

PROFESSIONAL COMPETENCIES IN THE STRUCTURE OF THE PERSONALITY OF A UNIVERSITY TEACHER

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Abstract: Consideration of professional competencies as characteristics of the activity level of professionalism made it possible to distinguish three groups of competencies of higher education teachers - individually-personal, subject-active, and social-communicative. They are studied in conjunction with the individual personality characteristics of teachers, depending on the level of their professional success.

Keywords: professional competencies, levels of professionalism, teachers of higher education, individual and personal characteristics, professional success.

1 Introduction

The current stage of development of a post-industrial society and A necessary component of a person's professionalism is their professional competence. The study of modern approaches to professional competence in the works of domestic and foreign scientists shows that this concept does not have a sufficiently clear definition and is semantically used along with the concept of professionalism. So, from M. Christianakis, (1) professional competence is a multifactorial qualitative characteristic of the personality of a specialist, which includes a system of scientific and theoretical knowledge in the subject area and methods of their application in specific situations, value orientations of a specialist, as well as integrative indicators of his culture. F. Caena (2) defines this category, on the one hand, as the mastery of the knowledge, skills, and abilities necessary to work in a specialty while being autonomous and flexible in solving professional problems; developed cooperation with colleagues and a professional interpersonal environment, on the other hand, as readiness and ability to act expediently following the requirements of the case, methodically and independently solve the tasks set, as well as self-evaluate the results of their activities.

In our opinion, these definitions are very similar in meaning to the judgments of some authors about professionalism. For example, J. Beck and L. Weiland (3) believe that professionalism is a system of knowledge and skills that manifests itself in solving professional problems arising in practice. S. Jans and V. Awouters (4) also define professionalism as a specialist's knowledge, skills, and abilities that allow him to carry out his activities at the level of modern requirements of science and technology, as the ability to see and formulate tasks, apply the methodology and methods of special sciences to establish a diagnosis and prognosis when solving them, evaluate and choose the most suitable methods for solving.

Some researchers note the integrity of the concept of professional competence. So, K. Selvi (5) distinguishes the following types of competence: subject matter as good knowledge by a specialist of the subject of his direct activity (which is formed in the course of educational and vocational training); socio-communicative as knowledge and skills related to the implementation of social and professional contacts, and personality-individual, represented by a set of knowledge and ideas of a person about himself in the context of a professional role. A close point of view is expressed by J. Angrist and J. Guryan, (6) according to which professional competence is the level of skill achieved by a person on the path of professional

development and includes such components as need-motivational, operational-technical and self-awareness.

N. Rohmetra (7) also identifies types of professional competence - special, or active, characterizing the possession of activities at a high professional level, the availability of special knowledge and the ability to put them into practice; social, due to the possession of methods of joint activity and cooperation, accepted in the professional community, methods of professional communication; personal, including the possession of methods of self-expression and self-development, means of opposing professional deformation, the ability to plan professional activities, see a problem and make decisions independently; individual, interpreted as mastery of self-regulation techniques, readiness for professional growth, lack of professional aging, the presence of sustainable professional motivation.

Assuming that the described descriptions of professional competence are very close in content to the characteristics of the various components of professionalism and do not give a clear idea of this category of professional activity, we consider it possible to formulate our own opinion according to which professional competence can be defined as an integrative property that includes a set of professional and sociocultural knowledge, skills that allow a person at a high level of planning and carrying out professional activities to achieve socially and personally meaningful results. In this context, in our opinion, professional competence can be included in the structure of professionalism of an individual, since the concept of "professionalism" is broader than "professional competence". Professionalism is characterized by such a level of development of professional competence at which it is fully integrated into human behavior, so many actions leading to an effective result are performed on an intuitive level.

