

Artículo de investigación

Ways of Formation of Professional Competences of Students of Pedagogical Higher Education Institutions

Пути формирования профессиональных компетенций студентов педагогических вузов
Formas de formación de las competencias profesionales de estudiantes de instituciones de educación superior pedagógicas

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Abstract

Today, in various branches of psychological and pedagogical knowledge, competences are characterized as constituent units of educational programs that define the requirements for the development of knowledge and skills of graduates of higher educational institutions. In this regard, higher education institutions are faced with the task of forming key competencies that lead to the concept of "professional competence". The purpose of this article is to describe the components of its competence and to determine the didactic conditions for their formation in relation to the training of future teachers in the university. The urgent need to clarify the key competencies included in the concept of "professional competence" led to a search for its components: the authors of the proposed article determine their characteristics based on the decisions of the Council of Europe symposium on the topic "Key competencies for Europe" in which this list is marked. Today, the modeling of a teacher's professional characteristics is perceived as a didactic condition for his university development, designed to reflect the epistemological, perceptual, constructive, organizational, communicative, informational,

Аннотация

Сегодня в различных отраслях психолого-педагогических знаний компетенции характеризуются как составные единицы образовательных программ, определяющие требования к развитию знаний и умений выпускников высших учебных заведений. В связи с этим перед высшими учебными заведениями стоит задача формирования ключевых компетенций, которые приводят к понятию «профессиональная компетентность». Целью данной статьи является описание компонентов ее компетенции и определение дидактических условий их формирования в отношении подготовки будущих преподавателей в вузе. Актуальная необходимость уточнить ключевые компетенции, включенные в понятие «профессиональные компетенции», привела к поиску его компонентов: авторы предлагаемой статьи определяют их характеристики на основе решений симпозиума Совета Европы по теме «Ключевые компетенции» для Европы», в которой отмечен этот список. Сегодня моделирование профессиональных характеристик учителя воспринимается как

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adaptive levels of the teacher. It seems quite reasonable that the study of the correlation of these competencies in the model being developed with the activity of a particular teacher will allow determining the degree of his professional competence. The authors of the article prepared for publication and tested in the conditions of the university teaching aids, in which the competence approach is clearly expressed. The leading idea of the study is to use the potential of integrated approaches to the formation of key competencies of a future teacher in terms of credit technology as an instrument that stimulates students' interest and desire to understand the ways of forming professional competence of a future specialist who has constructive thinking and has a level of training that meets the requirements .

Key Words: Pedagogical high school, professional competences, classification of competences, delineation of concepts, competence, epistemological, perceptual, communicative, adaptive competences, professional competence.

дидактическое условие развития его университета, призванное отразить гносеологический, перцептивный, конструктивный, организационный, коммуникативный, информационный, адаптивный уровни учителя. Представляется вполне разумным, что изучение соотношения этих компетенций в разрабатываемой модели с деятельностью конкретного учителя позволит определить степень его профессиональной компетентности. Авторы статьи подготовлены к публикации и апробированы в условиях университетских учебных пособий, в которых ярко выражен компетентностный подход. Основная идея исследования - использовать потенциал комплексных подходов к формированию ключевых компетенций будущего учителя с точки зрения кредитных технологий как инструмента, стимулирующего интерес студентов и желание понять способы формирования профессиональной компетентности будущего. специалист, обладающий конструктивным мышлением и уровнем подготовки, отвечающий требованиям.

Ключевые слова: педагогический вуз, профессиональные компетенции, классификация компетенций, разграничение понятий, компетенция, эпистемологические, перцептивные, коммуникативные, адаптивные компетенции, профессиональная компетентность.

