

**MINISTRY OF EDUCATION AND SCIENCE OF THE
REPUBLIC OF KAZAKHSTAN**
Kazakh Abylai Khan University of International
Relations and World Languages

**“The integrative management complex for
formation of the model of a modern specialist in
foreign language education based on the concept
of educational management”**

M019 Foreign language teacher training faculty

Kabylbai A.
Yessimkhan A.
Doligusheva Y.

CONTENT

- INTRODUCTION
- Description of the integrative formation strategy process

INTRODUCTION

- An integrative strategy formation process that combines in a balanced way rationality and emergence facilitates a better management of work, particularly of complex work. Hence, the key idea is that an integrative strategy formation process is more efficient when there is a fit with those design variables that manage work in the organization, particularly complex work. On the other hand, more rational and analytical approaches fit better with more simple and routine works. The integrative process is more efficient in the management of complex work.

Table 1: Description of the study dimensions and variables

Variable	Description	Concept
V1	Strategy Formation	Rationality: Formalisation and analysis in the decision – making process
		Vision: Value transmission
		Involvement: Participation level (distributed authority) and decision involvement
V2	Environment	Change levels and environmental complexity
V3	Performance	Level of marker and organisational results obtained by the organisation
V4	Types of work	Level of exceptions, change and complexity of the different types of work, as a consequence of the different types of products and services elaborated by the organisation
V5	Design Variables: centralisation, formalisation and HR Policies	Autonomy for deciding, definition of hierarquical levels, structuring of the activities and functional and complementary (reward) Human Resource policies.

1. Sorbonne Declaration - 1998The Sorbonne Declaration was signed in 1998 by ministers of four countries, namely France, Germany, Great Britain and Italy. The aim of the declaration was to create common provisions for the standardization of the European Higher Education Area, where mobility should be encouraged both for students and graduates as well as for staff development.

2. Bologna Declaration – 1999The Bologna Process is the deepest and most ambitious structural reform of higher education in Europe, which began with the signing of the Bologna Declaration in 1999 in Bologna and is implemented in accordance with the Communiqué of the Ministerial Conference responsible for higher education, held every two to three years.

3. Prague Communiqué - 2001At the Prague Conference of Ministers of Education, in addition to the six main lines of development of the Bologna Process: Lifelong learning; inclusion of students as active and equal partners in all stages of the Bologna Process; taking into account the social dimension of higher education; implementation of joint degree programmes of different profiles and new perspectives of transnational education;-establishing a continuum of adequate quality assurance mechanisms - accreditation;



- Within pedagogical literature, the set of components of the intercultural-communicative competency has been the source of much polemic. There is no unanimous agreement as to the nature of these components or even the approaches for identifying them.

However, regardless of the different approaches to interpreting the concept of 'intercultural competency', almost all specialists in the field of MFL teaching use J. Van Ek's theoretical model of the MFL communicative competency. According to van Ek, the structure of the intercultural-communicative competency contains the following competencies and sub-competencies:

linguistic competency
(knowledge of vocabulary and
grammatical rules);