Thus, we consider professional competence as an indicator of how successfully a person has mastered professional knowledge, skills and professional culture and implements them in various situations of professional activity. At the same time, considering professional competence as a personal characteristic of a professional, we single out professional competencies as indicators of the professionalism of his activities. In our opinion, professional competencies are some criteria that are used for internal and external assessment of the quality of professional activity and are common to all specialists in one form or another of professional activity, striving for a high level of professionalism. In other words, competence is a personality trait, and competency is what a person must learn and display in an activity to be competent. It is from these positions that we consider competencies as determinants of the activity level of a person's professionalism.

2 Materials and Methods

A theoretical generalization on the problem of professional competence of an individual, relying on studies of the process of managing the psychological and pedagogical competencies of a higher education teacher, allowed us to distinguish three groups of core competencies in the structure of his professional activity:

1) individual and personal competencies manifested in the cognitive activity of a teacher in realizing the goals of both scientific and pedagogical activity, following individual psychological properties, the general level of intelligence and its structural features. The indicators of this group of competencies are:

- possession of special knowledge;
- research activity in the development of scientific and pedagogical problems and innovations;
- development of skills to build the educational process (modeling, designing);

- the ability to self-development, the desire to improve their special and psychological-pedagogical qualifications;

2) subject-activity competencies, including emotional-volitional management of the subject (special and pedagogical) content of the professional activity, implemented considering the level of claims and motives of the subject. The competencies of this group include:

- the formation of skills of emotional self-regulation of professional behavior and activities;
- the ability to manage cognitive activity and motivation of students, to recognize their needs and provide them with individual assistance; respond flexibly to changes in business conditions;
- the ability to create a creative attitude in the research team and training sessions;
- introspection and assessment of performance;

3) socio-communicative competencies that characterize the skills of the subject in building relationships and interactions with others in the field of a professionally determined environment. These include:

- general cultural skills and communication and interaction skills;
- the ability to persuade, understand others;
- orientation to the formation of scientific discipline, morality, ethics, worldview, attitudes towards professional and personal development among subjects of the scientific and pedagogical process;
- the formation of personal positions in the field of goals and standards of activity;
- effective communication skills with students and colleagues;
- disciplinary liability. (8)

The general integrated model of the qualities of a university teacher can be represented as a system of personality qualities, each of which is designed to implement the above areas of its activity.

The leading role in the structure of the teacher's qualities is played by his professionalism - *professional competence*. It includes six groups of qualities such as deep knowledge of the subject of training; pedagogical skill; wide scientific horizons; craving for innovation and scientific creativity; the presence of a degree, knowledge of scientific research methods; innovative mobility. Each of these groups relies on primary qualities that are quite specific in content.

Deep knowledge of the subject of training requires an understanding of the conceptual basis of the subject, its place in the general knowledge system and the curriculum of specialist training. The possession of such knowledge contributes to the formation of a teacher as a creative, active person and is manifested in his direct activity of teaching students.

The teacher must be a specialist in the subject taught. He must own the material, distinguish between essential and non-essential, establish relationships, draw analogies and give examples. The teacher should always be ready to keep abreast of the latest developments in his professional field, to know the advanced lines of science and practice in the field of readable disciplines.

Lack of teacher knowledge causes problems when real gaps are felt. After all, firstly, participants will notice this earlier than the teacher would like, and secondly, he will feel insecure himself, which also negatively affects the atmosphere of the lesson, and thirdly, such gaps also affect perception students of study material.

The pedagogical skill of the teacher is based on knowledge of psychology and pedagogy, ways of organizing learning activities, principles for developing plans and training lessons. The teacher's methodological culture is formed based on his

knowledge of pedagogical technologies, methods, forms, teaching methods, the ability to determine specific pedagogical tasks, develop a work program for the discipline-based on curricula, plan and conduct training sessions of various types (lecture, seminar, laboratory), manage the training student activities.

Imagine in the student audience at the department there is a person with deep knowledge, but his lecture does not interest students: he wonders why students do not understand what scientific conclusions he draws from, do not perceive the material he presents. What is the reason for this failure? Inability to explain, in ignorance of teaching methods, teaching methods.

