

THE QUESTION OF INTEGRATION OF COMPETENCE AND META-COMPETENCE OF PRIMARY SCHOOL TEACHER

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Abstract: Transformational shifts occurring in society require the development of adaptive mechanisms for the system of higher vocational education in order to train specialists with the skills of socio-philosophical and psychological-pedagogical analysis, which allow them to create technologies that form the basis of the competence of the future specialist. Professional training of specialists in the context of the modernization of the education system consists in educating a new cultural person, harmoniously developed, combining spiritual wealth, moral purity, ready to work in a market economy, while maintaining the traditions of the ancestors. In the article, the basic requirements to professional competence and meta-competence of a primary school teacher, factors and the conditions influencing the development of professional competence of the teacher are considered.

Keywords: competence, meta-competence, primary school teacher, professional skills, education.

1 Introduction

In the Message of the President of the Republic of Kazakhstan Nursultan Abishevich Nazarbayev "Strategy" Kazakhstan-2050 "A new political course of the established state", the problem of reforming vocational education and training competent specialists is regarded as a priority, it is noted that knowledge and professional skills are key benchmarks of the modern education system, training, and retraining. Today, the educational system revises the goals of professional and pedagogical training of future professionals, updates the content of education, develops new curricula, adjusts programs, introduces innovative educational technologies, creates new methodological support. A modern competitive specialist must clearly understand the intrinsic value of education, be a "person in culture", use a person-centered approach and be motivated to further growth and self-education. In modern conditions, one of the most pressing is the problem of future specialists' preparedness for professional activity. (1)

In this regard, in the conditions of the reorientation of modern universities to the training of specialists, many problematic issues of organizational, methodological, psychological, pedagogical and methodical nature arise.

Close attention to the study of professional competences was paid in the framework of the Bologna process, at one of the seminars on the topic "Higher education based on learning outcomes - the Scottish experience" (Edinburgh, February 21-22, 2008), "... lack of clarity and uniform understanding in relation to certain key terms related to the introduction of learning outcomes (for example, "skills", "labor intensity", "conditional academic workload"), can hinder their effective implementation. (2)

On the issue of the formation of professional competencies in future teachers turned their attention, such scientists, as R.S. Eiger, N. Schaper, M. Lussault, M. Romainville, S. Hilde, B. Stahl, H. Sheper, C. Bridis, S. Adam, R.H. Dave, E. Simpson, A. Harroy, W.R. Dawson, T. Ferris, S. Aziz, V. Jungkind, R. Doleshal, K. Meretenes, and others. In Russian science, researches on professional competencies were studied by V.V. Baydenko, V.A. Bolotova, Yu.V. Vardanyan, V.N. Zimina, I.A. Zimnyaya, BB. Kraevsky, V.V. Serikov, V.A. Slastenin, O.G.

Smolyaninova, N.F. Talyzina, A.P. Tryapitsyna, I.D. Frumin, A.V. Khutorsky, V.D. Shadrikov, R.K. Shakurov, S.E. Shishov, and others.

A significant number of publications on the study of professional competence can be seen in the scientists of Kazakhstan such as A.E. Abylkasymova, M.Zh. Zhadrina, K.ZH. Aganina, B.K. Igenbaeva, and others.

The education system in the Republic of Kazakhstan is supported by normative and legal acts that project the importance of education as innovative, integrated with intensive research activities, as an interdisciplinary phenomenon in close connection with the needs of industry, the economy and the full humanization of society.

Modernization of education focuses on the reorientation of the assessment of the result of education from the concepts of "preparedness", "educatedness", "common culture", "mannerliness" to the concepts of students' competence and competence.

2 Materials and Methods

Conscious attitude to their activities involves positioning themselves as an independent subject of professional activity, able to assess the activities of other subjects through the prism of their own professional criteria. Without exaggeration, professional self-awareness is one of the main indicators of professional maturity of any specialist, including (what is important) and the teacher. The driving force of professional self-awareness is the general professional and individual practice of pedagogical activity.

