

The role of pedagogical disciplines in formation of professional competence of future teacher

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Abstract. In the article the role of pedagogical disciplines locates in formation of professional competence of future teacher in the course of their professional training. The essence of formation of professional competence of future teacher consists in mastering professional competences of areas of educational, research, organizational, social and educational activity. The structure is developed, the contents, criteria and levels professional competences of future teacher are defined. The model of formation of professional competence of future teacher is developed. Efficiency of model of formation of professional competence of future teacher in the course of professional training is experimentally checked.

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Introduction

High-quality implementation of the program of modernization of an education system restrains a number of factors, including insufficient development of educational material resources, slow introduction of the progressive educational technologies, an insufficient readiness of the status and professional duties of future teacher, a problem of the pedagogical conditions promoting effective formation of professional competence at students as future teachers. Analysis of works of Janet Looney [1, p.440], Kathleen A. Brown-Rice and Susan Furr [2, p.224], Dornan, T., Carroll, C., Parboosingh, J. [3, p.767], Schantz, E.A [4, p.383], Sakenov, D. Zh. [5, p. 1431], Nicolas Fernandez, Valerie Dory, Louis-Georges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [6, p.357], Larionov, V.V. [7, p.63], Ishanov, P., Bekmambetova, Z. [8, p.902], Paul Hager and David Beckett [9, p.24], David Carr and Don Skinner [10, p.141], Claire Kramsch [11, p.249], Kristin Litster and Jillian Roberts [12, p.130] shows that formation of professional competence of future teacher becomes one of the essential directions of pedagogical education. Future teacher in the professional activity at the same time will transform and operates the identity of the pupil. To operate development of the identity of the pupil it is difficult process, for this purpose it is necessary to have professional competences. The concept of professional competence expresses theoretical and practical to readiness of future teacher for implementation of pedagogical activity and characterizes its professionalism.

The analysis of works of Dornan, T., Carroll, C., Parboosingh, J. [3, p.767], Schantz, E.A [4, p.383], Sakenov, D. Zh. [5, p. 1431], Paul Hager and David Beckett [9, p.24], David Carr and Don Skinner [10, p.141], Claire Kramsch [11, p.249], Kristin Litster and Jillian Roberts [12, p.130] allows to mark out the following professional competences:

- possession of professional activity, ability to project the further professional development;
- abilities to joint professional activity, methods of professional communication;
- possession of methods of professional self-expression and self-development;
- possession of methods of professional self-realization, readiness for professional growth.

Complex research of a problem of formation of professional competence of students as future teachers it wasn't carried out. Besides, the analysis of scientific researches Dornan, T., Carroll, C., Parboosingh, J. [3, p.767], Sakenov, D. Zh. [5, p. 1431], Paul Hager and David Beckett [9, p.24], David Carr and Don Skinner [10, p.141] shows that the role of pedagogical disciplines in formation of professional competence of future teacher in the course of their vocational training in higher educational institutions, what not sufficient level of scientifically reasonable organization of educational process and the pedagogical conditions promoting formation of professional competence of future teacher is insufficiently investigated.

Thus, in training of future teacher the following a contradiction between need of formation in the course of vocational training of future teachers

professional competences and an insufficient readiness of a role of pedagogical disciplines in formation of professional competence of future teacher and educational and methodical ensuring this process is allocated.

The allocated contradiction defines relevance of research of the problem consisting in justification of a role of pedagogical disciplines in formation of professional competence of future teacher.

The designated contradictions, relevance of the chosen problem, its insufficient theoretical and practical readiness formed the basis for Research objective definition: theoretical justification of a role of pedagogical disciplines in formation of professional competence of future teacher.

Methods

For the solution of a goal of research the following methods were used:

- the theoretical: studying of psychological and pedagogical literature, the analysis and synthesis of received information on a research problem, pedagogical modeling;
- the empirical: questioning, testing, conversation, natural experiment, analysis and synthesis of pedagogical experience, analysis of documentation and results of activity of teachers;
- methods of mathematical statistics: ranging method, method of an expert assessment.

Main part

Need of formation of professional competence of future teacher who is a component of their professional readiness, is quite obvious now, but groundlessness of a role of pedagogical disciplines in formation of professional competence of future teacher in educational process of pedagogical higher education institution demands specification of the contents and structure of the concept.

