

Scientific and Theoretical Analysis of the Issue of Teachers' Global Competence Formation

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Abstract: Global education is based on the following concept: world information is of utter importance for human existence both in society and nature. Formation of the world view is connected with selection of factors in different spheres of knowledge, with cognition strategy, with processing of information and different mental processes such as exchange conditions. Here one of the components of the global education process is of key importance - formation of global thinking. Correct buildup of world view can support formation of global competence of teachers. Recently published book "Globalization Theory: Approaches and Controversies" edited by Held, D., McGrew A. points out only to existence of "modern theories and narratives of globalization, applied and normative" but does not mention their authors; it is a collection of articles of a number of scientists on specific issues born by globalization. Instead of theory there are many fragmentary notions of globalization; from research object it has turned into whole scientific area which is proved by recent publication of 1800-page "Encyclopedia of globalization" by R. Robertson and J. Scholte. And appearance of encyclopedias proves completely that the boundaries of theory are lost forever. That is why we can only share Taylor's opinion who in the middle of 90-s compared theories of globalization with appeared in the end of 18th century notion of internationalization and suggested that new term is able "to repeat the same chaotic way and come to the same hollow final as its 200-years old predecessor". In accordance with definition of R. Robertson made by him in 1985 globalization is a process of increasing influence of different factors of international significance on the social reality in separate countries. Robertson's definition in many sources is a key one because it covers different spheres: economic and political, informative and social and is the earliest and most complete definition of this notion.

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1. Introduction

The necessity to connect professional competence of a teacher with global competence has originated from constant development of society, its technologization, reinforcement of information processes, volatility of social events, renewal of thinking paradigm, in the end dynamics of the process of globalization started to influence educational sphere.

Modern society needs teachers which are competent in terms of pedagogical training, with professional skills, who are able to solve different problems appearing every day, to evaluate properly news of education and science, who are interested in increase of effectiveness of their activity, highly responsible and able to plan their future. Competence (*competentia* in Latin) has two meanings in pedagogical dictionary: 1) power limits granted to a specific institution or physical person on the base of law decrees or resolutions; 2) expertise and experience in some area [1-5]. Therefore the notion "competence" connected with personality is used as a

level, size, amount of knowledge of this personality in educational sphere.

2. Main part. In education the idea of personality can be told by difference from specialists-professionals on the base of their functional, cognitive and personal features, education and professional qualification. Notion "professional kind" means competitive, demanded, highly professional, intelligent, socially many-sided, competent specialist with creative gifts [6]. Modern method of education globalization was developed by American scientist R. Hanvey in 70-s of 20th century [7]. In the middle of 90-s the globalization concept in the framework of which this process was considered as the key one in modern world was spread to such extent that M. Waters wrote: "like postmodernism which was key idea of 80-s globalization can become basic notion by which we understand transition of mankind into 3rd millennium. [8]"

E. Zeer and K. Platonov have possibly found that professionalism of personality in modern

psychology and pedagogics consists of 4 components:

- orientation to profession;
- professional competence
- professionally important features;
- professionally important psychological features.

In the process of professional development and formation of the contents of structures these 4 components interact and integrate into each other. They are foundation for formation of integrated professional features. The last ones in their turn provide for competitiveness, professional mobility, quality of professional activity and provide specialist with opportunity for professional growth, improvement of his skills, career. [9].

In S. Lamy's opinion "Events happening in the world and internally can not be judged by teachers objectively and without bias. But teachers should not have some definite political views and influence students but in the same time they mustn't hinder critical opinion on some definite political decisions" [10].

Professional orientation is a system of prioritized motives. Interests, needs, capabilities for professional work are limited to professional orientation when training specialists. A. Markova [11] defines professional orientation as system of attitudes of a person towards himself and the world.

