

Problems of Development of Linguistic and Cultural Competence, Graduates of the Native Language and Literature Direction

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Abstract - This article talks about the problems of the concept of "competence" and "linguocultural competence." The modern approaches to the formation of linguocultural competence in the preparation of teachers of the Kazakh language and literature are considered.

Keywords - Competence, Professional and Didactic Competence, Linguocultural Competence, Professional Training of Teachers.

Listing the shortcomings in the context of cultural communication in any context will contribute to the modern language culture, national language standards and stabilize it. A legal question arises: does the analysis of the errors of a word, its weaknesses in the context of structural linguistics fully satisfy the requirements of the speech culture of modern cultural communication.

At present, scientific-informative articles, thoughts, suggestions, and conclusions about the culture of speech are often mentioned. At the same time, the aim of the training should be to adapt to the results-oriented educational needs and be compatible with current social needs. In particular, there are several cognitive and practical tasks of the native language. To achieve this very responsible level of education, the challenge is to educate students who can organize the learning process in such a way that they can make students work independently and have the same competency.

Representatives of classical pedagogy on the professional mastery of a teacher A. Disterweg, Y. A. Komensky, I. G. Pestalozzi, K. D. Ushinsky, A. S.

Makarenko, A. V. Lunacharsky, P. Blonsky, N. Krupskaya, Kazakh teachers A. Kunanbaev, I. Altynsarin, Sh. Kudaiberdiev, Sh. Valikhanov and others emphasized the professional and didactic competence of the teacher.

Today, the term "competency", "competence", which has become widely used in the education system of developed countries, has begun to encompass the education system as the main focus of the new educational standard. The authors of the theory of competence are G.V. Weiler, Yu.V. Koynov, Ya.I. Lefsted, N.V. Matyach, V.V. Serikov, Y. Voron, R. White, V. Chinapa and others. Based on these works, issues related to the development of methods of competency-based approach to the organization of education were considered by M.N. Skatkin, I.Yu. Lerner, V.V. Davydov and other scientists.

However, based on the theory of teacher education, as we have seen from the experience of schools and teachers, many graduates show that they are not ready to solve educational problems that are constantly changing. At the same time, an analysis of school teaching practice showed that in recent years, many students have not been able to

obtain the necessary knowledge. One of the reasons for this is the lack of professional and didactic competence of the school teacher, that is, an understanding of their disciplines as providing only program materials, an understanding of the essence of each subject and the low level of methodological training of the teacher when teaching him to a certain extent.

Interest in studying the formation of a future specialist as a student in higher educational institutions is constantly growing, and this is achieved through the formation of their professional competence. There are also contradictions in the learning process and the results of the practical use of students' professional competence and their professionalism in higher education. The problem of the formation of professional and didactic competence in the process of preparing future teachers of the Kazakh language and literature in higher educational institutions was considered only in recent years.

According to V.A.Slastin, the professional preparation of a modern teacher for pedagogical activity is determined by a number of qualities and characteristics. These are: psychological training - orientation to different levels of pedagogical activity, aimed at working at school; scientific and pedagogical training - socio-political, psychological, pedagogical and special knowledge in the amount necessary for pedagogical activity; practical training - the availability of the necessary professional and pedagogical skills; psychophysiological training - the availability of appropriate prerequisites for mastering a certain specialty and pedagogical activity, the formation of personal value, professional value; physical preparation - physical development and the ability to work professionally in the conditions of pedagogical activity for health reasons.

Thus, the concept of competence is not a set of skills, but a reflection of professionalism, which can be reflected in the system of creative activity and value orientations of a future specialist on the basis of a series of systematic exercises and on the basis of developed quality education. The competence of the pedagogical community to have competency requires comprehensive social and educational competence.

The most important issue is the development of linguistic and cultural competencies among pedagogical competencies, especially in the preparation of future specialists in the native language and literature.

The term linguistic culture began to take shape as an independent course in linguistics from the 90s of the

twentieth century. Linguistic culture was one of the linguistic branches of linguistics and formed a combination of linguistics and culture, studying the phenomenon of national culture in the language.

Two stages of the development of linguistic culture can be considered rational: the 1st stage is a prerequisite for the development of science - V. Humboldt, A.A. Potebnya, E. Sepir and others; 2nd stage - linguocultural design as an independent area of research. Currently, linguistics is turning into a fundamental interdisciplinary science, which is reflected in the national language and explores the material and spiritual culture of the linguistic process.

