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COMPETENCE-BASED APPROACH IN TEACHING A FOREIGN LANGUAGE

Abstract: This article deals with competitive approach of languages. There are 7 key educational competences. Each of them is described in the article. But for integrating all of them there is needable to understand the what is object in. The competence approach was first developed in England. It was an approach that was generated and comprehended not within education, but was a response to a specific order of the professional sphere. In other words, this approach focuses on such a system of ensuring the quality of student training that would meet the needs of the modern world labor market. Thus, the competence approach in education is an attempt to bring into line, on the one hand, the need of the individual to integrate himself into the activities of society and, on the other, the need of society to use the potential of each individual to ensure their economic, cultural and political self-development. Educational competencies are conditioned by a personal-activity approach to education, since they relate exclusively to the personality of the student and are manifested and also checked only in the process of performing a certain set of actions in a certain way. Competence, translated from Latin *competentia*, means a range of issues in which a person is knowledgeable, has knowledge and experience. A person who is competent in a certain area has the appropriate knowledge and abilities that allow him to reasonably judge this area and act effectively in it.

Key words: language, philology, competence-based approach, foreign, personal boundaries, education, non-property asset.

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Introduction

Competence – includes a set of interrelated personality qualities (knowledge, skills, skills, methods of activity), set in relation to a certain range of subjects and processes and necessary for high-quality productive activity in relation to them. Competence is the possession, possession by a person

of the relevant competence, including his personal attitude to it and the subject of activity. (1) A graduate in the conditions of modernization of education should not just be a "knowledgeable" student, but a "capable" student. This quality of training is designed to provide a competence-based approach (2). Theoretical aspects of the competence approach. The formation of

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competencies takes place by means of the content of education. As a result, the student develops abilities and shows opportunities to solve real problems in everyday life – from domestic to industrial and social (3). Educational competence is a set of semantic orientations, knowledge, skills, skills and experience of a student's activity in relation to a certain range of objects of real reality necessary for the implementation of personally and socially significant productive activities. Scientists prove 7 key educational competencies:

METHODOLOGY AND ETHICAL QUESTIONS.

1. A systematic approach. Essence: relatively independent components are considered as a set of interrelated components: the goals of education, the subjects of the pedagogical process: the teacher and the student, the content of education, methods, forms, means of the pedagogical process. The task of the educator: taking into account the interrelation of components.

2. Personal approach. Essence: recognizes personality as a product of socio-historical development and a carrier of culture, and does not allow the reduction of personality to nature. Personality as a goal, subject, result and the main criterion for the effectiveness of the pedagogical process. The uniqueness of a person is his intellectual moral freedom, the right to respect. The task of the educator is to create conditions for the self-development of the inclinations and creative potential of the individual (4).

3. Activity approach. Essence: activity is the basis, means and condition of personality development, it is an expedient transformation of the model of the surrounding reality. The tasks of the educator: the choice and organization of the child's activities from the position of the subject of cognition of work and communication (activity itself). This involves: awareness, goal-setting, activity planning, organization, evaluation of results and introspection (reflection) (5).

4. Polysubject (dialogic) approach. The essence of a person is richer than his activity. Personality is the product and result of communication with people and the relationships characteristic of it, i.e. not only the objective result of activity is important, but also the relational one. This fact of the "dialogical" content of the inner world of a person was clearly not taken into account in pedagogy, although it was reflected in proverbs ("tell me who your friend is...", "with whom you will lead ..."). The task of the educator is to monitor relationships, promote humane relationships, and establish a psychological climate in the team. The dialogical approach in unity with the personal and activity approach is the essence of the methodology of humanistic pedagogy (6).

5. Culturological approach. Essence: axiology is the doctrine of values and the value structure of the world. It is conditioned by the objective connection of a person with culture as a system of values developed by mankind. The development of culture by a person is the development of the person himself and his formation as a creative personality (on the basis of the mastered culture, the introduction of fundamentally new things into it, the creator of new elements of culture). The task of the educator: familiarization with the cultural flow, activation of creativity (7).

