

TRAINING OF COMPETENT TEACHERS IN HIGHER EDUCATION INSTITUTIONS OF KAZAKHSTAN

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Abstract: The article deals with the content and structure of the social and professional competence of a teacher. The concepts of competence and skill, social competence, and professional competence are analyzed from different points of view. The methodology of developing and implementing the training course for competent teachers is given. Specific examples of training a competent graduate teacher in higher education institutions are given.

Keywords: competence, ability, social competence, professional competence, competent university graduate.

1 Introduction

The updated education system requires the training of competitive personnel, who are ready to solve social and professional problems theoretically and practically, who are able to create, apply, and interpret the system of professional activities. The main result of an educational institution should be not skills, but key competencies in various fields.

One of the important problems today is the insufficient professionalism of teachers. Therefore, the improvement of training of competent teachers should become one of the priorities in the development of education in Kazakhstan, which will enable them to carry out professional activities at a high level successfully.

A competent pedagogue must be able to quickly and adequately understand the statements of others, possess complex communication skills and abilities, have certain knowledge about the diversity of social roles and ways of interaction. The effectiveness of a teacher-psychologist's activity depends, first of all, on his/her ability to work with people, on the ability to listen, to empathize with others through the ability of productive behavior in difficult situations. It is difficult to do if he/she does not have developed social competence.

1.1 Purpose of the Research

The relevance of the topic is also conditioned by the fact that social competence, as a professionally necessary quality of a teacher, is the main component of his/her professional competence. (1) John Raven (2) and Kharitonova (3) defines the concept of "competence" as a specific ability necessary for the effective performance of a specific action in the subject area and understanding of responsibility for one's actions.

The Encyclopedic Dictionary provides the following definition of competence - "the range of issues in which a person has knowledge and experience." (4) Another dictionary defines competence as "knowledge of a certain circle of issues, a certain field of knowledge." (5) The explanatory dictionary edited by D.I. Ushakov deepens the concept as "a range of issues and phenomena in which a person has authority, knowledge, experience, and a range of competencies." (6)

When studying scientific research, we propose the following definition of competence - it is a dynamic unity of knowledge and skills to apply in a certain context, attitudes, and relations; the results of learning at the level of a single discipline or module. It follows that competence is formed on the basis of knowledge and skills.

"Skill" as a term is also interpreted differently, for example, as "preparedness for practical and theoretical actions performed quickly, accurately, consciously, on the basis of learned knowledge and life experience. It is formed by exercises and creates the possibility of performing an action not only in habitual but also in changed conditions" (7), or as "the mastery of the ways to put the learned knowledge into practice." (8)

Proceeding from different judgments, we conclude that skill is 1) a category of activity; 2) ability to conduct purposeful activities; 3) quality of activities. (9)

2 Materials and Methods

In scientific works, skill is divided into different types: educational, computer, mental, creative, research-related, professionally-oriented, labor-related, household-related, sportive, etc. The Kazakhstani scientists classify the teaching skills as follows:

- Educational computer skills (K. Aganina);
- Self-study skills (A. Arenova);
- Research-related skills (N.G. Daumov);
- Skills related to the computer-based analysis of information analysis (A. Amirbekov);
- Students' self-study skills (N. Zhamankulova);
- Professional and methodical skills of future teachers (M.A. Kudaikulov);
- Professional and pedagogical skills of a teacher related to the implementation of inter-subject communication (O. Musabekov);
- General educational skills of students (O. Salimbayev).

Table 1. Classification of Educational Skills

Y.K. Babansky	N.A. Loshkareva	S.K. Nasharipova	T. Sabyrov	T.I. Shamova	A.V. Usova
Learning and organizational skill; Learning and informational skill; Mindful skill	Learning and organizational skill; Mindful skill; Academic communicability; Learning and informational skill	1) Theoretical and laboratory-based skill (by activity type); 2) Subject-related and specific skill (in terms of subject-related content); 3) Simple, complex, and generalized skill (by increasing in complexity); 4) Primary,	1) Ability to read, write, use numeracy, and work with literature; 2) Working and tooling skill; 3) Sports skill	Interest in learning; Learning and communication skill; Learning and informational skill (work with literature)	Cognitive skill; Laboratory-based skill; Planning, self-monitoring, evaluation

		secondary, supportive, and basic skill (in accordance with the chain of formation); 5) Limited, ample, and general skill (by activity transfer); 6) Perception, memory, and reason (by nature of mental processes)			
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If a person has learning skills and aims to be a good teacher, he or she naturally develop professional competence in a teacher training institution.