Resumen

Hoy en día, en diversas ramas del conocimiento psicológico y pedagógico, las competencias se caracterizan como unidades constitutivas de programas educativos que definen los requisitos para el desarrollo del conocimiento y las habilidades de los graduados de instituciones de educación superior. En este sentido, las instituciones de educación superior se enfrentan a la tarea de formar competencias clave que conduzcan al concepto de "competencia profesional". El propósito de este artículo es describir los componentes de su competencia y determinar las condiciones didácticas para su formación en relación con la formación de futuros docentes en la universidad. La necesidad urgente de aclarar las competencias clave incluidas en el concepto de "competencia profesional" llevó a una búsqueda de sus componentes: los autores del artículo propuesto determinan sus características en función de las decisiones del simposio del Consejo de Europa sobre el tema "Competencias clave para Europa" en la que está marcada esta lista. Hoy en día, el modelado de las características profesionales de un maestro se percibe como una condición didáctica para su desarrollo universitario, diseñado para reflejar los niveles epistemológicos, perceptivos, constructivos, organizativos, comunicativos, informativos y adaptativos del maestro. Parece bastante razonable que el estudio de la correlación de estas competencias en el modelo que se está desarrollando con la actividad de un maestro en particular permita determinar el grado de su competencia profesional. Los autores del artículo se prepararon para su publicación y se probaron en las condiciones de los auxiliares docentes universitarios, en los que se expresa claramente el enfoque de competencia. La idea principal del estudio es utilizar el potencial de los enfoques integrados para la formación de competencias clave de un futuro maestro en términos de tecnología crediticia como un instrumento que estimula el interés y el deseo de los estudiantes

de comprender las formas de formar la competencia profesional de un futuro. Especialista que tiene pensamiento constructivo y tiene un nivel de capacitación que cumple con los requisitos.

Palabras clave: bachillerato pedagógico, competencias profesionales, clasificación de competencias, delimitación de conceptos, competencias, competencias epistemológicas, perceptivas, comunicativas, adaptativas, competencias profesionales.

Introduction

The transformations taking place in all spheres of society posed the problem of improving and developing vocational education. In vocational and pedagogical education, tendencies of development have emerged: multi-level vocational education; complication and strengthening of psychological, educational and humanitarian training; a variety of specializations in training programs; improving the system of advanced training of pedagogical personnel (Danilova, 2017; Jabbari et al, 2019).

There was a need for the implementation of new approaches to the organization and content of the preparation of students of a pedagogical university, who are able to adapt in the prevailing conditions. The content of education offered at school and in higher education institutions is catastrophically outdated (Baidenko, 2006). The situation is aggravated by the still prevailing inefficient ways of transferring knowledge, academic traditional forms, methods and techniques of instruction, low educational activity of students who do not have internal and external motivation to master the profession (Suhorukova & Mirnova, 2011; Eslami & Ahmadi, 2019).

Increasing competition, both in the domestic and international markets, is forcing successful enterprises to redefine the attitude of preparing a future teacher of vocational education (Abisheva, Dehnich, Drygina, et al. 2014). Pedagogical professionalism is associated primarily with a high level of self-realization of individual personality characteristics and the ability to an individual style of activity (Demchenkova, 2011). This style is developed in the process of studying at the university and is a system of individually-specific techniques that ensure success in the future. In high school training, the idea of forming the professional competence of the future teacher should be the main one. The ways of forming professionalism can be different. Possession of the necessary amount of professional knowledge, skills and abilities that determine the formation of its pedagogical activity, pedagogical communication and the personality of a teacher as a carrier of certain values is defined as professional pedagogical

competence - an integral professional and personal characteristic of a teacher (Morokhova, 2017). Formation of the pedagogical competence of the individual in the university is carried out in three directions: basic training (professional and psychological-pedagogical knowledge); methodological culture; pedagogical creativity (Zdanovich, 2012). The system of higher professional education forms the future specialist and prepares him for future professional activity. A complex set of qualities that a modern specialist should possess can develop a system in which everything positive in traditional education will be used, and new, rational approaches will be introduced to compensate for the shortcomings of the existing system in complementing them (Shlemova, 2017). Regardless of the specialization and nature of the future professional activity, any beginning specialist should possess fundamental knowledge, professional and pedagogical skills (Myagkova, 2017). Important experience in acquiring this knowledge, skills and abilities have experience of creative, research and independent activity, allowing the future specialist to determine his position on this or that professionally oriented issue or problem (Shevchenko, 2017). The goal of university education is not so much filling the student with a certain amount of information, as the formation of his cognitive strategies of self-study and self-education as the basis and integral part of future professional activity (Muslimov & Kadyrov, 2012; Babaeva, 2010; Nakhaee & Nasrabadi, 2019).

