

## About quality of vocational training of students philologists

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**Abstract:** The article examines the following questions: the main directions of improvement of quality of vocational training of students philologists locate in article on the basis of courses of humanitarian and philological cycles where quality of vocational training of students philologists is presented in the form of the theoretical model constructed on the basis of the structural analysis of training as process of active purposeful interaction between teachers and students philologists. In work the complex of didactic means (tests, programs of answers, information cards), providing improvement of quality of vocational training of students philologists is developed and standardized. Set of indicators of quality of vocational training of students philologists in the higher education institution, the components of educational process revealed taking into account the main components on the basis of courses of humanitarian and philological cycles is developed. Dynamics of quality of knowledge, skills of students in the course of vocational training on the basis of courses of humanitarian and philological cycles is presented.

**Key words:** *Philological; Quality; Students philologists; Vocational training of students philologists; Model*

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### 1. Introduction

The level of research scientific problem. Many researchers Kirkinskii, T.I., [1], Andriesh, V.A. [2], Pchelkina, T.R. [3], Kolosov L.F. [4], Sakenov, D.Zh. [5] vocational training of students philologists contacts a vocational education, as process of mastering by knowledge, the skills necessary for future professional activity. At the same time Niyetbayeva G.B., Sarsenbayeva L.O., Bekmuratova G.T., Turyszhanova R., Yeskendirova A. [6], Schantz, E.A. [7], Ibrayeva A. B., Omarova K.S., Urazbayeva S.A., Sarsembayeva A.B., Sakenov J.Z. [8], Ishanov, P., Bekmambetova, Z. [9], Chudov, V.L. [10], Dornan, T., Carroll, C., Parboosingh, J. [11], Shaidullina, A.R. [12], Mukhametzyanova, G.V. [13] note that preparation for professional activity of students philologists can't be limited only to mastering future experts in the field of education the procedural party of professional activity. Also purposeful activities for formation and development of the professional and personal qualities providing efficiency of the chosen professional activity are necessary. Therefore here we consider quality of vocational training of students philologists of higher education institution, taking into account monitoring of the main components of educational process on the basis of courses of humanitarian and philological cycles, such as:

- philology;
- pedagogic;
- psychology;
- mathematics;
- history;
- elective disciplines;
- special disciplines;
- Kazakh, Russian, English languages, etc.

Our scientific position: It should be noted the special importance of monitoring of quality of vocational training of students philologists in higher education institution as this type of control as much as possible realizes unity of training, bringing-up and developing functions of monitoring and possesses, therefore, rather high potential for improvement of quality of vocational training of students philologists. At the same time, it should be noted that the researches devoted to problems of improvement of quality of vocational training of students philologists (Kirkinskii, T.I., [1], Andriesh, V.A. [2], Pchelkina, T.R. [3], Kolosov L.F. [4], Sakenov, D.Zh. [5], Niyetbayeva G.B., Sarsenbayeva L.O., Bekmuratova G.T., Turyszhanova R., Yeskendirova A. [6], Schantz, E.A. [7], Ibrayeva A. B., Omarova K.S., Urazbayeva S.A., Sarsembayeva A.B., Sakenov J.Z. [8], Ishanov, P., Bekmambetova, Z. [9], Chudov, V.L. [10], Dornan, T., Carroll, C., Parboosingh, J. [11], Shaidullina, A.R. [12], Mukhametzyanova, G.V. [13] ), don't shine influence of this type of monitoring on training improvement of quality in higher education

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institution. Thus, we consider it expedient to speak about the developed contradictions in the theory and practice of vocational training of students philologists: between need to increase quality of vocational training of students philologists and insufficient study of the directions of its increase in relation to separate components of vocational training of students philologists in higher education institution. Proceeding from relevance of a problem of search didactically justified ways of elimination of the above contradictions for practice of improvement of quality of vocational training of students philologists us a research definite purpose: theoretically to develop and prove the directions of improvement of quality of vocational training of students philologists on the basis of courses of humanitarian and philological cycles.