6. Ethnopedagogical approach. Essence: education based on national traditions, culture, customs. The child lives in a certain ethnic group. The task of the educator: the study of the ethnic group, the maximum use of its educational opportunities (8).

7. Anthropological approach. The essence was justified by Ushinsky. This is the systematic use of data from all human sciences and their consideration in the construction and implementation of the pedagogical process. Methods of pedagogical research. Research in the field of pedagogy is understood as the process and result of scientific activity aimed at obtaining new knowledge about the laws of education, its structure and mechanisms, content, principles and technologies. Pedagogical research is divided into fundamental, applied and development. Fundamental research results in generalizing concepts that summarize the theoretical and practical achievements of pedagogy or offer models for the development of pedagogical systems on a predictive basis (9). Applied research is work aimed at in-depth study of individual aspects of the pedagogical process, revealing the patterns of multilateral pedagogical practice. The developments are aimed at substantiating specific scientific and practical recommendations that take into account already known theoretical provisions. Any pedagogical research involves the definition of generally accepted methodological parameters. These include the problem, topic, object and subject of research, purpose, objectives, hypothesis and protected provisions (10). The main criteria for the quality of pedagogical research are the criteria of relevance, novelty, theoretical and practical significance. The logic and dynamics of the research search presuppose the implementation of a number of stages: empirical, hypothetical, experimental-theoretical (or theoretical), predictive. At the empirical stage, they get a functional idea of the object of research, discover contradictions between real educational practice, the level of scientific knowledge and the need to comprehend the essence of the phenomenon, formulate a scientific problem. The hypothetical stage is aimed at resolving the contradiction between the actual ideas about the object of research and the need to comprehend its essence. It creates conditions for the transition from the empirical level of research to the theoretical one. The theoretical

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stage is associated with overcoming the contradiction between functional and hypothetical ideas about it. The creation of the theory allows us to move on to the prognostic stage, which requires the resolution of the contradiction between the received ideas about the object of research as an integral education and the need to predict, anticipate its development in new conditions. In accordance with the logic of scientific search, the research methodology is being developed. It is a complex of theoretical and empirical methods, the combination of which makes it possible to study with the greatest reliability such a complex and multifunctional object as the educational process. The use of a number of methods allows a comprehensive study of the problem under study, all its aspects and parameters. Methods of pedagogical research, in contrast to methodology, are the very ways of studying pedagogical phenomena, obtaining scientific information about them in order to establish regular connections, relationships and build scientific theories (11).

The following features are highlighted:

- 1) Ethical orientation (experiments contrary to moral and ethical norms are prohibited, the inadmissibility of health and development risks).
- 2) Uniqueness.
- 3) Ambiguity (the presence of many reasons).
- 4) The ultimate goal of pedagogical research is to establish regularities in pedagogical processes.

Principles of the choice of research methods: the principle of the adequacy of the method to the essence of the phenomenon being studied; the principle of the totality of research methods. Methods of studying pedagogical experience are ways of studying the actual experience of organizing the educational process. When studying pedagogical experience, such methods as observation, conversation, interviews, the study of written, creative and graphic works of students, questionnaires are used (12). Observation is a purposeful perception of a pedagogical phenomenon, during which the researcher receives concrete factual material. At the same time, records (protocols) of observations are kept. Observation is usually carried out according to a pre-planned plan with the allocation of specific objects of observation. Stages of observation: · determination of the task and purpose (that is, for what the observation is being conducted); · selection of the object, subject and situation (what we are going to observe); · selection of the observation method that least affects the object under study and most ensures the collection of the necessary information (how to observe) (13); · selection of methods for registering the observed (how to keep records); · processing and interpretation of the received information (what is the result). There is a distinction between an observation included when the researcher becomes a member of the group in which the observation is conducted, and an observation not included – from the “side”; open and hidden