The development of vocational education in the 21st century is significantly influenced by world integration processes, the creation of such an information environment, which sets a completely new level of requirements for university preparation. The main goal of modern higher education is not just training the future specialist, but creating the necessary conditions for the development of professional, business, creative, moral qualities. Education, competence-based education (I.A.Zimnyaya), i.e. on a competence-oriented approach. The notion of "qualification characteristic" has been replaced by the notion of "professional

competence" in the educational sphere: the employer is interested in the fact that a university graduate is able and ready to quickly and effectively solve complex professional tasks.

In the works of scientists there is no common understanding of the terms "competence" and "adequacy", which are often used in one context. On the basis of a comparative analysis of these concepts, it can be concluded that both their identification and differentiation on some grounds can be found (I.A. Zimnyaya, Yu.G. Tatur, A.V. Khutorskoy, A.I. Surygin, A.N. Schukin et al.). In our opinion, the ideas of I.A. Zimnyaya, which differentiates "competence" and "adequacy" on such grounds as current and potential, personal and cognitive (Zimnyaya, 2006).

The concept of "competence" comes from the Latin word "*compete*" - fit, match, strive. L.S. Esina believes that in a general sense, it means compliance with the requirements, established criteria and standards, possessing the necessary active knowledge, the ability to confidently achieve results and control the situation. If we talk about a complex of competences, then it is quite natural to refer to the concept of "competence" - these are properties of an individual, reflecting its ability to perform any activity based on the generated competencies (Esina, 2004; Kheirabadi & Mirzaei, 2019).

N.F. Efremova defines this concept as follows: "Competences are generalized and deeply formed qualities of a person, her ability to most universally use and apply the knowledge and skills obtained"; "The totality of knowledge, skills and abilities that allow the subject to adapt to changing conditions ... the ability to act and survive in these conditions." To this list, A. V. Khutorskoy, based on the positions of student-centered learning, adds a set of semantic orientations necessary for productive activity.

According to V. A. Bolotov and V. V. Serikov, the nature of competence is such that it, being a product of training, does not directly follow from it, but is a consequence of an individual's self-development, not so much technological development as personal growth, a consequence of self-organization and generalization activity and personal experience. J. Raven understands competence as a person's special ability to perform a specific action in a specific subject area, including highly specialized knowledge, skills, ways of thinking and a willingness to take responsibility for their actions. According to A. G. Bermus: "Competence is a systemic unity that

integrates personal, objective and instrumental features and components." M.A. Choshanov believes that competence is not just the possession of knowledge, but the constant desire to update and use it in specific conditions, that is, the possession of operational and mobile knowledge; it is flexibility and critical thinking, implying the ability to choose the most optimal and effective solutions and reject false ones. The analysis of works on the problem of competence and adequacy allows us to conclude that at present there is no unambiguous understanding of the very concepts of "competence" and "adequacy". Researchers identify from 3 to 37 types of competencies and adequacies.

The main measured parameters of the educational environment forming professional competence are the qualifications of the faculty; the quality and quantity of the main components of the material and technical base of the educational process, the level of their modernization and efficiency of use; the scope and effectiveness of modern, competence-oriented pedagogical technologies in the system of educational work; level of informatization of the educational process; degree of curriculum standardization and innovation; productivity of scientific and methodological work; the quality of the educational activities of the department according to the results of final certification of students, their value judgments (Suhorukova & Mirnova, 2011; Shevchenko, 2016; Ajallooeian et al, 2015).

The concept of "competence" first appeared in the 60s of the 20th century in the United States, where it was used as part of activity education, the purpose of which is to train professionals who are competitive in the labor market. Initially, within the framework of the behaviorist approach, everything came down to automating the practical skills obtained, but this was not enough to develop the trainees' creative and individual abilities. And therefore, today, competences - the constituent units of educational programs - are characterized as requirements for the development of knowledge and skills of graduates. In this regard, the purpose of higher education is the formation of key competencies that lead to the concept of "professional competence". The purpose of this article is to determine the didactic conditions of its formation as applied to the training of future teachers in the university. In the process of writing, the following methods were used: studying and analyzing monographs, scientific articles, didactic, methodical works on the problem under study; analysis of educational

documentation (state obligatory education standard, model curricula, curricula, educational and methodical complexes, etc.); the study and synthesis of educational experience; observation, conversation with students, questioning participants in the educational process.