Knowledge can be passed on to students and made their intellectual property, rather than ballast, only when the material studied is of keen interest, accessible, understandable, makes you think, seek your solutions.

The most important quality of a teacher is his ability to be a teacher, which is impossible without knowledge of the forms and methods of educational impact, the ability to determine the goals and objectives of education, create the necessary conditions for the implementation of education goals.

The activity of a teacher at a university also involves working with a student's asset. To do this, you need to be able to identify leaders, use their potential in educational work with students.

The pedagogical skill of the teacher, besides, the ability to master the word. The speech should be emotional, well-perceived, the teacher should have good diction, be able to speak correctly, captivate listeners with his story, be cheerful, witty, be able to master the situation and instantly rebuild if necessary. Speech incoherent, inexpressive, stamped does not contribute to high communication efficiency, does not convince and does not leave an impression in the hearts of people. (9)

In order to learn to speak well, it is necessary to learn to think clearly, and for this, it is necessary to be an erudite, educated person, be able to persuade, reflect, analyze.

Wide scientific horizons. Teachers of a modern university should be distinguished by high erudition and a broad scientific outlook. The decline in the general cultural level is primarily reflected in the young. A teacher who comes to the audience to students should be not only an expert on the subject taught and the corresponding field of science, but also a highly erudite person with a rich intellectual reserve. The main difference between higher education is a high level of theoretical thinking, a broad outlook for graduates, which can be provided by a teacher with knowledge covering many different areas. The absence of fear and the ability to answer questions from the audience, bring new interesting, unknown facts to listeners will satisfy the cognitive need of a young man. This need is manifested in the student's desire to receive more from the teacher than the concrete facts of the subject being taught.

It is natural for a teacher to acknowledge the fact that he does not know everything, his desire to overcome his ignorance. Scientific work, even in a narrow field, makes the teacher read a lot, comprehend what has been read, which significantly expands his horizons.

Effectively educate and educate students can be the teacher who has a broad outlook, owns the methodology, relies in teaching on modern scientific data. Besides, the wide scientific horizons of teachers serve as the basis for the constant growth of the department's potential.

Professional self-development refers to the continuous improvement of one's competence in the field of modern pedagogy (the study of new trends in the development of education in general and higher education in particular), as well as the study of new scientific and technical achievements in a specific subject area.

Cultural self-development should include, in particular, familiarization with new phenomena of cultural life that students are interested in (in sports, music, cinema, literature, and visual arts).

Craving for innovation and scientific creativity. The conditions of professional activity have a great influence on the personal interests of a representative of any profession. The work of a teacher of higher education involves not only and not so much the function of "transferring knowledge" as the function of "acquiring knowledge", which implies the ability to formulate a scientific problem and seek its creative solution. The peculiarity of the work of a university teacher is that he must constantly engage in scientific work, the success of which consists in obtaining a scientific degree, title. In this creative process, the teacher should be guided not only by personal interests, but also by the interests of the department, and also involve students in scientific work. (10)

Focus on scientific research and innovation is one of the key components of the model of qualities of a modern teacher of higher education. A teacher who is not engaged in science is not able to awaken creative activity in students, to teach him to think.

Scientific research skills. The scientific field of the teacher's activity involves the skills of research work: knowledge of research methods, collection, and processing of information, the vision of the research result, determination of the relevance and necessity of research. Research activities also include the need to

use the results of scientific research in the educational process, namely the inclusion of research results in the content of training, attracting students to research, organization of work of student scientific circles.

The teacher as a researcher should be focused on finding and revealing the truth. This search has to be carried out most often not in one's research, but in comparing the content of conflicting literary sources reflecting the concepts of various authors. For this, the teacher must have developed logical thinking, the ability to highlight the main thing in different sources and the logical connections between the objects in question. (8)

Innovative mobility. In modern conditions of a dynamically developing educational environment, a teacher of a higher school becomes an active organizer of the educational process, able to flexibly adapt to the changing conditions of professional-pedagogical activity and design educational situations of a new type.

