

## THE CONCEPT OF PROFESSIONAL-COMMUNICATIVE COMPETENCE OF STUDENTS

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The conception of modernizing Kazakhstan education of 2010 has defined the need for a new quality of education as prior problem of educational policy in XXI century. Developing the system of training specialists of international qualification is presented as a problem, solution of which defines innovative activity of the society in the area of pedagogic and scientific-technical collaboration.

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Prospects of Kazakhstan entry not only into the single economic space, but also to its advancement to the level of international collaboration in terms of higher education requires a deeper comprehension of problems, related to forming professional-communicative competence among students in pedagogic theory and practice, and providing competitive achievements at the international market.

One of the most significant topics in terms of methodical discussions is the problem of necessary competences, ways and methods of forming them as well as personal management skills of future specialists. In this case it proves logical that key competences that are treated with special attention by European society, have been outlined in traditional education. The list of key competences (symposium «Key competences for Europe», Bern, 1996) that are interpreted as most significant ones in pedagogy, psychology, and job specification includes: social competence (an ability to take responsibility for making professional decisions, corporate culture; expression of tolerance towards different cultures); communicative competence (skills of communication techniques, including digital communication); cognitive competence (readiness and ability to obtain new knowledge and skills independently, realize one's own potential); social-informative competence (mastering informational technologies and ability to accept criticism from sources of social information); special competence (readiness to carry out professional functions).

Thus, an important component in activity of future specialists becomes not only his special knowledge, but his general ability for communicative organization of professional activity in terms of various social-economic conditions in collaboration with representatives of different professional communities and cultures.

An active development of international collaboration in all areas has been observed in Kazakhstan during the recent years, and renewal of Kazakhstan education cannot take place without consideration of these trends. Factors that define key competences include: academic

mobility and globalization of education; broadening professional activity of future specialists, and taking it to the level of international communication; the necessity to know foreign languages and other means of communicative influence; shifting priority in situation of making decisions towards decentralization and independence in terms of responsible choices; introduction of informational technologies into professional activity; the necessity of continual improvement in education and qualification in order to preserve competitiveness of our specialist at the global market.

Since social context in students' activity becomes more visible, basics of professional and inter-cultural communication become the basic element in their training. It is important not only to form special skills and knowledge, but developing professional-communicative competence, ability for communicative organization of professional activity as a display of a specialist's expertise that provides for an efficient selection of means to achieve certain goals via ability to communicate professionally.

It allows one to outline *professional-communicative competence among a number of other competences as one that defines quality of higher education*. According to the author, competence is a general ability that is based on knowledge, experience, values that have been obtained during the process of training, and is studied as a possibility to establish relation between knowledge and a professional situation, in other words, an ability to find the procedure of implementing knowledge into action in order to solve certain situation.

Thus, developing the theory of professional-communicative competence in terms of increase in education quality is an urgent scientific problem, solution of which will improve efficiency of students' professional activity. It will contribute significantly to solving the problem of developing the system of training world-class specialists, set within the Concept of modernizing Kazakhstan education for the period up to 2010.

At the same time a necessity to solve obvious conflicts that are typical for modern system of education and training students: first of all, it is a conflict between the demand for education of a person and social expectations, and also a conflict between the need for qualified specialists and practice of training these specialists. In order to solve problems in forming professional-communicative competence, pedagogic science also needs to solve problems that are linked to forming an integral, modern idea on the profession among specialists, adaptation to new social, economic, and intercultural forms of professional activity in terms of economic internationalization and developing intercultural business contacts.

Social-economic processes in the society, need for specialists of new quality define strategy of modernizing education quality and professional training of specialists. The most urgent problems of modern domestic education have become a subject of complex investigation in works of many researchers.

Motivation and quality of training specialists is one of the basic directions of psychology-pedagogic, sociologic, and philosophic studies. Practice of target training of students

has clearly defined a range of problems than still have to be solved by pedagogy:

- Does the contents of education correspond to requirements, placed by the society in front of a person and level of his special and social competence nowadays, and can they always adapt to new intercultural forms of professional activity.

- Is it possible to speak of increase in specialists' education quality regardless of intercultural aspect in it, system developments on forming general-professional competence considering lack of competence quality evaluation means according to qualification characteristics;

- What potential must possess a tutor who trains a specialist.

An increase in professional and social adaptation quality can be possible in case professional-communicative competence is formed.

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