Using the classification of J. Raven, we selected those competencies and to some extent adapted them, correlating with the requirements for the characteristics of graduates of a pedagogical university:

- the tendency to control their activities;
- the involvement of emotions in the process of activity;
- willingness and ability to learn independently;
- search and use feedback;
- self-confidence;
- self-control;
- adaptability;
- tendency to think about the future: the habit of abstraction;
- attention to the problems associated with the achievement of goals;
- independence of thinking, originality;
- critical thinking;
- readiness to solve difficult issues;
- willingness to work on something controversial;
- willingness to use new ideas and innovations to achieve the goal;
- knowledge of how to use innovation;
- ability to make decisions;
- personal responsibility;
- ability to work in a team;
- the ability to encourage other people to work together to achieve the goal;
- the ability to listen to other people and take into account what they say;
- the ability to resolve conflicts and mitigate differences;
- willingness to deal with organizational issues (Raven, 2002).

As we see, extremely important, but not all, components of professional competence are named. This classification attracts attention with its focus on training specialists due to the fixed use of such categories as "search", "readiness", "ability", as well as taking into account a number of extremely important psychological qualities: "attention", "responsibility", "confidence".

For different types of activities, researchers identify different types of competencies/adequacies. So, in the book N.V. Kuzmina "Professionalism of the personality of

the teacher and master of industrial training" competence is considered as a "property of the person" on the material of pedagogical activity with the characteristic components:

1. Special and professional competence in the field of the taught discipline.
2. Methodical competence in the field of methods of formation in students of knowledge and skills.
3. Socio-psychological competence in the field of communication processes.
4. Differential psychological competence in the field of motives, abilities, directions of students.
5. Autopsychological competence in the field of advantages and disadvantages of one's own activity and personality" (Kuzmina, 1990:90).

N.F. Koryakovtseva considers the possession of generalized and special techniques as the basic components of educational competence and indicates the importance of the student's constant intellectual activity (Koryakovtseva, 2001:12).

I.A. Zimnyaya, describing changes in education at the end of the 20th - beginning of the 21st century, notes his orientation towards the free development of a person, increasing the role of students' independence and mobility, their creative initiative, professional and general educational common cultural competence. In analyzing the personal activity approach, she draws attention to the development of "subject and communicative competence"; it also highlights "professional competence".

At the turn of the century, the studies of A.K. Markov in which professional competence in the study of the psychology of labor becomes the subject of special comprehensive consideration. A.K. Markov identifies four blocks in the structure of professional competence of the teacher:

- a) professional (objectively necessary) psychological and pedagogical knowledge;
- b) professional (objectively necessary) pedagogical skills;
- c) professional psychological positions, teacher's attitudes, required by his profession;
- d) personal characteristics that provide the mastering of professional knowledge and skills by a teacher (Markov, 1993:7).

In the later work A.K. Markov already identifies special, social, personal and individual types of professional competence (Markov, 1996:34-35).

B.S. Gershunsky, describing the category of “professional competence,” writes about interdisciplinary philosophical and educational levels, including both professional education and mental qualities of a person, individual human abilities, his motivated desire for continuous self-education and self-improvement, creative and responsible attitude to business. A scientist examines professional competence in conjunction with the categories “culture”, “mentality”, “self-improvement”, which characterize the structure of personality formation (Gershunsky, 1998:70).

As you can see, the scientist notes practice-oriented, and therefore, activity opportunities in the further development of education. Such an approach, of course, causes a heightened interest among university professors and implies a further study of the issue as applied to the training of teachers for a modern school. In modern conditions there is a need to clarify the key competencies that are included in the concept of "professional competence". Defining their character, the authors of this article relied on the decisions of the Council of Europe symposium on the topic “Key competencies for Europe”, which gave a list of key competencies.