A modern teacher is characterized by a high degree of creativity, which is manifested in such qualities as the flexibility of professional thinking, mobility, and adaptability to innovative situations. (11)

For the teacher, the desire in his professional activity to meet the modern requirements of the information society, skills in the field of new information technologies, understanding of their essence, skills of their application and implementation in the educational process of higher education are also important.

Table 1. Professional Competency of the Teacher

Quality groups	Primary qualities
Deep knowledge of the subject	High level of knowledge in the taught disciplines; understanding of the conceptual foundations of the subject, its place in the general knowledge system and the curriculum of specialist training (bachelor, master); possession of knowledge sufficient for analytical evaluation, selection, and implementation of educational programs, the ability to creatively use the accumulated knowledge; high mental ability; erudition; experience in teaching at the university; wide outlook, curiosity, constant desire to improve personal qualifications.
Pedagogical skill	Knowledge of psychology and pedagogy, history and methodology of the taught disciplines; teaching methods; methods of organizing students' independent work and diagnosing their knowledge; ways of organizing educational activities, principles for developing plans and abstracts of training sessions; educational technologies, methods, forms, teaching methods and educational impact; the ability to determine specific pedagogical tasks, anticipate learning outcomes, evaluate pedagogical results; plan classes following the curriculum; select and use appropriate training aids to build training technology; the ability to develop a work program for the discipline-based on curricula; skills in developing educational-methodical complexes of disciplines and processes; leadership skills in course and diploma design, training and production practices; skills in planning and conducting training sessions of various types (lecture, seminar, laboratory), student learning management; experience in educational work with student assets; ability to identify leaders, use their potential in educational work with students; the ability to objectively perceive a person in the process of communicating with him; consistency in words and actions; the ability to educate by personal example; the ability to take into account the state, mood, motives of the pupils; knowledge of methods for improving the skill of the teacher.
Wide scientific horizons	Wide intellectual horizon; possession of knowledge covering many different areas; erudition; the ability to comprehend what has been read; the desire to overcome their ignorance; interest in new things in science; ability to answer audience questions, bring new interesting facts not known to listeners.
Craving for innovation and scientific creativity	Focus on scientific research and innovation, logical thinking; desire for positive change; ability to formulate a scientific problem and seek its creative solution.
Scientific research skills	Possession of methods and techniques for obtaining and processing information; knowledge of research methods; research experience; ability to present scientific results (articles, monographs, patents, etc.); ability to make applications for contests and grants; the ability to use the results of scientific research in the educational process; skills in the application and implementation of

	information technology in scientific activities.
Innovative mobility	Knowledge of foreign language; knowledge of computer technology; willingness to share experience and adopt it; the ability to design and use information technology and their tools in professional activities; active life position; ability and desire to learn new things; ability to build the right relationships with governing bodies.

Source: Compiled by the authors.

The moral qualities of a teacher. Since higher education involves the formation of moral values approved by the society in students, the teacher must be the bearer and spokesman of socially approved values, have an active social position.

Ethics instructs the teacher to be fair in assessing the abilities and behavior of students and colleagues, equal in handling, principled in business, attentive, tactful and benevolent. The teacher must be distinguished by social, national, and confessional tolerance. Self-confidence, immoderate

categorization, intolerance to criticism, disrespect for the personal dignity of students, their professional authority, rudeness damages the relationship.

In the morality of a teacher, two groups of primary qualities can be distinguished: spiritual qualities and culture of behavior (Table 2).

Table 2. The Moral Qualities of a Teacher

Quality groups	Primary qualities
Spiritual qualities	Decency, honesty, good faith, nobility, modesty, independence, dignity.
Culture of behavior	Politeness, tolerance, poise, endurance, attentiveness to others, justice, benevolence, kindness, tact, friendliness, disposable appearance, neatness and elegance.

Source: Compiled by the authors.

