobility, educational services institution, above all, their quality. Education of the future takes on the features of innovative education integrated with research activity, characterized by a continuous, fundamental, practical orientation. Basis for the formation of the future of education is to ensure and guarantee the quality of education. Increased attention to the problems of the quality of education is ubiquitous priority for educational institutions and a global problem. All countries are wondering how to ensure quality of education in terms of its accessibility and rapidly changing labor market situation. Management of educational process in the IKTU by A. Yassawi initially modeled as a multi-level system that allows an objective and timely assesses of the level of training of future physicians. The department paid great attention to not only the implementation of training programs, but also the implementation of a comprehensive quality control of student learning

KEYWORDS: Innovative education; future doctors; process of teaching of foreign language

INTRODUCTION

Actuality of research is defined by requirement of system of formation of information and communicative competence of future doctors, need of creation of complete system of formation of information and communicative competence of future doctors; improvement of knowledge of a foreign language and development of the contents, forms, methods and tutorials with application of information technologies. Today in the field of health care of the Republic of Kazakhstan, based on a basis of new progressive technologies, is in great need in experts of a new formation with wide information and communicative competence and fundamental knowledge for implementation of breakthrough projects of the state from the area of medical services (State Program for Development of Education of the Republic of Kazakhstan for 2011-2020, www.edu.gov.kz). Modernization of the state relies on modernization of education, on its substantial and structural updating. Not system of knowledge, skills, and set of basic competences in intellectual, communication, information and other spheres has to become primary activity of educational institution. The changes of the higher education plays a more and more important role and becomes pledge of successful self-realization of the person in modern society (Gillotti et al., 2002).

The effectiveness of training is one of the indicators of the quality of education, as the extent to which the results and learning objectives (Scrivener, 2011). Effectiveness and efficiency of learning can be defined and measured only by means of monitoring and evaluation of acquired knowledge, skills, competencies, so monitoring and evaluation of knowledge of students is one of the most important and mandatory components of the learning process. Therefore, at the present stage is particularly relevant question of the need to create and implement monitoring and evaluation systems of knowledge, allowing identifying the real level of professional competence of medical students (Berkimbaev and Ernazarova, 2012). When developing an objective approach to assessing the quality of higher education should be to clarify the concept and main functions of monitoring and evaluation. In the most general definition pedagogical control is the process of identifying, measuring and evaluation of knowledge and skills of students. Broadly defined, objective control of the learning outcomes is “an effective means of creating a viable methods of mental activity and the practical skills of students, proper development of their abilities and inclinations, stimulating cognitive activity; it educates the students a sense of responsibility for the results of their academic work, helps the formation of his\her personality. In addition, testing of knowledge and skills and performs the function of teaching is an effective tool for determining the effectiveness of pedagogical work” (Peterwagner, 2005).Control of students’ knowledge plays the role of feedback, because regular check stimulates students, disciplines and forms a sense of responsibility for the performance of their teaching duties (Berkimbaev and Kerimbaeva, 2010). In addition, the systematic control of knowledge helps to establish a timely inconsistencies and gaps in the knowledge of students, which helps the effective management of the quality of education.

A great place to research the authors paid to the definition of control functions. It identifies the following functions of pedagogical control:

- developing
- diagnostic

The main function is diagnostic, aimed at measuring the level of knowledge of students at all stages of the learning process. In addition, the results of monitoring in addition to allow the level of mastering the curriculum for students and evaluate the effectiveness of teaching methods, as well as the effectiveness of the control method (Matyash, 2011). In addition to these functions, you can select another monitoring control function that provides tracking and timely monitoring of the learning process and is designed to implement the principle of information quality education.

AIM AND RESEARCH PROBLEMS

One of the main tasks facing the system of preparation of future specialists is improvement of quality of professional training taking into account the modern directions of development and using of information technologies in professional activity.

Research problems

To analyze a condition of a problem of formation of information and communicative competence of future doctors in the course of training a foreign language with application of information technologies in higher education institution, to reveal degree of its theoretical and practical readiness on the basis of experimental check and analyses of comparison experimental and control groups of trainees of “English for Medical Specialties” of Medical faculty of

H.A.Yasawi International Kazakh-Turkish University, on specialties the 5B130100-General medicine; to prove requirement and need of formation of information and communicative competence of future doctors as preparation making professionally, to develop model of formation of information and communicative competence of future doctors using means of a foreign language and to prove efficiency of application of information technologies in educational process. This control aims to assess the assimilation of the curriculum, it is desirable to control held senior lecturer or senior lecturer. In medical education, along with the assessment of knowledge within the boundary control are evaluated as communication skills of the student, his\her ability to carry out a physical examination and differential diagnosis and treatment (senior courses) (Blauberg and Pantinin, 1982).