Study:

- be able to benefit from experience;
- organize the relationship of their knowledge and organize them;
- organize your own learning methods;
- be able to solve problems;
- independently engage in their training.

Search:

- query various databases;
- poll the environment;
- consult an expert;
- get information;
- be able to work with documents and classify them.

Think:

- organize the relationship of past and present events;
- be critical of one or another aspect of the development of our societies;
- be able to withstand uncertainty and complexity;
- take a stand in discussions and forge your own opinion;

- see the importance of the political and economic environment in which they are trained and work;
- assess social habits related to health, consumption, and the environment;
- be able to evaluate works of art and literature.

Cooperate:

- be able to collaborate and work in a group;
- make decisions - resolve differences and conflicts;
- be able to negotiate;
- be able to develop and execute contracts.

Get down to business:

- be included in the project; be responsible; join a group or team and contribute; prove solidarity; be able to organize their work; be able to use computing and modeling tools.

Adapt:

be able to use new information and communication technologies; prove flexibility in the face of rapid change; show resilience to difficulties; be able to find new solutions.

Analysis of this list of competencies shows a high level of creativity, breadth of coverage to characterize the activities of a specialist and sufficient freedom for the developers of competences in relation to a particular professional sphere. We turn to the development of key competencies of teachers, based on a number of provisions aimed at the future. In the broad sense of the word, a teacher is one who arms with knowledge, skills, and abilities. In the narrow sense - this is a person who has received special training and engaged in training and education.

Materials and Methods

Currently, new trends in the development of the information society and production are actively taking place in our country, due to scientific and technological progress and innovative forms of activity (Kochetova, 2017). In the conditions of dynamically developing socio-economic requirements, the most demanded on the labor market are competent specialists with high and effective quality of training (Davydenko & Shaforostova, 2013; Bol'shanina, 2016; Rincon-Flores et al., 2018). The relevance of the study is due to the new requirements for the training of competitive specialists in higher education

formulated in the language of competencies and adequacies (Suvorova, 2011; Odínokova, 2013; Galvão & Henriques, 2018).

Today, purposeful training of teachers is conducted by institutes, universities, academies, and magistracies, where modeling professional characteristics of a teacher is perceived as a necessary condition designed to reflect the epistemological, constructive, organizational, and communicative levels of the teacher. It seems quite reasonable that the study of the correlation of this model with the activities of a particular teacher will determine the degree of his professional competence.

In the first place it is necessary to put the competencies that determine the level of its cognitive qualities. They are connected with the striving for mastering knowledge, with the teacher's interest in everything new, progressive that appears in the branch of scientific knowledge that he teaches, as well as with the presence of practical skills of cognitive activity. It is an indisputable truth that a teacher cannot fulfill his purpose when he stops learning himself. Modern conditions require that the teacher participated in research work, spoke at conferences and seminars with reports and presentations. The ability to perceive progressive and implement innovations testifies to the important professional quality of a teacher capable of self-education and self-improvement. These qualities can be combined by the concept of epistemological competence.

Perceptive competencies are formed at the teacher based on knowledge of psychology, pedagogy, age physiology. The ability to understand the student's state, see his mood, feel the specifics of the inner world, notice and evaluate the positive in the student's cognitive activity, and at the right moment to come to the rescue - these are the conditions without which the learning process cannot go effectively. Interpersonal relations have a significant impact on the formation of a stable-positive attitude to the subject, and consequently, on the coefficient of its assimilation. The availability of perceptual qualities depends largely on the teacher's choice of innovative methods, the value of didactic material, the effectiveness of forms and methods of control, the very nature of teacher communication with the class.

Taking into account the level of preparedness of a class, the age characteristics of students implies the existence of not only perceptual, but also adaptive competencies, which, in turn, indicate the need for creativity as an essential element of

the teacher's professional culture, and in no case cannot be matched by the educational process. He has the active and emotional context of any learning activity both in and outside the classroom. Even a well-designed lesson plan does not exempt the teacher from the need to "adapt" the selected material to a particular class, and often to the conditions of a particular lesson.