Professional competences of future teacher is the main, intrinsic characteristic of personal qualities of future teacher, including the professional competences, providing effective and expedient implementation by future teacher of professional activity in various education. Professional competences of future teacher substantially reveal in areas of educational, research, administrative, social and educational activity. Competences of area of educational activity assume: to own professional activity in the field of education, ability to project the professional development; to project and organize educational process in the education organization; it is rational to use pedagogical and information technologies. Competences of area of research activity include the following abilities: to watch educational process, to analyze and establish natural connection of

observed educational factors and the phenomena, to predict their development; to analyze a training material and tutorials, to predict expected results; to correlate reached and due, to predict prospect of its development on defined to a conceptual basis; to select and critically to use scientific information; to own universal scientific methods of knowledge, to plan and make simple methodical experiment; to introduce didactically effective results of research in the professional activity; administrative activity includes of following competences: mastering competences on formation of specific goals and problems of lessons, programs of joint activity of children; on planning of a training material; by definition of the methodical purposes of control; on allocation of objects of control and establishment their compliance to the level provided by the program of pedagogical disciplines. Actual competences entering social activity which treat are very important: mastering competences on maintenance the relation in a professional community, on formation of the cultural personality, on formation of social interaction.

The listed competences have direct impact and on competences of area of the educational activity assuming the following types of works: to plan educational work taking into account the principles of systemacity, completeness and continuity, to own primas and ways of the constructive solution of specific educational objectives, to be able to choose and use optimum forms and education methods, to be able to build pedagogical interaction with collective, with parents, to be able to search of innovative forms and methods of educational work.

Today future teacher needs to own modern information technologies which are realized in competences of area of educational activity which means: to own information technologies, to work with all types of information; to be able to look for, analyze and select independently necessary information, to organize, transform, keep and transfer it.

Pedagogical disciplines (Pedagogics, the Theory and an education technique, Pedagogical skill) promote development of professional competence of future teacher through the contents, the organization of their studying, through the corresponding nature of interaction of subjects. Within competence-based approach in pedagogical education the special attention is paid to problem creation of the content of pedagogical disciplines, use of modern educational technologies and various forms of manifestation of results of educational process.

Professional competences of future teacher in a context of pedagogical disciplines study include: cognitive component - knowledge of professional activity, a motivational component - existence of interest and requirement to carry out professional

activity, an activity component - professional skills for the qualified performance of professional activity.

These components of professional competence of future teacher in define levels and criteria of their formation.

Levels of formation of professional competence at future teacher: high, average, low.

Criteria and indicators of formation of professional competence at future teacher: the cognitive - assimilation of pedagogical knowledge, mastering a complex of pedagogical concepts, categories, laws; the motivational - qualities and properties of the personality, interest, requirement, readiness; the activity - mastering the actions having a professional focus, existence of abilities of the rational organization of work, use of pedagogical knowledge in non-standard situations, skills of design, the organization and implementation of professional activity of future teacher.

Pedagogical conditions of formation of professional competence of future teacher - Scientific and pedagogical shots, educational methodical materials, material base, the innovative environment.

On the basis of the carried-out analysis of works of Janet Looney [1, p.440], Dornan, T., Carroll, C., Parboosingh, J. [3, p.767], Schantz, E.A [4, p.383], Sakenov, D. Zh. [5, p. 1431], Paul Hager and David Beckett [9, p.24], David Carr and Don Skinner [10, p.141], Claire Kramsch [11, p.249], Kristin Litster and Jillian Roberts [12, p.130] we offer Model of formation of professional competence of future teacher during the studying pedagogical disciplines in figure 1.

For check of efficiency of the developed Model of formation of professional competence of future teacher during the studying pedagogical disciplines we represent results of experimental work on realization of this Model of formation of professional competence of future teacher during the studying pedagogical disciplines. Pedagogical experiment consisted in realization of the developed pedagogical conditions of formation of professional competence at future teacher put in structure of Model of formation of professional competence of future teacher during the studying pedagogical disciplines in the course of vocational training and check of their efficiency. Dynamics of development of professional competence of future teacher was traced during the studying pedagogical disciplines in control and experimental groups for the entire period of training.