The degree of professional self-perception is determined by the depth of the teacher's penetration into the professional essence, the comprehensiveness of the diverse manifestations of professional activity, the orderliness of knowledge about their own professional activities and the effectiveness of applying this knowledge to self-regulation of professional actions. The more fully the teacher realizes the laws of the profession in his work, the more credible is the professional self-portrait (which reflects both the unique world of the individual's professional orientations and the professional aspirations of the whole teaching community).

In order to understand his professional activity, the teacher needs professional reflection, through which he compares, analyzes, summarizes his actions and creates a holistic concept of his professional "I".

"Modern research on professional competence increasingly appeals to the phenomenon of reflection, regarding it as an informative element of the latter, and as a condition for its development." Apart from professional practice, reflection degenerates into fruitless self-digging, thinking about every step; leads to increased professional arrogance and loss of solid benchmarks of professional self-esteem. Reflection, that is, the teacher's awareness of the essential connections between the phenomena of his activity, involves, above all, a sufficient level of development of the activity itself; no less important is how the teacher relates to his own activities. Identifying and understanding the objective bases of activity is difficult, while for the teacher she acts as a boring work that does not affect the depths of the personality, and not as a mission, vocation.

Another condition for the implementation of reflection is the availability of means to objectively record the process of activity, making it the subject of special analysis, as well as the availability of methods for such analysis. In the majority of psychological and pedagogical studies, reflection acts as one of the components of competence or a factor of its development, in acmeology, it is considered procedurally. That is why O.S.

Anisimov and A.A. Derkach, characterizing professionalism as the ability to solve standard professional tasks, distinguish the following levels of professional activity: the establishment of an activity, the successful implementation of a fixed norm, the fulfillment of a norm with adequate reflection, reflexive follow-up of actions with problem fixation and norm correction, complete reflexive self-organization.

The concept of reflexive competence was also formed in acmeology, which is considered here from methodological grounds (O.S. Anisimov) and with the position of reflexive psychology (I.N. Semenov, S.Yu. Stepanov) as meta-competence, due to the knowledge of the mechanism of reflection (and possession), contributing to the adequate development of all other types of professional competence. Reflexive competence, by definition, S.Yu. Stepanov, this is "a professional quality of a person, which allows to most effectively and adequately carry out reflexive processes, to realize reflexive ability, which ensures development and self-development, contributes to a creative approach to professional activity, to achieving maximum efficiency and effectiveness".

This definition indicates a direct connection of reflexive competence with the achievements of the highest results in personal and professional development, that is, its acmeological nature. Defining a strategy for one's own development leads to constant self-development and a creative attitude towards professional activity. Reflexive competence is an acmeological phenomenon that contributes to the achievement of the highest results in an activity; it can be qualified as meta-competence. Meta-competence in the broad sense is a systemic property of an individual to reproduce himself in the basic life properties.

In addition to the term "meta-competence," such definitions as "meta-quality" and "meta-abilities" are used in the same sense.

Reflexive competence as a subject of scientific research requires deep methodological study, since the current state of development of the state, society, and economy requires the theory and practice of the formation of methodological and applied substantiation of the mechanisms for the formation of a twenty-first century human competence as an active subject of activity, to an independent and responsible decision-making).

Professional self-consciousness, as well as consciousness in general, is inseparable from the teacher's assessment-emotional self-perception. Therefore, the fundamental structural component of individual self-awareness is self-esteem.

The subject of professional self-esteem of the teacher is the creative process itself and various (including moral) aspects of professional behavior: everything that is significant for a given teacher and his creative environment in terms of the effectiveness of the professional activity. Thus, by professional teacher ideology, we understand that part of the individual regulatory and semantic sphere in which professional activity is reflected in the form of professional knowledge, evaluative attitudes towards professional activity and its regulatory legal system governing it. Understood in this vein, professional ideology serves as a direct guide to the practice of the existing ideas about the activities of the teacher. Therefore, it is logical to assume that professional behavior is determined to one degree or another by the features of professional ideology. The foundation of the teacher's professional ideology is meta-competence. The architectonics of meta-competence in the main components coincides with the structure of management activity based on the triad: "goal - action - result". From this it follows that the goal of higher education is the formation of the socio-professional competence of a specialist, which is reduced, on the one hand, to the sum of knowledge and skills, and on the other, it "cements" the systemic personal-professional quality, including meta-competence (universal competencies that provide effective implementation of all professional competencies and reflecting the level of specialist training to work with knowledge, creativity, and innovation), as well as the basic specially-professional competence. The main goal of higher education - the training of a specialist - a highly moral citizen with active

citizenship should be achieved by saturating the basic competence of the operating, motivational and behavioral components. Only a teacher with the qualities of meta-competence can realize his knowledge through the prism of professional self-awareness and self-esteem, that is, through the prism of professional ideology.