Constructive and design competences are manifested not only in drawing up a long-term plan or in writing a short-term plan: first of all, they characterize the teacher's ability to anticipate the results of their work, predict the behavior of students during the performance of a particular task and analyze possible learning situations in order to choose the right solution. At the planning stage, the design competencies will be associated with the ability to:

- select the content of the lesson;
- to distribute the material selected for it in time;
- dispense theoretical information and their practical application;
- make logical and conditional transitions from one stage of the lesson to another;
- provide for student activity levels;
- To find ways to increase the interest and performance of the class.

It should be remembered that the presence of professional design competencies does not deny, but develops the ability to improvise. Organizational and prognostic competence is expressed in the ability of the teacher to determine the course of behavior in the training and education of both the whole team and the individual student.

For organizing and informational and explanatory work, an important role is played by communicative competence, which can be considered as a separate, independent competence, which includes such competences as language, speech, and functional-stylistic means. Communicative competence implies strong knowledge in the field of speech culture, as well as the presence of skills for proper organization of listening, speaking, reading and writing: perfect mastery of all types of speech activity will create the necessary conditions for a positive speech atmosphere. With regard to professional competence, we consider it possible to consider it as a component with an unconditional activity significance. For a teacher, competent, well-organized, logically conditioned speech is of paramount importance, since it is a model by which students get accurate ideas about

the qualities of good speech, adopt the techniques of structuring replicas in dialogues and polylogue. The ability of the teacher to listen carefully and correctly speak, expressively read and correctly express his thoughts in writing is one of the most important indicators of his professionalism. Communicative competence underlies the teacher's organizational activity, which implies his communication with the whole class, and with a group of students, and with individual students. An important stimulating factor is the ability of the teacher to clearly formulate and quickly distribute tasks, competently manage collective and individual forms of academic work, organize cognitive activity using the small group method, and involve students to work in pairs. Organizational skills imply that the teacher has such qualities as exactingness and thoroughness.

In the structure of the teacher's work, the analytical and evaluative competence is highlighted, based on identifying the positives and shortcomings, comparing the results achieved with the intended goals, comparing their work with the work of their colleagues, and objectively assessing it. Analytical and assessment skills help the teacher to make further adjustments to their activities, to search for ways to improve them. This kind of skills are necessary for a teacher when characterizing educational activities, when not traditional grading is required, but a comprehensive assessment, based on a professional commentary on the work done by each student.

In modern conditions, competence in the field of teacher research is of great importance. We once again turn to the idea of the importance of continuous replenishment of our knowledge, the need for scientific, methodological and professional growth, which is impossible without participating in scientific research. It is not enough to understand and develop the new, progressive, which is the subject of teaching. Since pedagogical and methodological ideas reflect typical teaching and educational situations, in specific conditions of teaching activity there is a need for their revision and creative approach to the selection and application, as well as to the description of their own methodological findings. The presence of such skills will allow the teacher to act as a supervisor in the research activities of students. A seeker who is open to everything new and progressive is able to offer an interesting topic to young researchers, to help formulate a hypothesis, suggest ways and means to prove it.

In addition to educational, the teacher will conduct educative work in the school, performing the functions of a class teacher, and this area of pedagogical activity is also determined by a number of psychological and pedagogical competences:

- comprehensive study of children;
- clarification and implementation of rules of conduct;
- daily monitoring of progress;
- regular classroom hours;
- the involvement of students in the circle and research work;
- organization of socially useful labor;
- combining the educational efforts of teachers working in this class;
- Constant communication with parents, organization of parental meetings; student record keeping.

The fulfillment of the above responsibilities is based on a number of important competencies that reflect the professional competence of the teacher.

In the didactic literature, an attempt is made to determine the quantitative and informative field of professional competence of the teacher, in which the most important role is played by:

- in-depth knowledge of the current state of the taught branch of science;
- skills of long-term planning of the educational process, its methodological support;
- rational approaches to determining the content and sequence of work in short-term planning;
- the ability to manage the educational activities of children;
- high-quality implementation of the planned;
- competent regulation of relationships in the classroom.