(incognito); continuous and selective. Observation is a very accessible method, but it has its drawbacks due to the fact that the results of observation are influenced by the personal characteristics (attitudes, interests, mental states) of the researcher. Survey methods – conversation, interview, questionnaire (14). A conversation is an independent or additional research method used to obtain additional information or clarify what was not sufficiently clear during observation. The conversation is conducted according to a pre-planned plan with the allocation of issues that require clarification (15). A kind of conversation is interviewing, brought into pedagogy from sociology. With this method of questioning, the researcher adheres to pre-planned questions asked in a certain sequence. During the interview, questions are recorded openly. Questionnaire is a method of mass collection of material using a questionnaire. Those to whom the questionnaires are addressed give written answers to the questions. The questionnaire is also called an absentee survey (16). The effectiveness of the above survey methods largely depends on the content of the questions asked. The conversation plan, interview and questionnaire is a list of questions (questionnaire) (17). The stages of drawing up the questionnaire: ü determining the nature of the information to be obtained; ü drawing up an approximate series of questions to be asked; ü drawing up the first plan of the questionnaire; ü preliminary verification by trial study; ü correction of the questionnaire and its final editing. Studying the products of students' activities (drawings, test papers, drawings, etc.) can provide the necessary information about the student's personality, about his attitude to work and about the achieved level of skills and abilities in a particular area. Experiment plays a special role in pedagogical research (18). This is a specially organized test of a particular method, the reception of work to identify its pedagogical effectiveness (19). Pedagogical experiment is a research activity aimed at studying cause-and-effect relationships in pedagogical phenomena, which involves experimental modeling of a pedagogical phenomenon and its conditions (20); Active influence of the researcher on the pedagogical phenomenon; change in response, results of pedagogical influence and interaction; repeated reproducibility of pedagogical phenomena and processes.

RESULTS.

1. Value-semantic competence. This is a competence in the field of worldview related to the student's value orientations, his ability to see and understand the world around him, navigate in it, realize his role and purpose, be able to choose target and semantic settings for his actions and actions, make decisions (21). This competence provides a mechanism for student self-determination in situations of educational and other activities (22).

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For example: The topic "Modern television" Task. You are a member of a discussion group that is in touch with a TV show on the topic of "Violence on television". Express your point of view on this issue.

The topic is "Sport. Health" (23)

Discussion "What do you prefer: watch sports programs or do sports?".

2. General cultural competence. The range of issues in relation to which a student should be knowledgeable, have knowledge and experience of activity, these are the features of national and universal culture, the spiritual and moral foundations of human life and humanity, individual peoples, cultural foundations of family, social, social phenomena and traditions, the role of science and religion in human life, their influence on the world, competencies in the household and cultural and leisure sphere, for example, possession of effective ways of organizing free time (24).

Proverbs and sayings carry great spiritual value. Children have the opportunity to get acquainted with a large group of English proverbs, to which they enthusiastically and with great interest select Russian equivalents, making sure that different peoples express the same ideas with different verbal forms and images, often having historical roots.

Here are some of them:

Don't teach fishes to swim - never offer to teach fish to swim

To kill two birds with one stone - Kill two birds with one stone

The wolf way loses his teeth, but never his nature - Habit is second nature

Children react very vividly to topics related to their leisure, interests, hobbies. Discussing this, they learn to express their thoughts competently, to defend their point of view (25).

Of course, lessons and activities that introduce them to the customs and traditions of the country of the language being studied in a playful and entertaining way are important. The reception can be such events as the extracurricular event "Travel around the UK", "Christmas", "Nauryz". The formation of this competence allows students to join the dialogue of cultures, the need for which is increasing every year, to develop a tolerant attitude to the world around them. The theme of "Holidays" (26)

is an important modern view of traditional holidays.

Task. Read the text. Describe the attitude of people to Nauryz. What do you think about the traditions of Nauryz. Compare the traditions of the holiday in England and Kazakhstan.

3. Educational and cognitive competence. This is a set of competencies of a student in the field of independent cognitive activity, including elements of logical, methodological, general educational activity,

correlated with real cognizable objects in relation to the studied objects, the student acquires creative skills of productive activity: obtaining knowledge directly from reality, mastery of methods of action in non-standard situations, heuristic methods of problem solving.