The Main Principles of Monitoring learning outcomes are:

- objectivity, which is evidence-based content control tasks, issues, even, friendly attitude to all students in the sciences, the adequacy of the criteria for assessment of knowledge and skills (Rapatsevich, 2001);
- systematic, which manifests itself in the need for diagnostic monitoring at all stages of the educational process;
- visibility (publicity), which is to hold open trials of all trainees on the same criteria. The principle of transparency requires the announcement of assessments, as assessment – a benchmark by which trainees are judged on the benchmark requirements for them, as well as the objectivity of the teacher.

The logical result of monitoring is to assess learning outcomes. Monitoring and evaluation – interdependent concepts as assessment is a way of expressing control, and control is a primary function of evaluation (Baydenko and Zantvort, 2003). It controls the evaluation function is a mechanism for effective management of the learning process and the quality of educational services. Many authors consider the notion of “pedagogical supervision” and “educational evaluation” adequate, since control is based on learning outcomes according to the normalized standard, educational standards specific curriculum and assessment is achieved by comparing the level of knowledge of students with standard concepts described in the curriculum. So, by Sh. Amonashvili’s definition, assessment is “a process of correlating the results with the planned activities of the standard” (Khutorskiy, 2003). The assessment should be placed at the level and quality of knowledge, but not by way of reward or punishment. Requirements for assessment should be optimal unacceptable impact on the assessment of the negative attitude of the teacher to a particular student. There are several methods for the scoring, the most democratic of which are the following methods:

- Teacher introduces students to the criteria on which it is going to evaluate their knowledge. In this case, together with the students discussed the criteria for assessment;
- At the end of the job for it puts two estimates – by the teacher and the student. It is useful for students to self-assess their learning outcomes and compared with the assessment of the teacher;
- Sometimes the teacher has the right to make an assessment “on credit” against future achievements of the student. This method is used in contentious situations, and implies that the student subsequently objectively raise their level of knowledge.

QS World University Rankings

Table 1

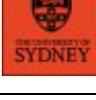
N	World University
1	 <u>University of Oxford</u>
2	 <u>University of Cambridge</u>
3	 <u>Harvard University</u>
4	 <u>University of California, Berkeley (UCB)</u>
5	 <u>Stanford University</u>
6	 <u>Yale University</u>
7	 <u>Princeton University</u>
8	 <u>Columbia University</u>
9	 <u>University of California, Los Angeles (UCLA)</u>
10	 <u>The Australian National University</u>
11	 <u>The University of Tokyo</u>
12	 <u>New York University (NYU)</u>
13	 <u>The University of Hong Kong</u>
14	 <u>London School of Economics and Political Science (LSE)</u>
15	 <u>The University of Sydney</u>
16	 <u>Massachusetts Institute of Technology (MIT)</u>

Table 1: Contd..	
17	 <u>The University of Melbourne</u>
18	 <u>UCL (University College London)</u>
19	 <u>University of Chicago</u>
20	 <u>University of Toronto</u>
21	 <u>National University of Singapore (NUS)</u>
22	 <u>The University of Edinburgh</u>
23	 <u>Peking University</u>
24	 <u>King's College London</u>
25	 <u>The University of Auckland</u>

RESEARCH OBJECTIVE

To provide process of formation of information and communicative competence of future doctors and improvement of quality of their professional training on the basis of theoretical and practical development and experimental check of system of training to a foreign language of future doctors with means of information technologies (Semenov, 2006). The Use of information technologies in training in a foreign language allows those being trained to have access to a wide range of modern information for the purpose of development of various competences. Information and communicative competence of future doctors has to include the cognitive activity, creative and behavioral and emotional components formed in the course of language preparation with use of a complex of linguo didactical means and means of interactive lingvo-information support. The accounting of these processes by conducts to further development and modification of these competences.

