3rd World Conference on Psychology and Sociology (WCPS-2014)

Message from the Guest Editor

Dear Colleagues

It is a pleasure to welcome you to the 2014 World Conference on Psychology and Sociology (WCPS-2014).

The conference creates a forum where academics, psychologists, sociologists, guidance personnel, counsellors, teachers, as well as graduate and undergraduate students can come together with government and non-government organisations to share and discuss the latest theoretical and practical scientific knowledge about psychology, sociology, counselling and guidance.

In the course of the conference, you will have the opportunity to discuss theoretical and practical issues related to Psychology and Sociology on an international basis, while having the chance to meet and networks with expert scholars in these fields.

As the president this year, I welcome the wide variety of papers that focus on major topics in Psychology: Animal Behaviours; Attention and Perception; Clinical Psychology; Cognitive Psychology and Neuroscience; Community Psychology; Cultural Psychology; Development Psychology; Disaster, Crisis and Trauma Psychology; Educational Psychology; Emotion and Motivation; Environmental Psychology; Health Psychology, History of Psychology; Industrial/Organisational Psychology; Language, Reading and Communication; Learning and Memory; Lesbian, Gay, Bisexual and Transgender Concerns; Life Span Psychology; Peace and Conflict; Human Rights and Psychology; Personality and Individual Differences; Professional Issues within Psychology; Psychology and Law; Qualitative Research Methods and Interpretations; Quantitative Research Methods and Statistics; Risk and Safety Psychology, incl. Traffic Psychology; Sensory and Motor Processes; Social and Political Issues In Psychology; Social Psychology; Sports Psychology; Test and Testing; Theory of Psychology; Thinking, Problem Solving and Decision Making, and inter-discipline etc.

Also, major Sociology topics that will feature at the conference include Child, Youth and Old Age; Communication and Art; Culture and Changes; Deviance and Social Control; Economy and Development; Education; Ethnic Relations; Human Rights and Collective Good; Gender and Human Rights; Identity, Image and Social Cohesion; Localisation and Globalisation; Organisations, Professions and Work; Political Sociology and Law Issues; Social Security and Public Health; Sociology of Marriage and Family; Sociology of Population and Migration; Sociology of Religion; Collective Behaviour and Social Movements; Theoretical, sociology and Economics, Comparative and Historical Studies, etc.

We are delighted by the fact that the conference is growing in international stature every year, and that it is gaining worldwide recognition and exposure. Scholars from all over the world have contributed to WCPS-2014. Special thanks are due to all the reviewers, the members of the international editorial board, the publisher, and those involved in technical processes. We would like to thank everyone who

contributed to every process to make this conference happen. A total of 268 abstracts or full papers were submitted for this year and each paper has been peer reviewed by reviewers who are specialists in the field concerned. At the end of the review process, a total of 84 high-quality research papers were selected and accepted for oral, poster or virtual presentations.

We trust that you will enjoy the conference.

Best regards

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Pedagogical bases of professional competence formation of the future specialists

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Abstract

Kazakhstan higher education system has been designated new tasks of Education Development Concept implementation till 2015 demanding the comprehensive consideration of the difficult and inconsistent political, social and economic processes occurring in our society and state, and also world, European and domestic higher education systems development regularities and tendencies. The Kazakhstan higher education institutions realize multilevel professional educational programs on higher education various specialties. For these programs implementation in trainees social protection context and graduates mobility increase there is necessity to observe the general and innovative principles and methods during the training course. The Kazakhstan higher education institutions task is to provide education at the international standard level, and their leaders diplomas have to be recognized all over the world". The president underlined in the Address to the people: "We have to create unified system of learning efficiency assessment, and each trainee knowledge and abilities level". Modern education is necessary element of our society and culture, capable to keep the country socio-cultural specificity, to promote youth development, and their integration into traditional culture, to help young generation to make a choice of the way of life adequate to our people values. At any time education acted as backbone factor of state life, all over the world it is a future outpost, a dominant in the national modernization course, main condition of economic and social breakthrough in the future century. In Kazakhstan education modernization conditions and Bologna declaration signing the educational institutions have made certain commitments. One of the main tasks is entering into unified European educational space and achieving of educational programs international recognition on leading specialties. For this task solution the education development main direction is taken onto qualified experts' preparation on international level with high professional and communicative competence formation on the competence-based approach. (Tynyshtykbayeva, 1999)

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1. Introduction

Integration into the world community tasks the Kazakhstan education system new purpose – trainees personality formation, perceiving themselves not only as one certain culture representatives, but also as world citizens, subjects of the cultures political scientists realizing the importance, responsibility in the global universal processes occurring place both in Russia, and in the world as a whole. (Schuyler,1997; Anastasiadou, Vassiliki, & Euthimis,2014; Bozkurt,2014)

Foreign language is one of the main instruments of trainees' personalities' education, possessing all-planetary thinking. Researches in socio-cultural area distinctly show that exactly by means of studying language of the international communication it is possible to promote trainees bilingual socio-cultural competence formation including such qualities as tolerance, impartiality to representatives of other countries and cultures (Kunanbayeva, Safonova,.Sysoyev,.Byram, Fleming, Kramsch). Foreign language and its culture studying give an opportunity to trainees to expand the socio-cultural space and gain independence culturally - come to understanding of themselves as cultural and historical subjects in a range of the country both native, and studied languages cultures.