The implementation of this competence has something in common with the technology of developing learning, the formation of learning skills. For example, at the beginning of studying the topic "My future profession" ("New Millennium English" by O.L.Groza), students come to the conclusion that studying the topic will give them the opportunity to discuss the psychological prerequisites for choosing a profession, study the list of necessary qualities for a particular profession, learn how to write a resume for an employer in the form that is accepted civilized countries (27).

With great interest, students are working on projects on the theme "Mausoleum of Khoja Akhmet Yassavi": problems and prospects, setting out their views on how to better equip their city to make it attractive to tourists, many colorfully design their projects. Students are really attracted to this topic, so the atmosphere during the defense of projects is lively, filled with creative ideas (28).

Even more valuable is the fact that a series of classes on these topics is just planned

so, to prepare students for the defense of the project, which is a necessary condition for the application of this technique. Such lessons are emotional, productive, students see the results of their labors, pros and cons.

4. Information competence. With the help of real objects (TV, tape recorder, telephone, fax, computer, printer, modem), information technologies (audio-video recording, e-mail, mass media, Internet), the ability to independently search, analyze, transform, save and transmit it is formed. This competence provides the skills of the student's activity in relation to the information contained in academic subjects and educational fields, as well as in the surrounding world.

Teaching a foreign language provides enough opportunities for the formation of this competence.

To date, computers have firmly entered the everyday life of most children, they have access to the Internet, use e-mail, and this is a vital need for them. Therefore, when students receive a task to write an abstract or essay, they turn to additional sources for some interesting information or some unknown facts that are valuable for the disclosure of the topic. Naturally, to complete such a task, students resort to the help of modern media, thus improving their information competence (29).

5. Communicative competence. Includes knowledge of the necessary languages, ways of interacting with surrounding and remote people and events. The student should be able to introduce

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himself, write a letter, a questionnaire, an application, ask a question, conduct a discussion.

Work on this competence implements the most important function of teaching a foreign language - communicative. It is possible to achieve the formation of communicative competence by consistently and systematically advancing in the following areas.

First of all, every person should be able to declare himself: to present himself, to report certain information about himself. Orally, this is done in the form of a monologue "Tell me about yourself" and dialogical speech.

Students define roles, conduct a dialogue on various topics. Very popular among them are household "In the store" (seller-buyer), "On the street" (local resident-visitor), etc. besides the fact that this type of tasks perfectly practices oral speech in general and speech clichés of socio-cultural orientation in particular, it also allows them to show creativity of thinking and contributes to the formation of compensatory competence-the ability to get out of the situation of a shortage of language means when receiving and transmitting information (30).

6. Social and labor competence means the possession of knowledge and experience in the field of civil and social activities (performing the role of a citizen, observer, voter, representative), in the social and labor sphere (consumer, client, producer rights), in the field of family relations and responsibilities, in matters of economics and law, in the field of professional self-determination. The student masters the skills of social activity and functional literacy that are minimally necessary for life in modern society.

Social and labor competence is inextricably linked with communicative competence.

Mastering communicative competence means mastering various social roles. Social and labor competence directs this skill into the sphere of civil and social and labor activity. Therefore, the ability to conduct a dialogue, guided by their social roles, is a very important skill that is formed throughout the entire process of learning a foreign language (31).

The main method is a role-playing game. Participating in the resolution of various situations, from the simplest (such as "Find out from a passerby what time it is") to more complex (like "Your friend is going to be interviewed by an employer. He's very nervous. Discuss the problem with him, try to give some practical advice"), students do not just practice using vocabulary and grammar, but prepare themselves for future social roles, for life in society with their own laws and rules.

7. The competence of personal self-improvement is aimed at mastering the methods of physical, spiritual and intellectual self-development, emotional self-regulation and self-support. The real object in the sphere of this competence is the student himself. He masters the ways of activity in his own interests and capabilities,

which is expressed in his continuous self-knowledge, the development of personal qualities necessary for a modern person, the formation of psychological literacy, culture of thinking and behavior (32).

The student's personality, his moral qualities, the desire for self-knowledge - what is the object of this competence - grows and develops under the influence of the environment in which he finds himself. Therefore, in this formation, the teacher himself plays an important role, his style of communication with students, his spiritual values and priorities.