Let us consider the notions of competence. Competence is determined by preparedness of graduates, skills and techniques which allow to learn to apply new methods and means of work, to reach desired goals of re-arrangement of surrounding reality. Ch. Selevko believes that this is integral personal quality, which is connected with opportunities oriented to future profession in educational and specialization processes based on expertise and experience [12]. A. Dakhin describes educational competence of a teacher by opportunities while performing different complex activities and

regards competence as personal feature [13]. In accordance with his interpretation the result of oriented education is education competence because pedagogical competence is formed only in the process of task performance in some complex.

Competence can be characterized through different kinds of competence. For example, M. Kholodnaya defines competence as special kind of expertise on specific subject, which allows to make effective decisions in appropriate sphere [14].

A. Turganbaeva in her work "Development of creative potential of teachers in conditions of skills improvement" gives the following definition: "ability to apply one's expertise obtained through practical actions in decision of one's life problems is called competence" [15]. Issues of competence are considered in the works of foreign authors. For example in terms of influence of environment on professional competence formation M. Fessler points out to 3 environments which interact with each other: "personal environment", "organizational environment", "career environment"

The idea of D. Fessler that career environment is of key importance for global competence is prominent because in modern conditions professional growth of a person to a great extent depends on the environment in which this activity takes place [16]. Development of a teacher takes place in the course of all professional activity through education, experience and reflexion of his professional competence. Bauer K.-O., Kopka A., Brindt S. believe that triad made of knowledge, actions and ethics is a key factor in formation of professional competence. Scientists point out that competent teachers know the structure of their expertise and the strategies. Professional ethics of competent teachers means attitude of a teacher to himself, to pedagogical work, to students and colleagues etc. [17] S.N. Oja believes that professional competence of a teacher does not depend on the pedagogical experience (length of work) but on his cognitive development [18].

Table 1 Relationship between qualification and competence

Model of competence	Traditional model of qualification
1. Result-orientation, development of mechanism of evaluation and control over results	Result of training, different with every student
2. flexibility of form and deadlines of performing educational tasks, "Step" of education which depends on the individual	Non-flexibility of form and deadlines of educational tasks. "Step" of education which does not depend on the individual
3. Expertise - businesslike features -skills are evaluated plus personal features	Expertise - businesslike features are evaluated
4. Measured by quality characteristics and is based on single-value characteristics	Measured by quantity characteristics and is based on the amount

Comparing "qualification" and "competence" O. Khovov pointed out that meaning of the second term is a bit broader than the first one because qualification means pure professional expertise and business-like features, while competence includes initiative, cooperation, ability and other features as well. It also includes humanism.

Upon due consideration of the mentioned above opinions we arrived at conclusion that qualification has narrow meaning in comparison with competence. It must be kept in mind that present-day students soon will become employees of companies.

For example N. Kuzmina believes that pedagogical professional competence is a "personal feature". It includes 5 elements:

1. Special and professional competence in the area of studied discipline.
2. Methodological competence in the sphere of methods of formation of knowledge and skills of teachers.
3. Socio-psychological competence in the sphere of relationship process.
4. Individual activity and auto-psychological competence in the sphere of achievements and failures of a person.

5. Differential-psychological competence in the sphere of abilities and motives of teachers. [19].

Unique definition of competence was made by N. Kabardov and E. Artshchevskaya. They compared competence and ability. For example, the authors believe that competence is description of behaviour, personal activity, formation of necessary skills. In the end competence is defined as a stage of management and result of education [20].

In the context of professional pedagogical competence study Larionova proposes the following concepts: this is system notion, which determines the amount of competence, area of powers in a sphere of activity" [21]. Some scientists believe that competence is general evaluation term which means opportunity, "knowing the matter" at work.

A. Markov believes that the structure of professional competence of a teacher is as follows:

- Professional psychological and pedagogical education;
- Professional and pedagogical activity;
- Professional and psychological principles of a teacher corresponding to his profession;
- Personal characteristics of a teacher, which provide for mastering expertise and skills [22].

Table 2. Levels of competence by T. Duran

Levels	Interpretation/understanding
1. Ability	I easily perceive external information
2. Information	I know, I have learned, I found
3. Knowledge	I performed structural analysis of information. I can explain it to others.
4. Skills	I can do it.
5. Know-how	I know how to do it and can show to others how to do it.
6. Competence	I can explain what to do and how to do better than others
7. Experience	I am an expert which knows what to do, how to do and why to do it.