In modern time scientists developed system of language proficiency levels these levels description using standard categories. These two complexes create unified network concepts which can be applied for the any certification system description using standard language, and, therefore, any training program starting from tasks statement - the training purposes and finishing with reaching competences as training result. (Khaleeva, 1989; Staretu,2014; Plaza,2014; Alkhalaf,2014)

The basic principles, according to which specifications for English are developed, are the level approach to linguistic-didactic units' representation and the communicative-focused approach for training content selection. Herewith, the text formation mechanism at the sentences level, the grammar and vocabulary in particularly, aren't considered as the training purpose by itself, but are communicative purposes performance means. (Smith & Scott, 1990; Ketsman,2014; Mojallal, Javadi & Hosseinkhanzadeh,2014)

Language usage and its studying include person actions and during the implementation of which he develops a number of competences: general (General competences) and communicative language (Communicative language competence). Thus competences are understood as the sum of knowledge, abilities and personal qualities which allow the person to make various actions. They provide tasks solution in various conditions taking into account various restrictions, and realized in activity types and processes (actions) directed on texts generation and/or perception, in connection with communication certain subjects and spheres, corresponding strategy application.

The aim of this before and after study was to evaluate the effect of a multifaceted intervention on the knowledge, skills, attitudes and behavior of allied health professionals.

2. Method

2.1. Participants

The general competences include: ability to study (ability to learn); existential competence (existential competence); declarative knowledge (declarative knowledge); skills and abilities (skills and know-how). The general competences aren't linguistic, they provide any activity, including the communicative.

Communicative language competences (Communicative language competence) include: linguistic component (linguistic component - lexical, phonological, syntactical knowledge and skills); socio-linguistic component (socio-linguistic component); pragmatic component (pragmatic component - knowledge, existential competence and skills and know-how relating to the linguistic system and its sociolinguistic variation) and also allow to carry out activity with linguistic means usage. (State Education Development Programme 2011-2020, 2010).

2.2. Data analysis

The following communicative competence components have been allocated:

1) Grammatical or formal (grammatical competence) or linguistic (linguistic) competence is systematic knowledge of grammatical rules, word units and phonology which will transform lexical units onto the intelligent statement.
2) Socio-linguistic competence (socio-linguistic competence) is an ability to choose and use adequate language forms and means depending on the communication purpose and situation, communication participants a social role, the one who is the partner in communication.
3) Discourse competence (discourse competence) is an ability of different functional styles complete, coherent and logical statements creation in oral and written language on the basis of different texts types understanding during the reading and audition; implying linguistic means choice depending on statement type.
4) Socio-cultural competence (socio-cultural competence) is native speaker cultural features knowledge, their habits, traditions, behavior standards and etiquette, ability to understand and adequately use them during the communication, remaining other culture carrier; socio-cultural competence formation implies personality integration in world and national cultures system.

3. Discussion

In the foreign languages education history it is possible to allocate two main ways: a) language studying on the rules basis using reduced communication; b) language studying on the communication basis. (Swenson, 1977; Altin & Altin, 2014)

The first way is in foreign languages training grammar-translation system usage. According to it, training is constructed on the grammatical rules and vocabulary studying basis with the following transition to generation (designing) and decoding (to reading and oral speech understanding) speeches. Using language rules and vocabulary, trainees have to recreate (to generate) new language for them. The knowledge mastering way lay through enormous quantity of the mistakes detaining the language mastering level and reducing interest to its studying. Experience showed the inefficiency of this way.

The second way was through communication. It had been more effective though contained many downsides. Comprehension deficiency of the language formulated mechanisms in the rules form, increased foreign language learning terms, reduced the foreign-language speech quality. (Smith & Scott, 1990; Butvilas,2014; Khosravi, & Saidi,2014).

4. Conclusion

As a result, these two ways of language training rapprochement outlined in the Russian, Kazakhstan and foreign literatures. I.e. language rules and actions unanimity have been experimentally proved. Language rules fix the natural character of the used language phenomena in speech, carry out the subordinate, and support function. The main action of foreign language mastering is verbal activity and communication. During the communication process there is not only an exchange of opinions, feelings, but also language means development, giving the generalized character.

Therefore, the foreign language can be considered as communicative competence development tool. It means, first of all, ability adequately shape the communicative purposes and achievement strategy, and also abilities speech etiquette norms and social behavior usage in cross-cultural communication situations where the situational and socio-cultural contexts knowledge of community have been actualizing. (Tynyshtykbayeva, 1999; Brzozowska, Dunalska, Grochowska, Filipkowska, & Samul,2014).

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