Reflecting on the objectives of the lessons, it is necessary to think over such options for activities that would give students the opportunity to develop an internal culture, a correct worldview. For example, working on the popular topic for teenagers "Sports. Health" (1st year), students get acquainted with various points of view of amateur athletes, professionals on the other side of the field of sports, which often remains "in the shadows": heavy overload, unhealthy competition and dishonesty in sports, taking illegal drugs. Students have the opportunity to "skip this information through themselves", reflect on their feelings, determine their attitude and even work out for themselves certain rules of behavior in a situation on this problem.

The possibility of developing this competence is present when working on any topic. Finding such opportunities is one of the most important tasks of a teacher (33).

English language teaching is an interconnected system of primary, secondary and senior levels, so the transition from one stage to another is not stressful for them. Students are happy to learn the language, because in the process of work they find use for their talents and inclinations, the need to communicate, study the world around them, prove themselves as an artist or thinker, try previously unfamiliar roles. At each stage of training, the learning process is built in such a way as to give them the opportunity to realize themselves.

DISCUSSION.

For comparing the Kazakhstan education system with others, it is very important to discuss about Russian Federation Education system and Russian researches related to them. At almost every event of the Bologna Process, the high role of the competence approach in the formation of the student's personality is noted. The competence-based approach in Russian education is in the process of formation and, having taken a step towards us from the practice of Western European pedagogical experience, is studied in a variety of works by Russian scientists-psychologists, teachers, sociologists of the late XX – early XXI century (A.L. Andreev, O.N. Arefyev, A.S. Belkin, V.A. Bolotov, A.A. Verbitsky, E.F. Zeer, G.K. Selevko, V.V. Serikov, Yu.G. Tatur, A.V. Khutorskoy, I.A. Zimnaya, E.A. Sorokoumova, D.I.

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Feldstein, etc.) (34). The emergence of the concept of the competence approach is due to Russia's entry into the European educational space due to the lack of a knowledge approach in the organization of the educational process. Since the competence-based approach to education is in its infancy, it is quite natural that there are different definitions of it. It is understood as follows: "a type of educational content that is not reduced to a knowledge-oriented component, but assumes a holistic experience of solving life problems, performing key (i.e. related to many social spheres) functions, social roles, competencies"; "constant reorientation of the dominant educational paradigm with the predominant translation of knowledge, the formation of skills to create conditions for mastering a set of competencies, meaning the potential of the graduate's ability to survive and sustain life in a multifactorial, socio-political, market-economic, informational and communicative-saturated space"; "priority orientation to goals-vectors of education: learning ability; self-determination; self-actualization, socialization and development of individuality"; "an approach that focuses on the content of education, and the result is not the amount of information learned, but the ability of a person to act in different problematic situations". Analyzing the use of the competence-based approach to education in the new Federal State Educational Standard, Yu.G. Tatur notes the generalized, integral nature of the concept of "competence" in relation to the "knowledge", "skills", "possessions" used today in education (35). He believes that such an approach will ensure the formation of a generalized quality model, abstracted from specific disciplines and objects of labor, which will allow us to talk about a broader field of specialist activity, since this is very important for increasing the mobility of young professionals in the labor market. According to E.F. Zeer, "the competence approach is a priority orientation towards the goals – vectors of education: learning ability, self-determination (self-determination), self-actualization, socialization and development of individuality". The author revealed the structure of the instrumental means of achieving the goal in the context of a competence-based approach to education, identifying and substantiating the essence of fundamentally new meta-educational constructs in it: competence, competencies and meta-qualities. And again, it is necessary to look into dictionaries, the works of psychologists and teachers in order to get acquainted in more detail with the interpretation of the constructs of this concept. E.A. Sorokoumova understands the system of universal knowledge, skills, skills, as well as the experience of independent creative activity and personal responsibility by competencies. Competencies, says E.F. Zeer, are meaningful generalizations of theoretical and empirical knowledge presented in the form of concepts, principles, meaning-forming provisions. He divides