In modern conditions, the issue of raising the level of professional competence of a future teacher has become urgent. He thinks freely and actively, models the upbringing and educational process, independently inventing and implementing new ideas and technologies of training and education. First, a professionally competent teacher has a positive influence on the formation of the creative abilities of students in the process of educational work; secondly, achieving the best results in their professional activities; thirdly, it is able to realize its own professional capabilities. The conditions of the educational environment have become new, the content of education, the forms and methods of teaching are changing, the demand for the quality of knowledge increases, the structure of the lesson becomes more complicated - all this requires an increase in professional competence and the formation of the readiness of the future teacher to perform professional activities.

The teacher's professional competence is a complex individual psychological education based on the integration of experience, theoretical knowledge, practical skills, and significant personal qualities. To acquire competencies, the student must become the subject of this conscious activity. "Competence cannot be isolated from the specific conditions of its implementation. It also links the mobilization of knowledge, skills and behavioral attitudes that are customized to the conditions of a particular activity." (1, p83) Being competent means the ability to mobilize the knowledge and experience gained in a given situation.

Thus, a wide range of studies devoted to the study of professional competence, the characteristics of its development suggests that this problem is significant for modern pedagogical science and practice, is of interest to researchers.

For the formation of certain competencies, appropriate conditions are needed in which they manifest themselves. Competence develops, enriches, expands or strengthens, starting from the initial level. At the same time, pedagogical professionalism is associated with a high level of self-realization of individual characteristics, with individual handwriting, and an individual style of activity.

There are many definitions of "competence and skills", which are interpreted in various sources depending on the scope of their use, as in the S.I. Ozhegov's dictionary, competence (from the Latin *competens* - appropriate, capable) means a deep, thorough knowledge of the business, the essence of the work being done, the ways and means to achieve the goals, as well as the presence of relevant skills, and in the dictionary D.N. Ushakov (3) competence is defined as the range of issues, phenomena in which a person has authority, knowledge, and experience.

The term "competence," according to another source, the Webster dictionary, appeared in 1596, and the term came into scientific use from the American linguistics by N. Chomsky. Thus, in English, the term "competence" has one meaning, and in Russian two have "competence" and "skills". In modern scientific research, competence means the ability of an individual to carry out complex cultural-like actions.

Competence is an integrative personal resource that ensures successful activity due to learned effective strategies, competencies - specific successful strategies that ensure problem-solving, overcoming obstacles and achieving goals, and hence competence consists of competences, is provided by competences and is found in competences. (4)

The term "competence" in pedagogical science is used to determine a sufficient level of qualification and professionalism of a specialist, such a statement of the problem of studying the issue "skills" is considered in the works of academic teachers

(I.A. Zimnyaya, J. Raven, V.V. Safonova, R. White, N. Khomskiy, E.F. Zeyer, N.V. Kuzmina, A.K. Markova, A.Ya. Nayn, L.M. Mitina, G.K. Selevko, A.V. Khutorskaya, and others).

In the concept of competence, in which for the first time J. Raven (5) interprets the term as a phenomenon, emphasizing it as a system, notes, "... which consists of a larger number of components, many of which are relatively independent of each other... some components are more likely cognitive sphere, and others to the emotional... these components can replace each other as components of effective behavior" and that "before undertaking the assessment of someone's abilities, it is necessary to establish the values, hobbies or intentions of this individual... There is no point in trying to assess a person's abilities without regard to goals that are subjectively meaningful to him."

N.V. Kuzmina (6-7) considers competence as a "personality trait", which includes 5 elements such as special pedagogical, methodical, socio-psychological, differential psychological, autopsychological. According to A.K. Markova (8-9) competence - a combination of mental qualities, mental state, allowing a person to act independently and responsibly, possessing the ability and ability to perform certain labor functions.