Communicative abilities and methodological training are not enough for successful pedagogical activity. It often happens that a well-prepared abstract of a training lesson, considering all the methodological requirements, cannot be realized: students are distracted, talking, and go about their business. Why? The reason is that the teacher was unable to organize them. The development of organizational skills in the future teacher is a prerequisite for preparing for professional activities.

Organizational skills. This is a sphere of interaction with people. They include three subsystems of qualities: the ability to

communicate with people, the ability to organize collective activity and personal attractiveness (authority) (Table 3).

Business qualities. This is the area of attitude. It includes two main groups of qualities: the ability to think strategically and the dynamism of everyday activities (Table 4).

The ability to think strategically assumes the presence of high intelligence, life wisdom, a broad outlook, curiosity, judgment; ability to generate ideas, see and consider the perspective, set and formulate tasks, highlight the main thing, anticipate the consequences of decisions.

Table 3. Organizational Skills of the Teacher

Quality groups	Primary qualities
Ability to communicate with people (sociability)	Skill: to build relationships with students, colleagues, managers, other people in various situations; to enthrall the student, act not by order, memorization, but by conviction; create an atmosphere of trust, sociability.
Ability to organize collective educational and scientific activities	Skill: to select and form teams for various university programs, the ability to distribute tasks, verify performance, stimulate participation in collective activities.
Personal appeal	Ability to gain authority and trust, openness, self-confidence, a sense of humor, personal charm.

Source: Compiled by the authors.

The model of activity tactics includes such primary qualities as the desire for self-expression, business activity, efficiency, business acumen, assertiveness, determination, the ability to bring the job to the end, self-control, dissatisfaction with oneself,

initiative, flexibility, focus on the result, the presence of common sense, ability to link plans with real conditions.

Table 4. Professional Qualities of a Teacher

Quality groups	Primary qualities
Ability to think strategically (activity strategy)	General intelligence; life wisdom; curiosity; judiciousness ability to generate ideas; ability to see and consider perspective; the ability to set and formulate tasks, highlight the main thing; the ability to find the shortest solutions to the problem; innovative approach (non-standard thinking), the presence of a new sense; ability to make decisions; anticipation of the consequences of decisions.
Everyday activity tactics	The desire for self-expression, self-realization; business activity; efficiency; purposefulness; ability to complete the work begun; the ability not to lose heart from failure; self-control dissatisfaction with oneself, constant desire for self-improvement; the desire to do their job in the best way; initiative; determination; the ability to constantly consider changing living conditions; result orientation; common sense; ability to link plans with real conditions.

Source: Compiled by the authors.

The ability to control yourself. Such a skill is based on the personal organization of the teacher, self-discipline, knowledge of the technique of personal work, the ability to formulate and realize life goals, self-control (Table 5).

Personal organization is, first of all, the ability to design, construct, organize and analyze your pedagogical activity, the ability to value time, commitment, self-discipline, the ability to live and work on the system.

Self-discipline is the ability to control oneself, to control one's behavior. This skill is based on such qualities as commitment, ability to keep the word, self-discipline, sense of responsibility.

Knowledge of the technique of personal work involves knowledge of the rules and techniques of organizing personal work and the ability to use them, namely: the organization of the workplace, the ability to work with information, speak on the phone, and listen effectively.

Efficiency can be considered as the ability to the continuous and intense creative activity of a teacher.

On the one hand, performance relies on physiological potential: health, a trained nervous system, and the absence of bad habits.

On the other hand, the emotional-volitional complex of qualities is no less important: will, hard work, persistence in work, satisfaction with its results, dedication to work, family well-being, cheerfulness, optimism.

And finally, personal self-control. This is the ability to control the processes of one's life and its results.

The development, preservation and (or) support of the above qualities are impossible without observing certain rules, recommendations, which are a system of so-called personal management, a concept that includes advice that is uniquely valuable for any teacher, practically applied and organizing his work with the most fruitful result as a result.