The following types of professional competence in I. Shakhmalova's research are distinguished:

- Special competence is the ability to design one's own professional development;
- Social competence is the possession of methods and ways of professional communication, the responsibility for the results of one's own activities;
- Personality-related competence is the mastery of the methods of self-development;
- Individual competence is the mastery of the methods of individuality development, readiness for professional growth, the ability to organize one's own work effectively. (10)

A.K. Markova describes social competence as a kind of professional competence. According to her, social competence is "the possession of joint (group, cooperative) professional activity, cooperation, as well as the methods of professional communication accepted in the profession; the social responsibility for the results of one's work." (11)

In modern Western social psychology, social competence is defined as the ability to achieve one's own goals in the process of interacting with others and maintain good relations with them in any situation. (12) This concept is concretized as the adequacy and efficiency of solving various problem situations faced by a person in society. (13)

A.Y. Petrov considers social competence as a component of the professional competence of a teacher ensuring an individual's realization of different social positions, significant for every modern person. (14)

When investigating the problems of schoolchildren's social competence development, N.V. Kalinina (15) comes to the definition of social competence as an integrative personal education. According to her, social competence is a united system of a person's knowledge of society and oneself, and behavioral skills in society, as well as relations, manifested in personality-related qualities, motivations, and value orientations that enables integrating internal and external resources to achieve socially significant goals and solve problems.

When comparing the authors' presentation of the point of view on what should be the structure of social competence, we could not fail to note their full or partial coincidence, while the number of structural components may differ due to the enlargement of units, and the terminology may be synonymous.

The employers putting forward the mastery of social competence as one of the requirements for an educator are guided by the fact that the range of his/her job duties is not limited to the subject of professional activity but includes a wide organizational and social aspects. The opinion of employers and professional society is reflected in professional educational standards.

3 Results and Discussion

Higher education institutions (hereinafter referred to as HEIs) attempt to create the conditions for the formation and development of professional and social competence of students - future teachers. The social competence of a personality occupies a special place among the key competencies of a modern young person. It is competence, which provides personal comfort, professional demand, and success in all spheres of life.

The studies of the methodology of shaping professional and social competence of future teachers, the cycle of training for competent graduates was developed and adapted (Figure 1).

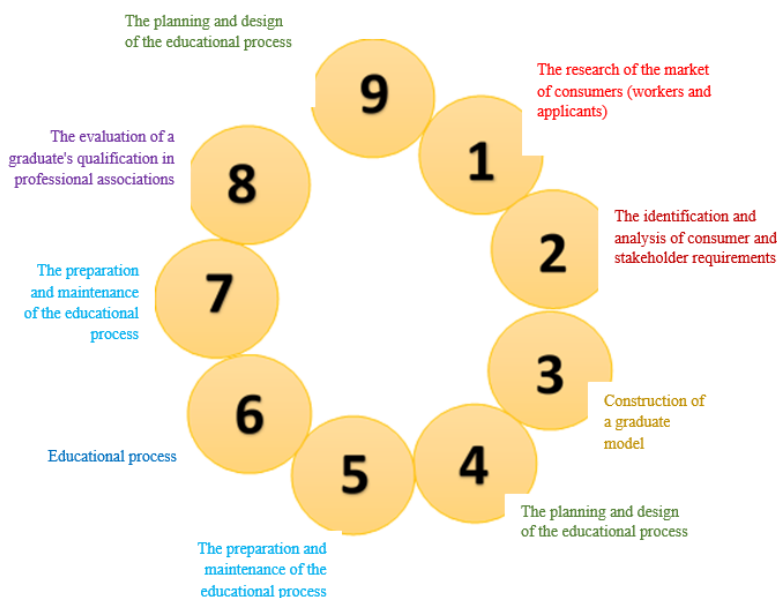


Figure 1. The Cycle of Training for Competent Graduates

The cycle of training for competent graduates includes:

1. The research of the market of consumers (workers and applicants). For this purpose, the need for teachers in a region is studied. In this case, we studied West-Kazakhstan, Atyrau and Aktobe regions. According to the data of regional departments of education for the last five years, all regions need teachers of Russian language and literature (about 90%), mathematics, physics, and chemistry (about 70-80%). In the West-Kazakhstan region, the need for teachers of Kazakh language and literature (up to 10%) is very insignificant. In this connection, state grants

are allocated annually for demanded specialties. The analysis of data reveals the number of requested and allocated grants.

2. The identification and analysis of consumer and stakeholder requirements. Educational institutions have a council of employers, an association of graduates and a council on academic programs. These bodies discuss the issues related to the training of future staff. Many members of these bodies are social partnership enterprises.