According to I.A. Zimnyaya, (10) depending on how the concepts of "skills" and "competence" are defined, their relationship, the content of the competence approach itself can be understood. The preceding analysis of research in this area suggests that competence is a term about which there is still no unity and that there are two options for interpreting the relationship of these concepts, which are either identified or differentiated. According to competence is defined as:

- 1) the ability to do something well or effectively;
- 2) compliance with the requirements for employment;
- 3) the ability to perform special labor functions.

Thus, I.A. Zimnyaya, considering competence as "an actual, formed personal quality based on knowledge, intellectually and personally determined social and professional characteristics of a person, his personal quality," states that it is manifested not only in the adequacy of standard and non-standard solutions. tasks in professional activity, but also in social behavior and human actions. (10, p34-42) According to I.A. Zimnyaya, (11) competence is represented in the professional activity of a teacher in such categories as "readiness", "ability", "responsibility", "confidence".

Researchers V.A. Bolotov and V.V. Serikov, (12) considering competence as "a way of existence of knowledge, skills, education, contributing to personal self-realization, finding a pupil of his place in the world, as a result of which education appears to be highly motivated and personally oriented in the true sense, ensuring maximum relevance of personal potential, recognition of others and others self-worth," indicate the nature of competence, which, as a product of learning, turns into self-development and self-actualization of personality. These studies allowed to determine the characteristics of the competence model of education:

- 1) a description of the signs and the expected (planned) level of competence in a certain area;
- 2) determining the necessary and sufficient set of training tasks - situations, the sequence of which is built in accordance with the growth of completeness, problematics, concreteness, novelty, vitality, practicality, interdisciplinary, creativity, value-semantic reflection and self-assessment, humanitarian expertise of solutions, the need to combine fundamental and applied knowledge;
- 3) the process technology, including the sequence of presentation of tasks to the student (situations of various types and levels);
- 4) algorithms and heuristic schemes that organize the activities of students to overcome difficult situations;

5) technology maintenance, counseling, and support for students in the process of passing the program. This paradigm becomes significant for the training of specialists of the highest professional level.

Such an understanding of the essence of competence leads to the conclusion that competence and "professional competence" are the most important characteristic of a specialist, which is formed in the process of vocational training (A.A. Verbitsky, N.V. Kuzmina, A.Ya. Nayn, M.A. Choshanov, and others).

Studies of the competence phenomenon of the following scientists, O.L. Karpova (13) (adequate assessment of reality and the ability to apply knowledge), V.N. Vvedenskiy (14) (ability to apply scientific and practical knowledge), E.F. Zeyer (15) ("... not only cognitive and professional-pedagogical erudition, but also motivational, ethical, social and behavioral and learning outcomes") are more applicable to describe the level of preparedness of a professional school graduate.

On the issue of understanding professional competence, as noted by E.F. Zeyer and M. Rozenova, we attribute its integral characteristic, which includes several components or types of competence such as special, socio-communicative, personal-individual, auto-competence.

According to A.K. Markova professional competence varies by type, special, social and extreme, the first two are such abilities that relate to professional development and social responsibility of the individual, and extreme professional competence is necessary in those cases when there are suddenly complicated conditions in various technological processes.

Professional competence is a quality that is formed in the educational process; therefore, we consider the professional competence of a teacher as a subject quality, manifested in the design and implementation of activities with regard to qualification requirements.

Thus, under the pedagogical competence of a teacher, one can understand the unity of his theoretical and practical readiness for the implementation of pedagogical activity.

The competence of the teacher is determined by the ratio in his real work of professional knowledge, and skills, professional positions and personal qualities, self-actualization of pedagogical activity. It should be noted that in most sources, revealing the essence of professional competence, there is a focus on modern approaches of humanistic pedagogy in determining and shaping the teacher's professional culture, it is noted that humanistic motivation should prevail in the teacher's personality structure.