We should not forget about the importance of such personal competencies as the adequacy of self-esteem and level of aspirations, dedication, diligence, perseverance, modesty, and observation. Empathic competence - readiness to understand a child's mental state and empathy is not left without attention. Researchers of contact and tolerance, pedagogical tact, in whose manifestation both the general culture of the teacher and the high professionalism of all his multilateral activities are expressed, are of great importance.

The problem of improving education today is organically linked with an increase in the level of its information potential. This characteristic largely determines both the direction of evolution of education itself and the future of the whole society. For the most successful orientation in the global information space, future teachers need to master the information and computer-screen culture, since the priority in searching for information is increasingly given to the Internet. Possessing informational properties, this system offers its users a variety of services, the most important of which are:

- e-mail;
- teleconferences (Usenet) and videoconferences;
- the ability to publish your own information, creating your own homepage and placing it on a Web server;
- access to information resources: reference directories (Yahoo!, InfoSeek/UltraSmart, LookSmart, Galaxy); search engines (Alta Vista, HotBob, Open Text, WebCrawler, Excite); conversation in the network (Chat).

The possibilities of using Internet resources are enormous. The global Internet network creates the conditions for obtaining any information necessary for students anywhere in the world: regional geographic material, news from the life of young people, articles from newspapers and magazines, the necessary scientific and popular literature, etc. Students can take part in testing, in quizzes, contests, scientific conferences, various educational projects conducted on the Internet, chat with peers from other countries, participate in chat rooms, video conferences, etc. Students can receive information on the problem they are currently working on as part of the project. This may be the joint work of students from different universities within the republic, as well as their foreign peers from one or several countries (Zakharova, 2005).

The Internet is an excellent tool for getting information about the latest events in the world, with its help the audience can turn into a news agency, and students into reporters. This kind of activity is suitable for students of various specialties, whether philologists or lawyers, chemists or mathematicians, historians or biologists, as it implies the possession of general subject skills and skills of reading volume and the art of interpretation, fluent speech. In addition, the work can be focused on exploring the possibilities of Internet technologies for building and maintaining business contacts and contacts with representatives of other countries.

Today, unfortunately, computer support is not always correctly used by the student, which indicates the need to address the issues of using the Internet system in the didactic aspect, and it should be not so much about computer literacy, as about the literacy of dealing with the information that the student receives computer (Dergunova, 2009).

Results and Discussion

There is a need to develop criteria for assessing the professional competence of the teacher, designed to establish its professional suitability and skill level. The above professional competencies do not constitute a closed list: it can be continued at the expense of new aspects the characteristics of the modern teacher's professional activities, as well as by filling each of these competencies with new components. Thus, we consider the formation of students' studied ability as a system of purposeful, specially organized work, including mastering by future teachers a set of knowledge about innovations and methods of accumulating factual material (observation, description, conversation, etc.), on the basis of which its analysis and comprehension.

The authors of this article prepared for publication a textbook "Introduction to the teaching profession" for use in the classroom by students of pedagogical specialties, created its electronic version taking into account the requirements of distance learning. The system of tasks for independent work of students, accompanying each section of the manual, is designed to form a steady interest among the trainees in their chosen profession. Practice has shown that the content of this manual determines quite specific approaches to the formation of the competencies necessary for the professional development of the future teacher. So, for the formation of competencies that determine the knowledge of students, the following topics are identified:

- basic requirements for the teaching profession;
- features of pedagogical activity in the modern school;
- the purpose of the school subject (in accordance with the specialization);
- structure and content of cycles of the curriculum of the specialty;
- the appointment of classroom and extracurricular forms of educational work;
- ways of organizing various forms of independent cognitive activity.

For the formation of competencies in the manual scheduled mastery of specific professional actions:

- master professional vocabulary;
- to define the concepts of “State educational standard”, “curriculum”, “model program”;
- adequately assess the level of their own training and organize work on its targeted improvement;
- use different types of catalogs, place orders for books, write annotations, compile bibliographic lists;
- properly plan their activities in various types of classroom and extracurricular classes;
- make plans, theses, notes, prepare for messages and reports; write reviews;
- to select and systematize material for scientific communications and abstracts;
- to build monologues in teaching and speech situations taking into account the requirements for the scientific style of speech and the genre originality of the created text;
- purposefully master the Internet technologies, competently turn to computer support.

