

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ
Л.Н.ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



Профессор А.А.Молдажанованы еске алуға арналған «XXI ғасырдағы педагогикалық білім беру: басымдықтар мен ізденістер» тақырыбындағы халықаралық ғылыми-практикалық конференция материалдарының

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BASES OF TEACHER'S PROFESSIONAL COMPETENCE

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At present, the education system of many countries is characterized by significant transformations, as a result of which there is an intensification, before all innovation processes. Today, the education system has a significant influence by external factors. It is presented with fundamentally new requirements, the constant increase of which is caused by a number of trends in world development:

- accelerating the pace of development of society requires preparing students for life in a rapidly changing environment;
- with a significant expansion of the scale of intercultural interaction, the sociability and tolerance of school graduates are of particular importance;
- the emergence and growth of global problems requires young people to solve them with modern thinking;
- the democratization of society, the expansion of opportunities for political and social choice put the school in front of the need to form readiness citizens to such a choice;
- the dynamic development of the economy and deep structural changes in the field of employment, which determine the constant need for professional development and retraining of workers, necessitate the formation of the desire and ability of school graduates to learn throughout their lives [1].

In order to meet these requirements, the school must change, and this process must be continuous. All this can be realized by an independent, active, flexibly responding to ongoing changes, capable of taking responsibility, relating to his own development as a value, a teacher who is able and ready to constantly learn. Thus, there are special requirements, first of all, for the development of professional teacher competence.

Competence, as a scientific problem, currently does not yet have a precise and unambiguous definition and has not received an exhaustive analysis, despite the fact that interest in it has a long history of development.

Competence as a concept appeared in the scientific lexicon in the late 1950s [2].

Initially, its interpretation in domestic and foreign studies had different semantic accents.

Foreign researchers invested in the content of the concept, first of all, practical content, the availability of abilities necessary for effective perform a specific action in a specific

subject area (R. White, J. Raven, P. Bourdieu, D. Himes, P. Weil, F. Danver, F. Mern, etc.).

So, according to J. Raven, competence is a phenomenon that “consists of a large number of components, many of which are relatively independent of each other, ... some components are more related to the cognitive sphere, and others to the emotional one. .. these components can replace each other as components of effective behavior” [3].

Competence is required to perform a specific action in a specific subject area, including highly specialized knowledge, skills, ways of thinking and willingness to take responsibility for their actions [4].

The American psychologist R. Short reveals the concept of “personal competence”. The author characterizes a competent person as “a person who has knowledge of the “fundamentals of sciences” and skills related to them, as well as the skills necessary to perform psychomotor functions, professional roles, cognitive and affective activity, interpersonal communication” [5]. In this case, attention is focused on the development of abilities, knowledge, skills, motives, attitudes, beliefs, values necessary to fulfill social roles and interact with the world.

Western European models of competence focus on such qualities as the ability to independently find ways to solve complex problems, independent mastery of new knowledge and skills, a positive idea of one's personality, the ability to communicate harmoniously, the ability to behave in a team.

In general, foreign scientists attribute competence more to the general characteristics of the individual, and do not associate it with specific skills.

Domestic scientific publications of the mid-late 20th century included the presence of the necessary personal characteristics, as well as knowledge, abilities, skills, methods and techniques for their implementation in activities, in the content of the concept of “competence” [5].

Integration processes in the world community at the end of the 20th - beginning of the 21st century contributed to the development of approaches to understanding the main social economic phenomena and categories acceptable for various scientific fields, due to various methodological grounds. The modern definition of the concept of "competence" in domestic science is consonant with foreign ones in terms of content.

The main structural characteristics are knowledge, skills, abilities that have an activity-mediated character. A detailed analysis of the formation of the category "competence" is given in the works of I.A. Zimnyaya and allows you to trace the dynamics of ideas from the appearance in science this category to widespread use in various professional and scientific environments [5].

It is important to note that domestic and foreign researchers are beginning not only to study competencies, but also to build training, meaning its formation as the final result of this process (N.V. Kuzmina, A.K. Markova, L.A. Petrovskaya).

The current stage of development is significantly characterized by the fact that the UNESCO documents and materials outline the range of competencies that should already be considered by everyone as the desired result of education. In the report of the International Commission on Education, J. Delors, having formulated the “four pillars” on which education is based (learning to know, learning to do, learning to live together, learning to live), in fact, defined the main global competencies. So, according to J. Delors, one of them says - "to learn how to do, in order to acquire not only professional qualifications, but also, in a broader sense, competence, which makes it possible to cope with various numerous situations and work in a group". Thus, it can be stated that at present the concept of "competence" includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral. As well as learning outcomes (knowledge and skills), a system of value orientations, habits, etc.

After analyzing the latter concept in more detail, the author believes that the functional development of professional competence at the initial stages of the professional development of a specialist has relative autonomy, and at the stage of independent performance of professional activities, competence is increasingly combined with professionally important qualities. The main levels of professional competence of the subject of activity are training, professional readiness, professional experience and professionalism.

Thus, in domestic psychology, the concept of professional competence is defined through such categories as knowledge, skills, allowing to successfully solve the problems of professional activity.

Within the framework of this work, the professional competence of a teacher is defined by us as a set of generalized knowledge, skills and abilities that ensure the implementation of the content of state educational standards.

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