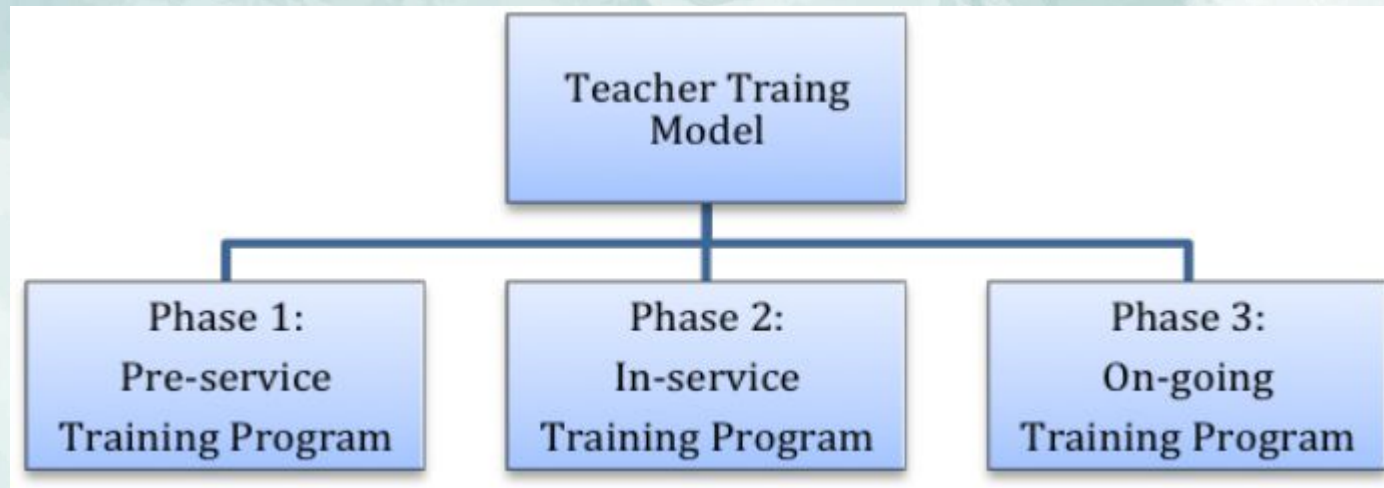
social competency (desire and
readiness to interact with others,
ability to manage situations).

discourse competency (ability
to understanding and logically
construct separate utterances
so that communication
conveys sense);

socio-linguistic
competency (ability
to use and interpret
forms of language
depending upon a
context/situation);

socio-cultural competency (a certain
degree of knowledge of the
socio-cultural context);

strategic competency (ability to
use verbal and non-verbal
strategies to compensate for
gaps in knowledge);



- The theoretical phase includes theoretical approaches that determine the strategy of professional teacher development, a system of principles that meet the modern paradigm education and acting as a normative requirement for improving the professionalism of pedagogical activities, as well as knowledge, personal-value, transforming components of research competence of the teacher.
- Procedural phase assumes a stage-by-stage organization of the process of forming the teacher's research competence, the selection of certain conditions and means that ensure the success and effectiveness of this process.
- Evaluation phase determines the efficiency of functioning the proposed model is associated with the development of criteria, indicators and tools for assessing the formation of competence.

A structured teacher competency model



General professional competencies

psychological and pedagogical

- possession of basic psychological and pedagogical knowledge and skills;
- the ability to build the educational process, taking into account individual abilities

regulatory

- possession of ethical and legal norms regulating relations in the field of teacher-student, teacher-parent
- knowledge and ability to use basic documents on rights the child and the responsibilities of adults towards children;

reflective

- the ability to analyze and evaluate their work and the actions of schoolchildren;
- the ability to self-knowledge, self-stimulation and self-realization

Special competencies

subject

- Conscious knowledge of special terminology in the required volume in conjunction with the content of educational material;
- the ability to adapt the content of the academic discipline to the capabilities of students, etc.

methodical

- willingness to plan, select and design educational material on the subject;
- willingness to organize various forms of classes in the subject;
- readiness to use innovative technologies and etc.

educational

- fluency in verbal and non-verbal communication;
- possession of the system of internal resources necessary for building effective communication and activities, etc.



Conclusion

The model in demand under the contemporary socioeconomic conditions is not that of strictly professional training of higher educational institution graduates oriented only to specific facilities and labor objects, but a model of training an integral type graduate.

References

- https://spravochnick.ru/pedagogika/vvedenie_v_pedagogicheskuyu_professiyu/model_sovremennogo_uchitelya/
- <https://infourok.ru/prezentaciya-po-pedagogike-model-lichnosti-sovremennogo-uchitelya-1578529.html>
- https://studbooks.net/1918861/pedagogika/model_sovremennogo_uchitelya_trebovaniya_nemu

The background is a soft, watercolor-style wash of light green and teal colors. In the top-left and top-right corners, there are illustrations of dark green leaves on thin stems, framing the central text.

Thank you for attention!