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DEVELOPMENT OF PROFESSIONAL COMPETENCIES IN HIGHER PEDAGOGICAL EDUCATION

The article outlines the rationale for the special methodological approach in training teachears. The authors describe the experience of the teaching staff in identification and development of general and specific competencies for implementation of educational programs for pedagogical specialities. Based on analysis of classifiers in the sphere of "Education" in Central Asia and Kazakhstan and discussion of competencies Central Asian university academic community representatives, participating in the Tuning project, formulated the system of generic and professional competencies.
The proposed system of competences and appropriate descriptors for three levels of pedagogical education was designed due to the offers of the teaching staff representatives of secondary and special schools, the academic community, learners and graduates of pedagogical specialities.
Key words: rationale, educational program, pedagogical education, generic and professional competencies, descriptors

ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ В СИСТЕМЕ ВЫСШЕГО ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ в условиях тотальной цифровизации

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В данной статье речь идет о работе Кызылординского государственного университета имени Коркыт Ата в рамках проекта «К созданию Центрально-Азиатского пространства высшего образования: Тюнинг структура и формирование культуры качества» по направлению «Образование».
Для определения компетентностно-базовых инструментов был сформулирован пилотный вариант предметных компетенций для педагогических специальностей бакалавриата, проведены консультации с преподавателями, студентами, выпускниками и работодателями, на основе анализа которых выбраны наиболее важные общие и предметные компетенции.
На основе общих и предметных компетенций, разработаны дескрипторы по уровням обучения для образовательных программ по направлению «Образование», которые позволят повысить качество разрабатываемых учебных программ, усовершенствовать региональные системы высшего образования, создать платформу обмена знаниями и разработки инструментов улучшения качества в Центрально-Азиатском регионе в целом и в каждой отдельной стране.
Ключевые слова: формирование, образовательная программа, педагогика, общие и профессиональные компетенции, дескрипторы.

1. Introduction

Pedagogical profession is one of the most popular at present. We can say, that it defines other professions, since all other types of work being mastered in the course of specially organized purposeful pedagogical activity.

The level of modern competitive training, mobile, being able to work in a team, successful specialist depends on the degree of developed professional competences. This is especially true in training of future teachers who are the guarantors of creating of an educated, intelligent, communicative, reflective, self-organized individual.

One of the priority tasks of higher pedagogical education is the formation of professionally competent specialists with not only deep theoretical knowledge, but also competent in the field of information and communication technologies. These specialists can creatively solve traditional and innovative pedagogical tasks, being able to find quickly the optimal solutions, and actively use innovative technologies for these

purposes. The solution to this problem requires modernization of the education content; improvement the quality of education, the development of a new model for educational process organization [1].

The current situation imposes certain requirements as to the professional and personal qualities of a future teacher. First, you must determine that graduates of pedagogical specialties should know and be able to do, which eventually form the basis of effective teaching activities and further professional self-improvement. This goal is particularly relevant in the transition to a variable education, presupposing pedagogical creativity freedom [2].

The relevance of this issue is exacerbated by the fact that universities are transferred to educational activities based on the standard of new generation, which implements the principles of the European system of education quality assessment.

- Competent approach to defining the content and results of training.

2. Materials and methods

The Korkyt Ata Kyzylorda State University, as a participant of the project "Towards a Central Asian Higher Education Area: Tuning Structures and Building Quality Culture", is developing a competence-based model in the direction of "Education".

This project is actual and timely for higher education system of the Republic of Kazakhstan. The relevance of this project originates from the goals and objectives set forth in the State Program for Development of Education in Kazakhstan for 2011-2020 [3-4]:

- Ensuring equal access for all participants of the educational process to the best of the educational resources and technologies;

- Achieving high level of quality in higher education that meets the needs of the labor market, tasks of industrial and innovative development of the country, the individual and the best international practices in the field of education.

Objectives:

- Infrastructure development for training of staff for different branches of industry;

- Providing with staff having higher and postgraduate education that meet the needs of industrial and innovative development of the country;

- Ensuring the integration into the European Higher Education Area.

At this stage, there exist the following problems:

- Majority of employers are not satisfied with the quality of training specialists issued by universities;

- Educational programs do not always meet the expectations of employers and do not meet the needs of the economy;

- Insufficient quality of training of pedagogical staff;

- Deficit of highly qualified teachers.

The anticipated result of the project is to achieve a high level of quality in higher education that meets the needs of the labor market, tasks of industrial and innovative development of the country, the individual and the best international practices in the field of education through the transformation of higher education system based on a teacher to the system based on the result with a focus on the needs of a learner.

Pedagogical specialties are combined into a professional group "Education". The basis of differentiation for pedagogical specialties is the specificity of the object and purposes of the experts in the group. The generalized object of the professional work of teachers is a man, his/her personality. The relationship of the teacher and the object of the activity is formed as subject-subject ("man-man"). Therefore, the bases for differentiation of specialties in this group are different subject areas of knowledge, science, culture, art, which act as means of interactions (e.g., mathematics, chemistry, economics, biology, etc.).