The main goal of personal management is to make the best use of one's capabilities, to consciously control the course of one's life (to be able to determine one's self), to more easily overcome external circumstances both at work and in one's personal life. We are talking about how to transform a situation, which is characterized by disordered work and the fulfillment of tasks due to external circumstances, into a situation of expedient and feasible tasks. (8)

The university teacher must be familiar with the technique of self-organization, self-control, and self-government.

In order to effectively perform its functions, a modern teacher needs to master certain components of managerial skills: be able to interact with people of different levels (students, colleagues, support staff, academia, superiors, etc.), establish business and creative relationships with colleagues, be able to use verbal and written language, to influence students and achieve mutual understanding, to be able to perceive, absorb and use information, etc. Success in any professional activity depends on the degree of proficiency in professional knowledge, on abilities, on the desire to work and achieve high results, on the willingness to choose the best ways to perform work tasks. (10)

Table 5. Personal Organization, The Teacher's Ability to Manage Himself

Quality groups	Primary qualities
The ability to formulate and realize life goals	The ability to know oneself; ability to formulate your life goals; ability to make decisions; ability to plan a career; ability to adapt in a team.
Personal organization	Knowledge of the rules and techniques of organizing personal work and the ability to use them; the ability to design, construct, organize and analyze their pedagogical activity; the desire to live and work on the system; skills of planning one's activity; ability to motivate one's actions.
Self-discipline	Binding, ability to keep the word; punctuality; composure, the ability not to scatter; a sense of responsibility.
Knowledge of personal work techniques	Organization of the workplace; ability to work with information; ability to speak on the phone; ability to plan their affairs; knowledge of methods for rationalizing personal labor; ability to use modern organizational equipment; knowledge of communication technology.
Physiological potential	Good health; fitness of the nervous system; lack of bad habits (alcohol, drugs, smoking).

Emotional volitional potential	Will, industriousness, perseverance in work; enthusiasm for work (vocation); job satisfaction; cheerfulness, optimism; family well-being.
Personal self-control	The ability to control the processes of their activities; control of results; control of the day; ability to form and control your image, maintain a high reputation.

Source: Compiled by the authors.

Most university teachers have to learn a new profession for themselves in an empirical way, directly in practice, most often - contrary to the initial professional choice, not having systemic ideas from the field of professional pedagogy and psychology, but only specific subject knowledge and skills. Even the completion of graduate school, one of the tasks of which is the psychological and pedagogical training of teachers, does not guarantee a solid theoretical basis for pedagogy and psychology, but only the initial level of relevant ideas. As a result, teachers, as a rule, knowing their subject well and constantly replenishing special knowledge (for example, from the field of engineering and production technologies that are rapidly becoming obsolete) have neither the time nor the opportunity to independently master psychological and pedagogical disciplines. (9) Therefore, in their activities, they usually reproduce the teaching methods that they know from the experience of their apprenticeship, as well as pedagogical techniques that they noticed in the work of colleagues.

An integral characteristic of a person of culture, high professionalism is the need for professional self-improvement. A university teacher must keep up with the fast-moving time, measure his activity with the development of science, culture, must grow faster than his students. The highest indicator of a teacher's professional culture is a combination of his teaching and research activities. (11)

Effectively educate and educate students can be the teacher who has a broad outlook, owns the methodology, relies in teaching on modern scientific data. Besides, the wide scientific horizons of teachers serve as the basis for the constant growth of the department and scientific school.

3 Results and Discussion

The main condition for understanding the content of the educational process of the university environment is the real requirements put forward by the modern teacher, namely professional competence, which allows the teacher to cope with various situations, many of which are difficult to predict, and the ability to unfold for those tasks that the theoretical and practical science. Such a strategy of a higher education teacher is based on traditional competencies, such as profound skills in the subject of professional activity, innovation, information and communication technologies, creative and critical thinking. These competencies are intertwined with such semantic values as freedom, responsibility, choice. And the decision of the professional competencies of the teacher is refracted through the main thing - the preservation of the individual as the highest value of humanity. Besides, the teacher's overall culture is a factor in the professionalism of the teaching staff, and psychological culture is its core. The psychological culture of a modern teacher is considered as a specific model, which includes professional social communication, interaction, a high level of professional and moral motivation. All this ensures the success of the individual both in the profession and in the framework of the life strategy as a whole.