## 2. Methods.

Statement of research objectives, tasks. For the solution of the set objectives and verification of initial assumptions the following research methods were used:

- Theoretical analysis of literature,
- Studying and the analysis of programs,
- Textbooks,
- Grants,
- Collecting and processing of a research material,
- Comparison,
- Conversations,
- Poll,
- questioning,
- Testing,
- Generalization of the received results,
- Qualitative and quantitative analysis,
- Pedagogical experiment.

## 3. Main part

### 3.1. Author's original methodological approach

Quality of vocational training of students philologists represents the complex characteristic of pedagogical process of the higher education institution, describing its state and productivity in compliance not only with requirements of the State educational standard, but also requirements and expectations of students philologists, as subjects of pedagogical process [Kirkinskii, T.I., [1],\_Andriesh, V.A. [2], Pchelkina, T.R. [3], Kolosov L.F. [4], Sakenov, D.Zh. [5], Niyetbayeva G.B., Sarsenbayeva L.O., Bekmuratova G.T., Turyszhanova R., Yeskendirova A. [6], Schantz, E.A. [7], Ibrayeva A. B., Omarova K.S., Urazbayeva S.A., Sarsembayeva A.B., Sakenov J.Z. [8], Ishanov, P., Bekmambetova, Z. [9], Chudov, V.L. [10], Dornan, T., Carroll, C., Parboosingh, J. [11], Shaidullina, A.R. [12], Mukhametzhanova, G.V. [13]]. Quality of vocational training of students is defined by set of the indicators characterizing productivity of pedagogical process of higher education institution and its main components:

Quality indicators of the organization of vocational training of students philologists:

- Orientation,
- Purposes and motives of vocational training.

Quality indicators of structure of teachers and quality of teaching:

- Professional characteristic of teachers,
- Quality of technologies of vocational training.

Quality indicators of results of vocational training of students philologists:

- formation of competence of students philologists,
- efficiency of vocational training.

These components are included in the model Quality of vocational training of students philologists (Fig. 1).

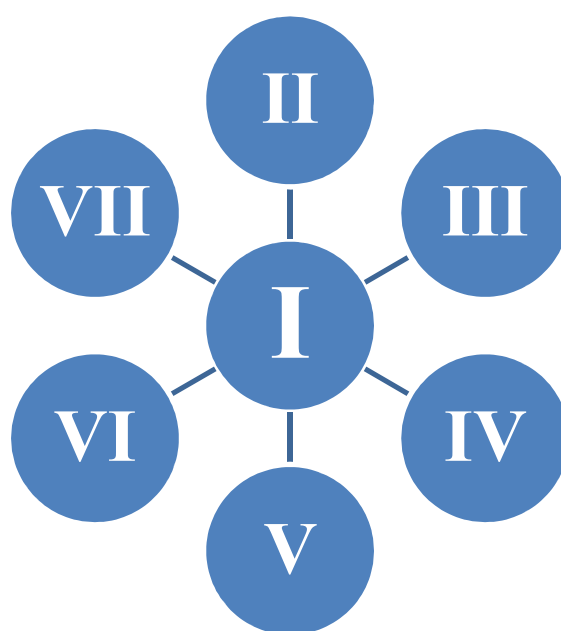


Fig. 1: Model Quality of vocational training of students philologists

The explanation to figure 1. Model Quality of vocational training of students philologists:

- I- Quality of vocational training of students philologists on the basis of courses of humanitarian and philological cycles
- II- Quality indicators of the organization of vocational training of students philologists
- III- Quality indicators of structure of teachers and quality of teaching
- IV- Quality indicators of results of vocational training of students philologists
- V- Orientation, purposes and motives of vocational training
- VI- Professional characteristic of teachers, quality of technologies of vocational training
- VII- Formation of competence of student's philologists and efficiency of vocational training