The authors are deeply convinced, that the discipline “Introduction to the teaching profession”, is one of the most important propaedeutic components designed to show the prospects of the chosen profession and help the student to identify the priorities of professional training, to correctly identify the personal cognition strategy at the first stage of university development. The information obtained in the process of mastering the named academic subject will be the basis for professional and pedagogical competence that will allow:

- to realize the importance of education;
- create a positive motivation to master the teaching profession;
- orient on a creative approach to the organization of independent educational activities.

Within the limits of one loan, there are three independent modules, the content of which is determined by the priority tasks of the discipline:

1. The role of the teaching profession in modern society.

2. Higher Pedagogical School and the organization of the educational process in it.
3. Ways and methods of forming professional competence (Stycheva & Kozbagarova, 2014).

A wide cognitive orientation, interest in knowledge is formed by the whole course of study at the university. Normalization of cognitive motives is promoted by all means of improving the educational process: the development and dissemination of learning technologies, the expansion of forms of independent work, the use of interactive methods in class, and the strengthening of interdisciplinary connections. The use of modern teaching methods improves all types of cognitive motives. First of all, interest in knowledge, in the content of educational material and the learning process. To the extent that a student participates in the search and discussion of different ways of solving a problem, different ways of checking it, he certainly improves his educational and cognitive motives — his interest in how to acquire knowledge. The listed forms of work activate all types of cognitive motives, the processes of goal-setting, when students are not afraid to raise problematic issues and independently find ways to solve them.

The compilers of the educational-methodical manual "The organization of continuous pedagogical practice in high school" K.N. Karazhigitova and O.A. Stycheva, who repeatedly perform the duties of teaching methodologists at its different stages, offer systematic recommendations that, of course, will be in demand both by practice leaders and students. The material is selected in such a way as to help students-trainees conduct educational work at school and prepare them for the creation of a portfolio as a form of final reporting.

Realizations of this goal will be facilitated by numerous applications containing instructional material, as well as samples of the various forms of school and extracurricular work. It is noteworthy that, compared with traditional reports, these materials largely reflect students' activities aimed at presenting the work experience of teacher-mentors, describing the activities of subject departments and methodological associations of teachers, creating their own “methodical piggy bank” necessary for each subject teacher and the class teacher. Creating a portfolio in which the results of various stages of teaching practice will be reflected is an effective and efficient way of

forming the professional competence of future teachers.

The educational-methodical manual is addressed to the heads of the practice, as it contains material that illuminates modern approaches, which is reflected in various forms of work of students in the school:

- the design of lesson plans;
- conducting various types of lessons;
- the organization of extracurricular activities;
- the content and structure of training and extracurricular activities.

A systematic approach is proposed, in which teacher training is considered as a set of interdependent elements in all its relations and properties. A systematic approach in the organization of pedagogical practice is focused on the methodological development of objective reality and the acquisition of practical organization skills in the management of the process of forming professional competence (Karazhigitova & Stycheva, 2017).

The leading idea of the created teaching aids is to use the potential of interdisciplinary connections in terms of credit technology of education as a tool to enhance integration processes that stimulate students' interest in understanding the essence of social phenomena, the formation of professional competence of a future specialist who has a constructive thinking and has a level of training that meets requirements of the time.

A creative person, possessing deep knowledge, capable of continuous self-improvement - this is the valuable reference point of a specialist who has mastered professional competence in a high school and is ready for constant work on self-improvement.

Conclusion

The results of the final diagnosis confirmed the correctness of the selected pedagogical conditions and the chosen path of formation of professional competence of university students, recorded the difference in the indicators of the levels of experimental and control groups as a result of a pedagogical experiment, which allowed to conclude that the hypothesis put forward at the beginning of the study was correct.

Professional competence allows us to characterize the professional activity of a teacher as a subject of the educational process, to find the

peculiarity of this process, expressed in the ability to act adequately in accordance with the presented requirements.

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