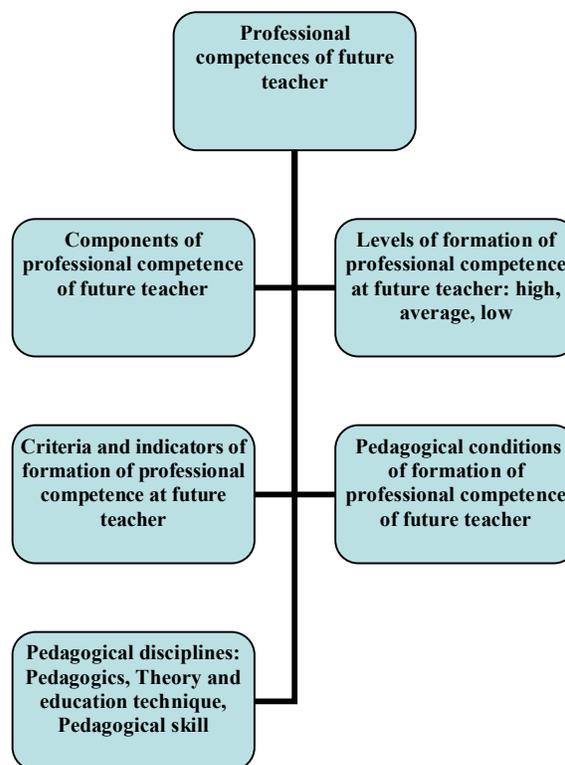


Figure 1. Model of formation of professional competence of future teacher during the studying pedagogical disciplines

Research took place at faculty of psychology and PSPI pedagogics. Students of pedagogical specialties took part in research as future teachers (113 people). During experiment on the basis of this research all structural components and the put conditions of Model of formation of professional competence of future teacher were approved during the studying pedagogical disciplines.

Experimental diagnostics of results of definition of level of formation of professional competence at future teacher during the studying the pedagogical disciplines, carried out with use of the rating monitoring system, allowed to reveal a tendency of increase of level of formation of professional competence of future teacher during the studying pedagogical disciplines to what results of research in experimental (EG) and the control groups (CG) before experiment in figure 2 testify. Diagnostics of levels of formation of professional competence of future teacher during the studying pedagogical disciplines.

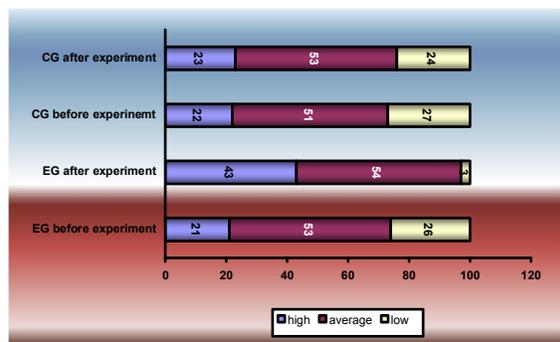


Figure 2. Diagnostics of levels of formation of professional competence of future teacher when studying pedagogical disciplines.

Thus, in experimental groups the number of students with high level of formation of professional competence of future teacher during the studying pedagogical disciplines after experiment increased – by 22%, the number of the students who have reached the average level of formation of professional competence of future teacher at studying of pedagogical disciplines after experiment increased – by 1%, the number of the students having low level of formation of professional competence of future teacher at studying of pedagogical disciplines after experiment decreased – by 23%.

Results in control groups testify to increase in number of students with high level of formation of professional competence of future teacher during the studying pedagogical disciplines after experiment – for 1%, the average level of formation of professional competence of future teacher during the studying pedagogical disciplines after experiment increased – by 2%, reduction of low level of formation of professional competence of future teacher during the studying pedagogical disciplines after experiment – for 3%.

The received indicators testify to high efficiency of offered Model of formation of professional competence of future teacher during the studying pedagogical disciplines.

Thus, the conducted research proved what exactly realization of the allocated pedagogical conditions and application of the developed Model of formation of professional competence of future teacher during the studying pedagogical disciplines influenced change of levels of formation professional competences of future teacher of experimental groups.

Conclusion

As a result of research the role of pedagogical disciplines in formation of professional competence of future teacher in the course of their professional training is proved. The valuable characteristic of

professional competence of future teacher from a position of formation of knowledge on pedagogical disciplines, ability to use this pedagogical knowledge in professional activity of future teacher is opened.

Results of research allowed to define essence of formation of professional competence of future teacher during the studying pedagogical disciplines which consists in mastering professional competences of areas of educational, research, organizational, social and educational activity. The structure is theoretically developed and almost approved, the contents, criteria and levels professional competences of future teacher are defined during the studying pedagogical disciplines. The model of formation of professional competence of future teacher is developed during the studying pedagogical disciplines. Efficiency of model of formation of professional competence of future teacher is experimentally checked during the studying pedagogical disciplines in the course of vocational training.

The developed Model of formation of professional competence of future teacher during the studying pedagogical disciplines is recommended for practical application in pedagogical process of higher educational institutions.

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