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## **PEDAGOGICAL CONDITIONS OF PERFECTION OF COMMUNICATIVE-ORIENTED FOREIGN LANGUAGE TEACHING STUDENTS OF LAW SCHOOLS**

*Annotation. Article of the author about the pedagogical conditions of perfection communicative-oriented foreign language teaching students of law schools.*

*Key words: foreign language, communicative-oriented education, law higher educational institution.*

Foreign language for last years increasingly gaining status as one of the central and main subjects at school and university that is connected with expansion and strengthening of relations between Kazakhstan and other countries, as well as the development of new technologies requiring knowledge of at least one (and preferably several) foreign languages with the creation of joint companies, exchange of experts, the expansion of the partnership.

All of these factors influence the content of teaching foreign languages: practical purpose of training is to acquire the ability to communicate in a foreign language in oral and written forms in a variety of situations. Therefore becomes more and more understandable popularity of communicatively-oriented approach, which means that the training should have a common communicative orientation, directivity on the formation of comprehensively developed, educated personality, able and willing to use a foreign language as a means of communication. The effectiveness of the training system subject fully is determined by how consistently it takes into account objective regularities, according to which the child acquires a foreign language in educational conditions. В настоящее время высшее профессиональное образование непрерывно реформируется и адаптируется к новым рыночным условиям<sup>1</sup>. Academic mobility sets new goals and objectives that must be addressed in the process of foreign language teaching in higher legal education. In preparing the professional orientation becomes a major role in his personal development, on the formation of its professional culture, greatly simplify process of adaptation in a professional environment.

Accordingly, in the communication-oriented teaching foreign languages ultimate goal appears Formation at of communicative competence of students, including the various components: linguistic competence (ready to use a foreign language as an instrument of speech and cogitative activity), pragmatic competence (ready to transmit communicative content to situation of communication), cognitive competence (ready to communicative thinking activity) and informative competence (possession of meaningful communicating object), research competence (ready to synthesize and analyzing a scientific literature).

High level of professional competence of a specialist is achieved by the presence of his professional knowledge and skills acquired during training in high school. Foreign language skills are realized as a part of competence only if they comply with professional skills.

From the position a professional approach to the study of a foreign language in the conditions communicative-oriented competence is a composite part of professional competence of a specialist. Modern professional approach to learning a foreign language involves the formation of the students' ability foreign language communication in specific professional, business and scientific spheres and situations<sup>2</sup>.

Analysis of the literature indicates that that one of the leading trends in foreign language teaching is the professionalization of teaching. This problem is solved by bringing the content of foreign language teaching to the needs of specialist practice. Intensification of the educational

process carried out due regulating the transition from traditional forms and methods of didactic process at the university, to develop, problem, research methods. The priority in this direction is student-focused orientation training. However the problem of communicative-based learning is not fully solved in law schools.

Professional sphere communication learning a foreign language is due to a specific subjects related to the university and their future professional activity.

Education lawyers aimed at personal and professional perfection, including two groups of conditions: psychological and methodical. By the psychological conditions include:

- formation of a high level of motivation to learn foreign languages,
- diagnostics levels of language training,
- differentiation of educational activity on the basis of accounting individual psychological characteristics personality listeners.

The methodical conditions include:

- succession of the content of foreign language courses at different levels of training,
- accounting professional and research skills of graduates in the development of training content,
- The use of active learning methods<sup>3</sup>.

The successful solution of these tasks contribute to the selection of educational material: authentic texts for the expansion of vocabulary and grammar textbooks and authentic reference books. To restore the appropriate level of communicative competence-oriented, namely language skills of reading, writing, listening and speaking skills to do emphasis not on the development of certain types of speech activity, and their interrelated communicative orientrovannoy, intercultural and scientific competence.

Given the modern level education, a better acquaint trainees with speech culture, business communication and the development of scientific thought in the countries studied language.

Given the orientation of training focused on practical training appropriate to apply these types of creative tasks, such as: search the latest interesting information in the Internet on the problems identified above and its representation in the form of an oral report or the report followed by a discussion; study of a large number of authentic materials about the countries studied language the purpose of selecting most significant information and its presentation in abstract form; drawing up dialogues with the rules of speech etiquette of the language; orally messages on the events taking place in various areas in the countries studied language; preparation of joint projects on the chosen topic and presentation; drawing up their own judgments as to a given problem role-playing games.

When teaching translation is paramount correct selection of materials. Texts must be professionally significant, meaningful, interesting from the point of view of cognitive thinking activity trainees. Text translation allows us to study the general scientific, special terminology and vocabulary by listening specialization, which contributes to the successful writing of theses and reports for their further use in professional activity.

It is necessary to implement student-centered approach to learning and the proper organization of their individual work, which takes into account self-monitoring and self-correction, self-sufficiency in solving cognitive tasks, coordinate the action of the departments participating in the training of students.

In conclusion, would like to note that the problems and issues arising when introducing communication-oriented approach in practice, in no way does not belittle its merits in teaching foreign languages. How to prove numerous studies on this problem, communicatively-oriented method is the most appropriate means of learning a foreign language and culture corresponds to the tasks of teaching foreign languages in modern society.

## РЕЗЮМЕ

Вопрос о [педагогических условиях совершенствования коммуникативно-ориентированного обучения иностранному языку](#) слушателей юридических вузов является одним из

актуальных требований к выпускникам высших учебных заведений. Реформа высшего образования учитывает переход к коммуникативно-ориентированному обучению иностранному языку, при этом знания иностранного языка являются ключевыми для получения информации о современных достижениях, в конкретных профессиональных, деловых, научных сферах и ситуациях.

## **ТҮЙІН**

Шет тілді коммуникативтік-бағдарлы оқытуды жетілдірудің педагогикалық жағдайы туралы сұрақ юриспруденция саласындағы жоғарғы оқу орындары бітірушілерінің өзекті талаптарының бірі болып табылады. Жоғарғы оқу орынның реформасы шет тілді коммуникативтік-бағдарлы оқытуға ауысуды есепке алады, яғни осының өзінде ағылшын тілін білу қазіргі заманның жетістігі туралы, нақты кәсіби, іскерлік, ғылыми салада және жағдайларда ақпараттарды алу үшін қосымша болып табылады.

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