Known scientists S. Shishov and V. Kalney believe that educational institutions must infuse young generation with the following competences:

1. Political and social competence.
2. Competence connected with ability to live in multi-cultural society.
3. Competence of written and oral communication.
4. Competence connected with life in information society.
5. Ability to obtain knowledge all through life to form the base for private and social life of a person.

M. Choshanov includes triad KSA (Knowledge, skills, abilities) into notion of competence which serves as unifying element [23].

Under leadership of D. Grishin basic qualification characteristic of a teacher was defined as pedagogical competence. In his opinion pedagogical competence consists of combination of

communicative, constructive and organizational abilities of a teacher [24].

E. Pavlutenkov believes that professional competence of a teacher is performance of his functions [25].

The author gives the following characteristic of a competent teacher: ability to make decisions in regard to himself and self-development; to win lack of confidence in himself; to define the most effective ways of achievement of desired goal; to define character and contents of activity connected with circumstances based on obtained expertise and experience.

G. Larionova believes that "inter-cultural, inter-branch knowledge, skills and opportunities of successful activity are necessary for different professional associations" [26].

I. Zimnyaya defines 10 main competences which, in our opinion, characterize the portrait of a future teacher working in conditions of globalization most exactly [27]:

1. competence of a person as personality, subject, teacher: competence of public health-care; competence of integration; civic competence; competence of self-improvement.
2. competence of social influence on a man and social sphere: competence of social relationship; competence of communication;
3. Human activity competence: cognition activity competence; functional competence.

Analysis of literature, individual practice of pedagogical activity and comprehensive study of issues of globalization and global education allows us to conclude that global competence is a system structure consisting of internal and external factors closely connected to each other, motivational-moral, cognitive, functional-evaluative components [28].

By now many scientists emphasize global competence. For example, in J. Delor's opinion the essence of global competence is as follows: to be able to work not only in order to obtain professional competence but in order to learn cooperation in a group, to obtain competence in wide sense allowing to make right decisions in different situations [29]. Opinion of A. Kroplin is of importance: globalization of education is an educational strategy by which teachers improve their expertise by means of study of the globalization problems [30].

We fully agree with T. Brazhe who believes that professional competence of people working in the system "man-man" is determined not only by basic knowledge, skills but axiological orientations of specialists, motives of their activity, understanding of themselves in this world, style of communication with people working together, their common culture, ability to develop their creative potential [31].

In modern system of professional pedagogical education competence approach is recommended as prioritized one for training of future teachers. Professor I. Khalitova does not mean that expertise, skills, abilities are of minor importance for teachers. On the contrary, these pedagogical expertise, skills and techniques, constant understanding of necessity of knowledge for future specialists, looking for ways to satisfy this need, creative use of results in practice – all these – are requirements of our time. [32].

3. Conclusion. We support this opinion: every teacher must understand the need for expertise very well. This in turn will lead to quest and creativity. A teacher who has these abilities can perform his duties well in any point of the world. Lisbon Convention of 1997 was a key decision

intended for integration of higher education on the highest level. Kazakhstan took this document as a base and decided to use it in educational process actively. And in 1998 4 countries of Western Europe approved Sorbonne Declaration about identification of educational systems and structures, in 1999 educational authorities of more than 30 European countries signed Bologna Declaration [33]. Kazakhstan joined this declaration in 2010 and expressed a wish to join single system of European education. Kazakhstan's joining to Bologna process completely corresponds to new requirements of national education and political and economic choice of our Republic. This is a step intended for improvement of quality of education and competitiveness.

There is not precise definition of the term "globalization" and "global education" in our and foreign science yet. The reason for that is contradictory character of such process, spreading of this phenomenon almost in every sphere of human life, narrowness of notion "globalization". We tried to define the term "global competence of a teacher" using statements of philosophers, teachers, psychologists.

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