Thus, professional competence of a teacher is a complex individual-mental education based on social experience, theoretical knowledge, practical skills, and personal qualities, it is the ability to perform social and pedagogical functions aimed at opening up the inner potential for self-realization, self-improvement norms, standards, requirements. The pedagogical process and professional-pedagogical competence are interrelated and act on each other. The structural components of pedagogical competence should coincide with the components of the pedagogical activity, as a result of which the model of professional-pedagogical competence acts as the unity of its theoretical and practical readiness. Professional-pedagogical competence includes not only a set of knowledge and skills, which are the core of competence, but also a certain fusion of them with professional experience, teacher functions and necessarily significant personal qualities, values of a teacher, i.e. competence is wider than knowledge and skills, and is not their sum.

There are general cultural, socio-labor, informational, communicative competence in the sphere of personal self-determination, etc., as well as educational competence, which is defined as the ability to actively use the knowledge, skills, personal qualities that ensure successful training of students in one or several educational areas. Depending on the content of

education (academic subjects and educational areas), key such as meta-subject, general subject, and subject competences are distinguished. And competence is defined as 1) the terms of reference and rights provided by law, statute or agreement to a specific person or organization in dealing with relevant issues; 2) a set of certain knowledge and skills in which a person must be knowledgeable and have practical experience. Consequently, competence is what is claimed, or what is appointed as due to be achieved (certain sample). Competence is not limited only to knowledge or only to skills. Competence is a sphere of relationship that exists between knowledge and action in practice.

The group of competencies is distinguished in its research by I.A. Zimnyaya, a distinctive feature of this approach to the understanding of professional competence is that the person is considered as a subject of life activity and hence their characteristics such as motivational, cognitive, communicative, behavioral, value-semantic and emotional-volitional. So, communicative competence according to I.V. Andreyeva includes "knowledge, skills, and abilities in the field of organization of interaction and interaction in the business sphere, a unique fusion of theory and practice". (16) Subjective characteristics of communicative competence mean value orientations, perceptual skills, ways of personalization and interaction with the external environment of a person, i.e. "social competence". T.N. Antonova, E.A. Arnautova, G.G. Zubova, N.A. Razganova, S.A. Kozlova, O.A. Knyazev, S.E. Shukshina, L.F. Kupeckova, A.V. Zaporozhets, D.B. Elkonin, P.P. Schedrovitsky, A.P. Usova, and others. Determine the component structure of competencies with the following characteristics:

- competence in the field of independent cognitive activity, based on the assimilation of ways of acquiring knowledge from various sources of information;
- competence in the field of civil and social activities;
- competence in the field of political, legal, economic, environmental, aesthetic activities;
- competence in the field of social and labor activities;
- competence in the field of cultural and leisure activities;
- competence in the field of health preservation;
- competence in matters of gender and family values;
- competence in the field of spiritual and moral culture, ethnoculture, the culture of interethnic communication and tolerance.

Thus, from the set of understandings of the concept "competence" in the aspect of the professionalism of future specialists, we rely on research that allows us to get as close as possible to the issues of professional competence based on the study of personality-oriented approach in education and competence-oriented learning. The student-centered approach in the education system implies the implementation of a "student-centered approach" (I.A. Zimnyaya), competence-oriented learning, according to S. Adam, designed to provide an understanding of what is expected (for both teachers and students), i.e. reliance on the prospects of the profession. If personality-oriented learning is self-development and self-realization, supported by the personality's desire to master professional knowledge, skills, and abilities, then competence-oriented learning is associated with mastering a complex of competences in accordance with the choice of a particular profession. Here, to a greater degree, we must point out what competencies the future specialist masters in the regulation of his profession. (17).

3 Results and Discussion

Considering the concept of "meta-competence", we come to the conclusion that, firstly, it is the formation of new knowledge based on what was studied (S.A. Mikhachenko), (18) secondly, the development of universal ways of activity (E.V. Sizova), (19) thirdly, the super-system, supra-subject opportunities of a professionally-oriented personality (E.V. Rezhikova), (20) fourthly, the "supra-structural input", which influences the acquisition of professional skills (A.K. Samoylichenko, R.V. Malakhova). (21) Foreign researchers apply such a concept, considering meta-competence as a manifestation of, for example, "functional literacy" as "soft" skills (from English soft skills). (22) So, Harvard and Stanford point out that academic knowledge makes up only 15% of successful activities and successful education, therefore social and communication skills are necessary, thanks to which a person can learn to apply the obtained fundamental knowledge in practical and applied activities.