competencies into two levels: theoretical and empirical. The competencies of the theoretical level of generalization reflect the internal connections and relationships of objects and phenomena of reality, their concretization is expressed in concepts, laws, principles. I.G. Agatov identifies three types of competencies (key, basic, special), E.F. Zeer, A.V. Khutorskoy, P.P. Terekhova distinguish basic, key, general subject and subject competencies. Key educational competencies, in turn, are divided into value-semantic, general cultural, educational and cognitive, informational, communication, social and labor, personal. A.V. Khutorskoy distinguishes between value-semantic, general cultural, educational-cognitive, informational, communicative, social and labor competencies in key educational competencies (36). The theory of the development of the content and typology of pedagogical competencies is far from complete and requires further theoretical and methodological understanding. The third construct of the structure of the competence approach to education is meta-qualities (educational, cognitive and socio-professional qualities). The concept of competence-based approaches and its constructs in education has become especially relevant during the transition to a new generation of FGOS in vocational education. The current rather sluggish discussion about pedagogical competencies and competencies in pedagogical theory and practice took on an acute character as soon as it turned out to be associated not only with the construction of a new content of education, but also with a change in the quality of teachers' professionalism. V.L. Matrosov writes about the need for a new teacher for a new Russian school. The tasks of the new school directly affect the content, methodology and technology of pedagogical education. In our opinion, the "professionalism of teachers" as a concept and some aspect of its formation, development and improvement need an essential change and modernization (37). Pedagogical professionalism should include the following components in the conditions of the requirements of the time: deep suprasubject meta-training, interdisciplinary training and in the chosen subject area: psychological, pedagogical, methodological, technological training; the formation of high personal traits of a teacher, since only a Personality can lead the young. "The future of Russia depends not only on the deep restructuring of the country's economy, but, above all, on the development of human potential, the education of a new generation of Russians. The greatest responsibility is assigned to the teacher: his professionalism, a high level of general and pedagogical culture (38). His position as a citizen and an intellectual, motivation for the continuous improvement of the educational process and his own skills is the key to solving those difficult tasks that the national education system is facing today". In our opinion, these points of view are inseparable sides of

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the image of modern pedagogical professionalism: the first side reveals the essence of the requirements for subject professionalism, theoretical–methodological and meta-subject-methodological training, as well as the formation of personality qualities. The second side is the highest level of general and pedagogical culture. Active citizenship, striving for improvement in mastering the skills and art of a teacher. These two sides of pedagogical professionalism are the directions of its improvement, a factor and a condition for solving the tasks of implementing a competence-based approach to education at a university. The competence approach is a real possibility of universal educational actions of students, which allows them to solve problems, organize effective cognitive activity, become the subject of their own life. The initial mission of education is the creation of a personality, the creation of an image of a creative, thinking person, a citizen, a professional, a family man, a worthy member of society. From these positions, it seems to us necessary to continue the consideration of the concept of the competence approach. In the context of the beginning of the implementation of the competence approach in education, the discussion about the inadequacy of the concepts of "competence" and "competence" begins to subside. I.A. Zimnaya tries to bring together, smooth out differences in their interpretation, due to the fact that the developed competence is gradually transformed into competence. V.V. Serikov, V.A. Bolotov, etc. although they believe that these concepts are adequate, they also began to move away from their positions. V.V. Serikov, speaking about the essence of competence, notes that in revealing the concept of "competence" in this case, he "does not enter into a discussion about the difference between the concepts of "competence" and "competence", recognizing the validity of different points of view on their ratio". Speaking about the essence and structure of the competence approach, it is not by chance that we stop attention and highlight the importance of professional and personal qualities of a teacher in its implementation. "There is no pedagogy without a teacher (39)... It is not a project developed by someone or "lowered from above" that is embodied in reality, the teacher's own project, in which theories and norms are refracted through the context of his personal position. And we hope in vain that a certain "system", "technology" will work by itself, without a teacher trained accordingly" (40). Therefore, first of all, it is necessary to talk about those competencies, competencies and meta-qualities of a teacher that ensure the improvement of professionalism at the present stage of their modernization, while emphasizing his pedagogical competence as the most important component in his chosen subject area; psychological, pedagogical, methodological and technological training and his high personal qualities (41). However, it is also interesting to note the fact