The modern higher school is becoming the center of new ideas and innovations, provides the formation of a professional human resource, which is necessary to advance the latest trends in education, science, and business. The driving force of the modern world economy is professional skills in the form of technologies of different modes. (17) The level of transformation of a socio-economic nature has sharply increased, goods and resources are easily moving across national borders, and new means of communication and information processing in the

programming format in computer systems are rapidly spreading. (12) The latest educational trend is to continuously replenish your knowledge throughout your professional life. Therefore, professionalism is the main strategic task of a teacher of higher education. Strategies of professional activity, the professional competence of a university teacher are formed as an integral structure. It represents an integral structure of such competencies, the totality of which is necessary to create pedagogical conditions for the implementation of the teacher's professional activities. As you know, the main areas of work of a teacher of higher education include educational, methodological, research, educational and managerial functions.

The professional competence of a university teacher is built on the knowledge, abilities, and skills that form the basis of his labor teaching activities both as a person and as a scientist and as a teacher. In general, professional competence also incorporates organizational skills, moral qualities, and business skills. The teacher's professional competencies, of course, pass through a deep knowledge of the subject of their activity, pedagogical skills, pedagogical tact, knowledge of communication and information technologies, innovations, creative and critical thinking, and also pedagogical thinking. (13) The presence of the moral qualities of a teacher is built on a culture of behavior, both speech and its many modes - social interactions. The most important components of moral consciousness and behavior are moral need and will, desire, perseverance, the ability to realize moral choice in life. Beyond moral will, there can be no moral behavior. For a teacher, moral conviction, agreement with one's conscience and strong-willed firmness are very important, which together provide the opportunity for a truly moral act, and therefore moral behavior. The moral behavior of an individual has the following sequence: life situation - the moral-sensory experience generated by her - moral understanding of the situation and motives of behavior, choice, and decision-making - volitional stimulus - act. Moral education is effectively carried out only as a holistic pedagogical process that complies with the norms of universal morality, organizes the life of students: activities, relationships, communication, considering their age and individual characteristics. The result of a holistic process is the formation of a morally integral personality in the unity of its consciousness, moral feelings, conscience, moral will, skills, habits, socially significant behavior. (14) In the process of moral education, the basic category is the definition of moral empathy, empathy, emotional state, manifested in the feelings of real interpersonal relationships, due to reality. Therefore, moral attitudes are refracted into subjective morality and are assimilated by students as a result of their emotional development.

Organizational qualities have something in common with morals when the ability to build interpersonal relationships with colleagues is transferred to students. Such interaction in the conditions of the educational process involves a logical professional space in which all its participants receive the expected results. (15-16) We call business qualities professional skills that are manifested concerning their business, work. And here I especially want to note such qualities of a teacher as responsibility, choice, freedom. These qualities are designated in the pedagogical professional literature as existential values of education. The success of the educational process, the inclusion of all its participants in the space of creative thinking, the search for scientific ideas, and innovations depends on the teacher's competencies and motivation, the ability to transform knowledge, and knowledge of information technologies.