Studies of children of primary school age such as students of Nazarbayev Intellectual School, middle school No. 3 of Kokshetau and middle school of the regional center of Akmola region showed the following results (Figures 1-2):

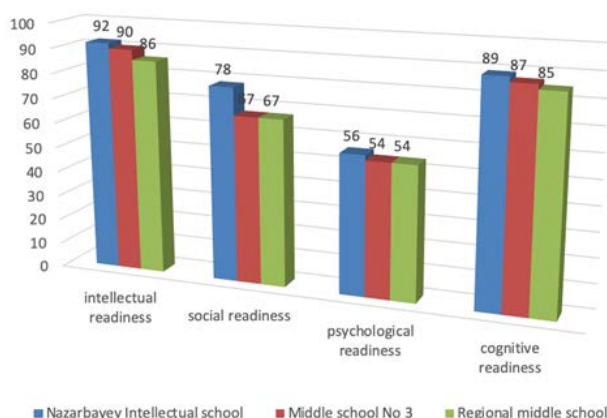


Figure 1. The Degree of Readiness to Learn in the First Quarter

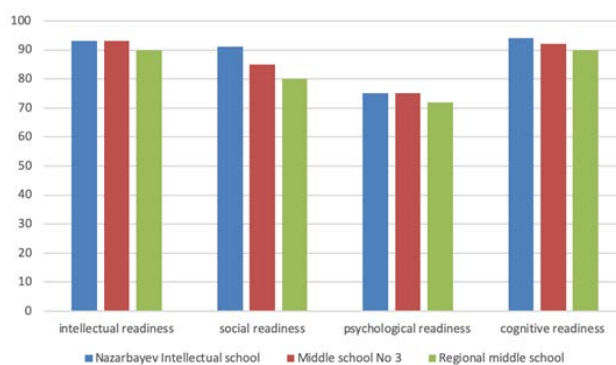


Figure 2. The Degree of Readiness to Learn in the First Quarter

The readiness of pupils of primary school age was studied in order to identify the degree of meta-competence, i.e. the assimilation by them of such skills that allowed the development of successful activities in this educational context. It is known that NIS (Nazarbayev Intellectual school) students are trained according to a special program that ensures the development of the “self” as a fundamental element in education, creative and search activity. In secondary school No. 3 of Kokshetau, a program of updated content of primary education has already been introduced, for example, the Center for Pedagogical Skills of Akmola Region and the Center for Advanced Training “Orleu” trained over 800 teachers in the region to update the content of education. As part of the updated content of primary education, criteria-based assessment techniques are used, forms of summative and formative assessment are applied, and short-term, medium-term and long-term strategies are planned for learning. The introduction of such, in our opinion, the subject of “Natural Science” will allow children to form the ability of analytical-synthetic mental activity, which favorably affects the quality of the mental activity. The use of group and individual work in the updated content of education contributes to the ability to work in a team, feel leadership in a given situation, accustom to responsibility, develops creativity (creativity), teaches positivity and curiosity.

Insufficiently high rates were observed in the pupils of the secondary school of the district, which was just beginning to introduce a program of updated educational content and still has traditional approaches to assessing students’ knowledge.

Thus, meta-competence is a new quality that develops on the basis of basic knowledge, which is learned with regard to the trainee’s social, intellectual, psychological and cognitive competencies. Such an attitude towards the formation of the meta-competence of primary school students is in the development of the “self” in educational activities, for example, when a student can offer several options for answering a given task (mathematics).

4 Conclusion

According to L.M. Ordoboyeva, (23) the differences between competence and meta-competence are in the ability to adjust rapidly, adapt to new conditions, readiness for continuous learning/education, readiness to transfer existing knowledge, skills, abilities to new objects of activity.

Meta-competence is a four-level system with various time intervals of digestibility.

Meta-competence always precedes competence. (24)

Meta-competencies serve to facilitate the acquisition of other competencies. (25)

Meta-competence is the willingness to continuously acquire knowledge and skills, and meta competency is the ability to think strategically and evaluate the educational situation. (26)

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