that the Federal State Educational Standard highlights the need for a teacher to master key competencies in order to be professionally prepared for the modernization of the higher education system in Russia. In many aspects it is similar to Kazakhstan. Anyone who has been involved in the "Bologna theme" in one way or another in recent years cannot but see the growing interest in it among representatives of the most diverse circles of the Russian academic community (42). The Bologna process is a movement from comparability to compatibility; from community of actions to unified actions; from ways of adapting to true and profound changes. Putting the preservation of the entire wealth of the educational landscape of Europe at the forefront, it at the same time inevitably implies a tendency towards a certain unification, even if the latter is interpreted as "ordered diversity" (43). The harmonized nature of the European higher education area is seen not in the universal quality standard, not in the uniform content of education, but in the convergence of principles and approaches, in the similarity of structures, configurations, goals and means. But the question remains: what are the values and concepts today? higher education in the EU countries are common, and which of them separate the countries, remove them from each other? Three trends affect the Bologna process in different ways: Europeanization, globalization, internationalization (44). The Europeanization of education is almost the "inner soul" of the Bologna reforms. Internationalization has its own coverage areas, it develops in the logic of coexistence with the Bologna reforms. Internationalization refers to intra- and interethnic relations; globalization is beyond national borders and national requirements for education. It is obvious that globalization, internationalization and Europeanization reflect complex processes of different order, reinforcing each other in some ways, but also often counter-directed. Modern educational policies are often formed under the influence of the vectors they set. Globalization is among them the most destructive process in relation to the institution of the state, since in any case the state does not play a leading role (globalization is sometimes characterized as denationalization). All three trends, according to Western experts, force to understand diversity and pluralism in education in a new way (45). Transnational education has been intensively spreading in recent years. Optimists see in it mainly the positive potential of education without borders. Some of its supporters seek to extract the maximum commercial effect. Others responsibly and honestly try to combine two aspects of the effectiveness of transnational education: commercial and academic, condemning the aggressive entrepreneurial approach.

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CONCLUSION.

At the heart of teaching a foreign language to a greater extent are not subject competencies (although they are reflected in state standards), but key competencies, as more universal. They provide an opportunity for the formation of students as a subject of educational activity and the education of his personality.

Today it is impossible to achieve the goal, to solve the tasks of teaching students a foreign language without creating conditions for independent appropriation, acquisition and comprehension of knowledge by them. The task of a modern teacher is not to present knowledge to them, but more practical - to create motivation and form a set of skills to teach himself. The purpose of a foreign language as a subject area of study is to form communicative competence, that is, the ability and willingness to carry out direct foreign language communication. The cooperation of a teacher and a student, a teacher and students presupposes the ability of a teacher to dose and direct the independence provided to a student or student, which leads to the goal-setting of autonomization of his cognitive activity as the basis of personal formation and development.

The learning process is carried out in conditions of constant active interaction of all students or students. Student and teacher, teacher and student are equal subjects of learning. The dominance of any participant in the process is excluded. This teaches a humane, democratic approach to the model.

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This study was carried out on the basis of a private institution "Higher Multidisciplinary Medical College "Turkestan"", which has a certain room and equipment for conducting research. It is also necessary to note the high level of involvement of the staff of the college, who have made a significant contribution to the development of this topic. As for the student potential, there were many activists who agreed to take part in the research in various positions listed below. These positions include data and positions from the table below. Thus, as a legal experiment, the research group planned a study with the participation of 16 full-time students in the specialty of nursing. So 8 students participated in an experiment where each of them was given the role of an active stalker and a passive stalker, as well as an active victim and a passive victim. Four students monitored and four students supervised each group of tests.

RECOMMENDATION.

In Kazakhstan Republic Competence approach is an actual to identify general concept of what is the systematic of education in the system of educational services not only from the governmental side but, from the position of private and public organizations.

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