The content of legal acts in the field of education in Central Asia and Kazakhstan showed that the "Education" subject area refers to all levels of the educational system, including pre-school, primary, secondary, higher education and adult education [3-5].

The integrity of the "Education" subject area content is manifested in the unity of goals and outcomes of professional pedagogical activities of all members of this domain: a school teacher, university teacher, educator, social teacher, speech pathologist, masters of industrial training.

The analysis of classifiers in the direction of "Education" in Central Asia and Kazakhstan has shown that despite some differences in the wording, this subject area has four areas:

- Pedagogical education,

- Psycho-pedagogical education,

- Special (defectological) education,
- Vocational training (due to branches of industry). [3-9]

The aims of education in terms of competence-based approach are as follows:

1. Learning to learn, that is, learn to identify the goals of cognitive activity, choose sources of information to find the best ways to achieve the goal, evaluate the results and independently organize their activities.
2. Learning to explain the phenomena of reality, their essence and reasons using the appropriate scientific apparatus.
3. Learn how to navigate the key issues of pedagogy.
4. Learn how to navigate the world of spiritual values.
5. Learning to solve problems related to professional activities.
6. Learn to solve problems common to different types of professional activities.

For successful implementation of competence approach to the teacher professional education it is necessary to satisfy the following conditions:

1. Availability of graduate competence model (functional specialist cards), which reflects its core functions and competencies.
2. Identification of specific learning objectives.
3. Identification of specific ways to achieve the goal.
4. Formulation of specific learning outcomes in the form of specific competencies.
5. Having the appropriate school learning environment and qualified teachers in modular competency training.

The advantages of the competent approach:

1. The goals and objectives of the training programs are formulated due to the requirements of employers.
2. The flexibility training programs are being increased.
3. The motivation for getting profession grows.
4. The efficiency and quality of training improves, the level of professional competence increases.
5. They create a standard, objective and independent assessment of the quality of teaching conditions.
6. The level of interaction and mutual responsibility of students and teachers increases..
7. The preparation of students for professional work is carried out taking into account the real production conditions, due to which the adaptation of young professionals in the workplace is accelerated.
8. There forms the industrial culture and respect for the chosen profession.

The role of the teacher is to teach students to learn; facilitate the transition to activity-education system; form the core competencies; form the core competencies, so that each teacher must possess modern teaching technologies.

Taking into account above mentioned, the representatives of universities of Central Asia and Kazakhstan formulated learning outcomes due to the level of education for this subject area.

Undergraduate program (Baccalaureate)

Graduates of the first level (bachelors) in the “Education” subject area should be to:

- Demonstrate knowledge of basic concepts and categories of pedagogy and psychology;
-Demonstrate knowledge of individual psychological qualities and personality traits, motivation and methods of regulation of behavior and activity;
- Use of psycho-pedagogical knowledge to solve personal, social, professional tasks;
- Take into account the socio-cultural trends, laws and principles of training and education in the analysis of social and educational practices;
- To organize productive interpersonal and professional interaction and communication, including in a multicultural and international environment;
- Identify and take into account the interaction and communication in the social and professional spheres of individual psychological and personality traits of people based on age and gender differences;
- Use of psycho-pedagogical knowledge, methods and technologies of training and education to address the socio-educational, professional, managerial tasks, conducting training sessions with staff;
- Conduct an adequate self-estimation, develop and implement projects of self-education, self-fostering and professional self-improvement.

Magistracy (master program)

Graduates of the second level (masters) in the “Education” subject area should:

-Demonstrate domain knowledge at an advanced level, the principles and structure of the organization of scientific activities, methodology of scientific knowledge;

- Obtain the latest methods and technology research;

- Use gained knowledge to the original development and application of ideas in the context of scientific research;

- Analyze critically existing concepts, theories and approaches to the analysis of processes and phenomena;

- Integrate the knowledge gained within different disciplines to solve research problems in new unfamiliar surroundings;

- Be able to carry out information-analytical and information-bibliographical work using modern information technologies;

- Think creatively and approach creatively to solving new problems and situations.

PhD Doctorate (doctorate programs)

Graduates of the third level (PhD) in the "Education" subject area should:

- Demonstrate knowledge of current trends, trends and patterns of development of science in the context of globalization and internationalization;

- Possess a perfect command of foreign languages for scientific communication and international cooperation;

- Evaluate critically and design educational programs;

- Develop and implement innovative technologies in the research;

- Introduce the results of research into the educational process;

- Plan, design, implement and adjust complex process of research;

- Generate own new scientific ideas, communicate their knowledge and ideas to the scientific community, expanding boundaries of scientific knowledge;

- Choose and use effectively modern research methodology;

- Plan and predict further professional development.

Thus, the training takes an entirely new form. The principles laid down in the competence approach should eventually form the independent, self-confident individuals. Individuals who are competent for further educational activities for self-realization and disclosure of their educational abilities.

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