In addition to the above competencies, a special place in their structure is occupied by creative, creative thinking. Creative thinking for the modern teacher is the most important competence that contributes to the creative search for scientific and professional methods, the development of innovative technologies and, finally, the creation of an environment in which participants in the educational process will generate new ideas. Such an approach to their professional activities will lead to the development of the uniqueness of the learning process, the so-called conscious creation, the disclosure of their resources. (7) The uniqueness of the content of teaching competence is formed against the background of the communicative space. The formation of the communicative space is not only ensured by communication between the teacher and the student but also builds communicative competence. In this regard, we come to a competency that holds together all of the above: the competency that regulates the psycho-emotional state of a teacher is self-regulation. Without professional skills to manage their mental state, it is impossible to structure the competencies of a teacher in a modern university. (18) Indeed, as already mentioned above, the socio-technological requirements for teachers of vocational education are very high, and the achievement of these requirements is built in the context of "here and now". And this applies primarily to the level of interaction "teacher-student". The teacher must be able to develop his mental abilities as quickly as the changing world itself with its professional "challenges". Therefore, it seems to us important to form autogenous, relaxation techniques that regulate the psycho-emotional state of a higher school teacher. The use of professional behavioral training for teachers reveals his mental resource, then leads to the awareness of his inner experiences, thoughts, behavior. The management of personal mental potential, the ability to properly distribute one's psychic energy allow the teacher:

- 1) implement their professional projects;
- 2) competently build social interactions not only with students but also with other participants in the educational process;
- 3) shape your existential perspective.

Along with the basic requirements of education, it is necessary to form competencies that make it possible to freely express one's opinion, backed up by real educational and practical functions. The inner freedom of the teacher opens the way to the search for new forms of comprehension of scientific thoughts, communicative freedom, translates knowledge that unfolds the development of the information field, where, in turn, a new idea is formed. (12) Freedom is closely linked to responsibility and the right to choose. A prerequisite for freedom as a value of teaching is the responsibility. A teacher who takes an active part in social interactions is aware of this opportunity, the ability to make decisions that are consistent with the goals and objectives of education. In our opinion, with an internal lack of freedom, we cannot talk about full responsibility. The teacher as a participant in the educational process of the university is responsible for his professionalism, which he demonstrates, for his professional competence, and this responsibility enables him to properly structure his professional space. To be responsible means to devote oneself to the high service of one's business, training, and education of students. Responsibility and freedom are closely linked to the right to choose. (13) For the teacher, the choice in the circle of his competencies takes a special existential sound. He always has the right to choose to realize his professional meaning, the significance of his work, the ability to choose favor of true human values and the values of professional education. The existential competencies of education reveal the features of the formation of the teacher's personality and include such values as creativity, uniqueness, and communication. These values reinforce the degree of professionalism of the teacher, activate his competencies.

The ability to independently make decisions, experience, live and rise to a new constructive level in its development and forms a mature student personality. As we think, the synthesis of professional competencies with semantic (existential) values in the context of ways of self-regulation of the psycho-emotional

state develops a new personality format of a modern university teacher.

4 Conclusion

The development of professional competencies of teachers of higher education mainly depends on the structure of the conditions of activity subjectively significant for the individual, which are part of the subsystem of professionally determined properties. Individually-psychological characteristics affect the severity of competencies only in case of insufficient development of the personality processes of self-regulation of behavior and activity.

Thus, the latest educational trend is to continuously replenish our knowledge throughout our life, which means that in the rapidly changing situations associated with new forms of socio-economic activity, as well as with the latest scientific technologies, it is necessary to work mobile, it is necessary to acquire competence that makes it possible to cope with various situations, many of which are difficult to foresee. Besides, the professional model of a modern university teacher should be filled with such psychological properties as tolerance, emotional stability, lability, regulatory flexibility, social activity and a developed system of self-regulation, which leads to identification and reflection, social communication, creative self-realization in any kind of activity, search pedagogical meanings, as well as the depth and constructiveness of self-expression, self-knowledge, and self-improvement. In connection with this substantial content and the condition for a high-quality full-fledged educational process, both the traditional competencies of the teacher and the existential values, which are constructs of the educational environment, serve as the basis on which all the activities of the teacher and his students are tuned. And the fastening competence of a university teacher is the ability to self-regulate their psycho-emotional state.

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Primary Paper Section: A

Secondary Paper Section: AM