3. Construction of a graduate model. There are different graduate models. Below is one of them (Fig. 2). (16)

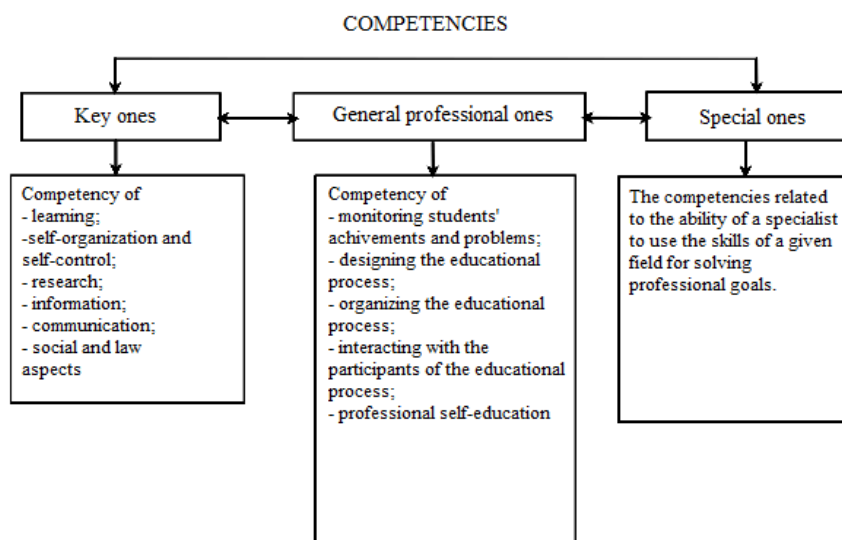


Figure 2. Competence-based Graduate Model for a Pedagogical HEI

The graduate competence-based model we have developed describes:

- The objectives of education according to the curriculum;
- The list of qualifications and positions that a graduate can occupy according to the Typical Job Qualifications;
- The qualification characteristics of a graduate according to the curriculum;
- Areas of professional activity;
- The object and subject of professional activity;
- Types and functions of professional activity;
- Standard objectives of the professional activity (by fields);
- Professional activity content;
- The requirements for the key and special competences of a graduate.

At the design and development stage, the graduate model is agreed upon with employers and representatives of business entities.

4. The planning and design of the educational process. As it is noted in the Strategy "Kazakhstan-2050", it is necessary to get rid of outdated or unclaimed scientific and educational disciplines and to improve the demanded and perspective areas. It is necessary to change a line of actions and emphasis on higher education curricula by including programs for practical training and obtaining a practical qualification. It is necessary to enshrine obligatory on-the-job training at enterprises since the second study year in a higher education institution. At present, the planning of the educational process is carried out at each higher education institution independently in view of the market demand. Innovative methods including distance learning and online training have been introduced in the national education system. (17)

5. The preparation and maintenance of the educational process. The educational process is implemented via a modular

curriculum. The design and implementation of the professional curriculum imply that the partner company is interested in training personnel oriented and specialized in the activities of an enterprise, its equipment, and technology. Therefore, the partner enterprise is actively involved in the development of educational and methodical documentation, provides practical training of students, and provides assistance in the attendance of professional practical training. The service system for digital training "Platonus" is implemented and provides an opportunity to improve the quality of personnel training.

6. Educational process. School education should be designed so that graduates could set and achieve serious goals on their own, and react skillfully to different life situations - this is the task set for teachers. (18) Therefore, pedagogical HEI graduates should be able to organize the learning process effectively. For this purpose, HEI classes are conducted with the use of innovative methods. Under the partnership program, lecturers from the Institute for Advanced Teacher Training teach methodical disciplines. Under the dual education program, students learn practical classes on how to teach discipline at school, directly under the supervision of practicing teachers. This gives results. Graduates are free to work with students and, given their personal qualities, respond to their wishes.

7. Additional specialized courses. Additional courses are organized at an HEI. For example, the management of M. Utemisov West-Kazakhstan State University invited foreign scientists to teach English to students and teachers because the discipline "Information and Communication Technology" (5 credits) is instructed in English in all HEIs. In addition, some disciplines of the basic component are instructed in English. Moreover, there are courses in management, defectology, and robotics. Various scientific and methodological seminars are often held.

8. The evaluation of a graduate's qualification in professional associations. For example, the indicator of the quality of passing the final exam in pedagogy and discipline teaching methods in 2017 was 75%, in 2018 - 82%, in 2019 - 85%. This indicator is reflected during the evaluation of theoretical and practical skills in professional associations.

9. A competency-based knowledge assessment system was developed. It includes the goals and objectives of the educational program (description of expected qualifications and level of knowledge of graduates); results of training at the program level.

4 Conclusion

In view of the above, we can say that social and professional competence is an integrative quality of a person, which gives him/her an opportunity to live his/her life in society successfully and combine his/her own positions and interests with the positions and interests of other members of society harmoniously and effectively.

Professional competence of a teacher is manifested in his/her relationships with others, in rapid social and professional adaptation, cooperation, healthy lifestyle, success in basic activities, and the responsibility for his/her present and future. Possession of social competence will contribute to successful professional activities and career growth of a graduate.

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