At the present stage at International Kazakh-Turkish University by A.Yasawi, in particular in the 5B130100-General medicine at English lessons new techniques with use of information and computer. To teach future doctors to communication in a foreign language it is necessary to create real life situations which will stimulate to material studying, and to develop adequate behavior. To train future doctors successfully to speak a foreign language it is necessary to awaken interest to a studied subject and systematically to support it. In this regard there is a problem of comprehensive and careful study of ways of obtaining information (Berkimbaev et al, 2012). Now there is an active transition to information

type of society, informatization of education is considered as a necessary condition of development of the personality at the present stage. It is important that on lessons of a foreign language felt beauty of a foreign language. Future doctors have to be competitive, demanded on a labor market. Future experts have to be able independently, actively work, make decisions, flexibly adapt for changing living conditions.

RESEARCH METHODS

Analysis of scientific literature on psychology, medicine, a technique of teaching of a foreign language; supervision, questioning, testing, carrying out skilled training, pedagogical experiment, analysis and processing of statistical data. To develop system of exercises and the tasks intended for the organization of a practical training on medicine in English and components of formation of information and communicative competence of future doctors in the course of training in a foreign language by means of information technologies.

DISCUSSIONS AND RESULTS OF RESEARCH

Results of the experiment showed that modern educational process of vocational training of future doctors is focused mainly on development of creative and professional and technological qualities of future doctors. Educational practice showed that competence-based approach in educational process of higher education institution promotes formation of information and communicative competence of future doctors. At the forming stage of experimental work on the basis of A.Yasawi International Kazakh-Turkish University were created two identical groups of the students who study in "Medical care". We used the method of research experiment on approbation of conditions of formation of information and communicative competence of future doctors acted. Educational process in experimental group was constructed according to a hypothesis of our research. As experimental variable information technologies in the course of training in a foreign language were applied, and also were introduced reasonable pedagogical conditions of formation of information and communicative competence of future doctors. The control group was engaged in the conditions of traditional educational process. Results of the forming stage of experimental work showed that in the experimental groups there is a complete formation of information and communicative competence of future doctors, possessing system of professionally significant qualities and competences. The Efficiency of the revealed pedagogical conditions of formation of information and communicative competence of future doctors in the course of learning of the foreign language with application of information technologies is confirmed by results of research (tab. 1).

Table 2: Level of Formation of Information and Communicative Competence before the Experiment (On Levels), %

Level	Controlgroup		Experimentalgroup	
	Beforetheexperiment	Aftertheexperiment	Beforetheexperiment	Aftertheexperiment
High	5.6	5.7	13.3	8.7
Medium	38.1	46.2	33.4	78.0
low	56.3	48.1	53.3	13.3

Results of a complex assessment of level of formation of information and communicative competence of future doctors by results of control and total test (tab. 2) also show noticeable positive dynamics of formation of information and communicative competence of future doctors who are training in experimental group in comparison with the control group.

Table 3: Expert Assessment of Formation of Information and Communicative Competence of Future Doctors before the Pedagogical Experiment (On Levels), %

Level	Controlgroup		Experimentalgroup	
	Beforetheexperiment	Aftertheexperiment	Beforetheexperiment	Aftertheexperiment
High	33.3	26.7	33.3	7.7
Medium	53.3	60.0	46.7	38.0
low	13.3	13.3	20.0	54.3

Statistical processing of results of research was carried out with use of the following methods: calculation of coefficient of correlation across; pair two-selective t-criterion; the two-selective t-test with identical dispersions, criterion χ^2 . At research of a professional standard of future doctors value χ^2 made 14.58, and at an assessment of formation of information and communicative competence of future doctors by results of total and control cuts – 15,00. Thus, the results of experimental work proved efficiency and sufficiency of the pedagogical conditions of formation of information and communicative competence of future doctors laid down by us in learning of foreign language with application of information technologies

CONCLUSIONS

The carried-out analysis of research showed efficiency and need of application of information technologies for formation of information and communicative competence of future doctors in the course of training a foreign language, for the solution of educational tasks, formation of the expert with the critical and creative thinking, capable effectively to function in changing conditions of professional activity. By the results of the scientific and practical research conducted at A.Yasawi International Kazakh-Turkish university the indicator of formation of information and communicative competence of future doctors is readiness for changes which includes understanding of a situation of the new requirement, developments of the strategic reasons estimated for sequence of their application in professional activity, including development of the developed educational processes and revision of the content of educational process.

In conclusion it would be desirable to note that the main info-communicative competences of future doctors are most effectively taught with use of models of communication. Effective training methods of formation of competence of future doctors in learning a foreign language include the role-playing games, situations, work with the standardized patients, and work with real patients.

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