Linguistic and cultural competence is one of the areas in which linguistic knowledge is studied using a linguistic tool of cognitive, ethical, aesthetic, spiritual and domestic problems and their laws, which are considered national. And cultural competence is the formation of a person who contributes to the development of a society that acquires knowledge about culture, wisdom, national and world literature, which leads to world civilization.

Currently, linguistic and cultural cultures are supplemented by two interrelated areas: theoretical and applied. The linguocultural aspect has the following linguistic and methodological tasks of language teaching:

- the formation of linguistic consciousness of the language spoken by the language being studied;
- learning the language of the linguistic culture of communication of the nation, which teaches the language;
- Learn to use the spoken language in the right language.

A linguistic culturologist in the Kazakh language should possess the following knowledge: the formation of linguistic consciousness in the Kazakh language; main directions of Kazakh culture; about the features of the Kazakh culture; knowledge of the basics of intercultural communication.

Thanks to linguistic and cultural competence, students perceive the meaning, nature, vocabulary and grammatical structure of the word, study the rationality of the spoken language and the self-identification of the literary language. Forms a culture of speech, tries to repeat what has been read and read. The ability to write literate and figurative writing improves the stylistic style of the language and increases the ability to read scientific, political and artistic works. Students acquire knowledge and skills through language, language, language, and language skills.

Linguistic and cultural competence is also directly related to communicative competence. Future teachers of

the Kazakh language and literature will direct their work to the following knowledge in accordance with the Kazakh language: 1) an example of a teacher can be a good example of the correct pronunciation of words, grammar, vocabulary and vocabulary; (2) students try to give a complete answer to questions by imitating a teacher; 3) immaturity of the teacher, learning from the teacher increases the vocabulary of students; 4) organizes the students' oral answers in accordance with the topic of a readable and written topic for compiling essays and essays; 5) the teacher correctly and correctly corrects the oral and written grammatical, stylistic mistakes of students.

A mother tongue teacher regularly uses literature in the classroom. It is scientific and practical. The practical use of language and literature in educational work is beneficial. As a result, students learn their native language, their vocabulary, and vocabulary. Using literary materials in the Kazakh language, it is important to focus on your vocabulary, learn a literary language and stimulate creative work.

Students learn the art and centuries-old history of their people, their art through literature. He knows the truth of life, knows the history and language of people and hears them. The connection of literary works with language develops the student's attitude, builds his attitude to the world and strengthens his love and affection. Topics related to literature are selected from fairy tales, mysterious stories, proverbs, stories and essays, poems and poems, plays and novels, novels.

The formation of linguistic and cultural competencies in teaching the Kazakh language has a significant impact on the development of educational content in terms of the development of student cultural literacy, respect for the dignity of the student, and the development of language skills. In this context, the main goal of linguistics is to demonstrate the national image of national identity, cognitive spirituality of people. The main goal of the development of the language in teaching the Kazakh language is that students can speak a certain amount of the Kazakh language and transfer their own words to someone else. Understand, reach a level that he can understand.

In order to bring students to the same level, the future of the Kazakh language and literature must have linguistic and cultural competence. It takes a lot of work. All language development activities have a great impact on the development of students' language skills, level of knowledge, sense of consciousness, literacy. It also

encourages students to communicate verbally and in writing effectively.

Linguistic and cultural competence is the use of linguistic and cultural elements in the context, the use of cultural-historical and special national information in language communication, the system of linguistic knowledge, the rational use of knowledge about the history, traditions and culture of a nation, the development of speech culture. At the same time, students need to develop the following types of skills: knowledge of the Kazakh language in real situations; be able to use language structures in different language situations; Interpretation of the ethnos of culture to the student in intercultural dialogue.

To deepen the Kazakh language, students should be formed the concept of ethnocultural image of the world, linguistic consciousness, the concept of lifestyle of the Kazakh people, traditions.

Finally, the future of Kazakh language and literature specialists is the formation of linguistic and cultural competence in teaching students their native language. Therefore, our students study at higher educational institutions to develop linguistic and cultural competence in order to become a communicative, culturally adaptive person, able to transmit new knowledge, versatile, self-fulfilling in the Kazakh language, communicate with any person in the hands of future teachers.

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