Scientific originality and uniqueness of the Model Quality of vocational training of students philologists. We understand realization of a complex of technological procedures which includes design and the organization of process of the monitoring which is most realizing training, bringing-up and developing functions, and raising quality of vocational training of students philologists in higher education institution as the directions of improvement of quality of vocational training of students philologists. In the course of stating experiment problems of diagnostics of a real professional standard of students philologists on the basis of courses of humanitarian and philological cycles in control and experimental groups, identification of opinion of students philologists about motives of studying of courses of humanitarian and philological cycles, definition of level of informative activity, identification of degree of formation of professionally significant qualities of the identity of the student philologists, comparison and the analysis of the results received in control and experimental groups were solved. Carrying out a stating stage of experiment allowed us to draw a conclusion on lack of essential distinctions between students philologists of control and experimental groups on the allocated indicators of quality of vocational training of students philologists for the beginning of carrying out forming experiment. Check in practice of a solvency and efficiency of the developed directions of improvement of quality of vocational training of students philologists where it

should be noted the special importance of monitoring of quality of vocational training of students in higher education institution as this type of control as much as possible realizes unity of training, bringing-up and developing functions of monitoring became the purpose of carrying out forming experiment and possesses, therefore, rather high potential for improvement of quality of vocational training of students philologists.

The directions of improvement of quality of vocational training of the students philologists, designed by results of complex scientific and theoretical research, underwent at this stage testing in educational groups in combination with the monitoring provided by curricula and programs of higher education institution. Essential distinction between control (C) and experimental (E) groups change of character and the organization of educational activity of the last due to realization of technology of monitoring, as the directions of improvement of quality of vocational training of students philologists became experimental.

In experimental groups monitoring was carried out on specially developed methodical materials intended for systematic check of acquired knowledge, skills. For the purpose of identification of extent of influence of the realized directions of improvement of quality of vocational training of students in training in humanitarian and philological subjects upon termination of forming experiment we conducted total research of the main indicators of quality of training: compliance of the received results to training goals; quality of the acquired knowledge, skills; level of self-checking of trainees; informative activity and the relation of students philologists to studied discipline; motivation of training; formation of professional qualities of the identity of students philologists.

The statistical analysis of the data obtained as a result of experiment, gave mathematical confirmation of the importance of positive changes of such criteria of quality of training, as a training standard, quality of knowledge, skills, informative activity, and also level of formation of organization, criticality and self-criticism. As showed the comparative analysis of values for each of the studied indicators, the technology has the greatest impact on quality of vocational training of students philologists as a whole (Table 1).

**Table 1:** Dynamics quality of vocational training of students philologists (in %)

Level of quality	Group	Before experiment %	After experiment %
Low	C	50	48
	E	51	6
Average	C	39	40
	E	38	43
High	C	11	12
	E	11	51

The results of the pedagogical experiment. The data provided in table 1, show that after the organization of experimental work in experimental

group are observed dynamics of high and average levels of quality of vocational training of students

philologists that confirms efficiency of the made pedagogical experiment.

#### 4. Conclusions and recommendations

The novelty of the scientific research results. In pedagogical process of higher education institution it is expedient to use the directions of improvement of quality of vocational training of students philologists by realization of a complex of technological procedures which includes design and the organization of process of the monitoring which is most realizing training, bringing-up and developing functions, and raising quality of vocational training of students philologists in higher education institution on the basis of courses of humanitarian and philological cycles.

Unlike the works of Kirkinskii, T.I., [1], Andriesh, V.A. [2], Pchelkina, T.R. [3], Kolosov L.F. [4], Sakenov, D.Zh. [5], Niyetbayeva G.B., Sarsenbayeva L.O., Bekmuratova G.T., Turyszhanova R., Yeskendirova A. [6], Schantz, E.A. [7], Ibrayeva A. B., Omarova K.S., Urazbayeva S.A., Sarsembayeva A.B., Sakenov J.Z. [8], Ishanov, P., Bekmambetova, Z. [9], Chudov, V.L. [10], Dornan, T., Carroll, C., Parboosingh, J. [11], Shaidullina, A.R. [12], Mukhametzhanova, G.V. [13] broad analytical approach to this problem, allowed to us develop Model Quality of vocational training of students philologists

To use for objective estimation of quality of vocational training of students philologists indicators the qualities offered in this research.

Told allows to draw the general conclusion that the objectives of research are achieved above; theoretical and experimental materials are confirmed in the established volume.

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