

Formation of professional competence at students (on the example of creative pedagogical specialties)

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Abstract. In article process of formation of professional competence at students of creative pedagogical specialties is theoretically reasonable. On the basis of the analysis of scientific literature the content of concept of professional competence at students of creative pedagogical specialties as result the educations which are expressing in readiness to solve professional problems, problems of interaction in professional creative activity is opened. Features of development of professional competence at students of pedagogical higher education institution in creative activity are defined, the structure is developed, the contents, criteria and levels professional competences at students of creative pedagogical specialties are defined. Pedagogical conditions of development of professional competence at students of pedagogical higher education institution of creative pedagogical specialties are revealed and proved. The Model of formation of professional competence at students of creative pedagogical specialties is developed and experimentally checked.

[Arsamerzaev G.A., Dauletova I.G., Sakenov J.Z., Toktarbayev G.- S. D. **Formation of professional competence at students (on the example of creative pedagogical specialties).** *Life Sci J* 2014;11(6s):97-101] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 17

Keywords: Formation of professional competence, formation of professional competence at students of creative pedagogical specialties.

Introduction

Modernization of an education system defined need for the experts of a new formation capable creatively and professionally to solve at modern practical level socially significant problems of training and education. Students as future teachers have to possess professional competences of the areas of educational, experimental, organizational, social and educational activity capable creatively to carry out pedagogical activity in the organizations of education.

There is a need of updating of the organization of professional activity for pedagogical higher education institution on a competence-based basis, creation of conditions for development of the corresponding professional competences in students of creative pedagogical specialties.

The analysis of researches of Angela Clarke and Kylie Budge [1, p.153], Nicolas Fernandez, Valerie Dory, Louis-Georges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [2, p.357], Aleinikov, A. [3, p.326], Ishanov, P., Bekmambetova, Z. [4, p.902], Teresa Cremin, Janet Maybin [5, p.275], Sakenov, D. Zh [6, p.1431], Alejandro Tiana, José Moya and Florencio Luengo [7, p.307], Schantz, E.A [8, p.383], Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H. [9, p.562], David Carr and Don Skinner [10, p.141], Kathleen A. Brown-Rice and Susan Furr [11, p.224], Claire Kramersch [12, p.249] allow to note to us that to pedagogical science there were certain theoretical

prerequisites for a solution of the problem of development of professional competences at students of creative pedagogical specialties.

In Angela Clarke and Kylie Budge [1, p.153], Aleinikov, A. [3, p.326], Teresa Cremin, Janet Maybin [5, p.275], Sakenov, D. Zh [6, p.1431], David Carr and Don Skinner [10, p.141], Kathleen A. Brown-Rice and Susan Furr [11, p.224], Oreck B. [13, p.55] works are investigated some aspects of development of professional competences at students. The traditional system of professional education in the higher education institution, mainly focused on the solution of educational tasks, not fully provides the solution of problems of professional development of students of creative pedagogical specialties. Therefore, involvement of students in vigorous creative activity for the purpose of formation of the valuable relation to the professional development, acquisitions of experience of creative activity by them is necessary.

The analysis of a situation of development of the higher pedagogical education, requirements of modern society to students of creative pedagogical specialties, conditions of existing system of professional education and formation of professional competence at students of creative pedagogical specialties allowed to allocate a number of contradictions:

– between modern requirements of society to quality of training of the competent expert of creative specialties pedagogical, capable to

professional activity and existing system of preparation and professional development of students of creative pedagogical specialties in pedagogical higher education institution;

– between need of creation for system of the higher pedagogical education of conditions for development of professional competence in students of creative pedagogical specialties as future experts and insufficient level of scientific justification of pedagogical conditions of their development in professional activity of students of pedagogical higher education institution.

These contradictions defined a problem of our research: what pedagogical conditions of development and formation of professional competence at students of creative pedagogical specialties.

As the solution of this problem didn't find rather full reflection in the analysis of scientific literature, the Purpose of our research is theoretical justification of process of formation of professional competence at students of creative pedagogical specialties.

Methods

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

- the theoretical: studying of philosophical, 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 students;

- methods of mathematical statistics: ranging method, method of an expert assessment, correlation method, etc.

Main part

Professional competences at students of creative pedagogical specialties are considered as the results of education which are expressing in readiness to solve personally significant, professional problems, problems of social interaction on the basis of the ideas appropriated to them of creativity as personality making of cultural development; to be competent in formation of creative abilities at children; in information and innovative pedagogical technologies; in the sphere of independent cognitive activity, ability of vision of alternatives of the solution of a professional problem and implementation of an optimum choice; in the sphere of professional activity; to estimate the professional opportunities.

Development professional competences at students of creative pedagogical specialties of pedagogical higher education institution (The theory and a technique of a professional education, the theory and a technique of physical training, etc.) in professional activity is understood as activities for assignment of values of creativity, creative and physical self-development, to development of ability to the solution of personally significant and professional tasks by means of professional activity. Thus development professional competences at students of creative pedagogical specialties happens in professional activity and communication and is shown in it.

Professional activity in pedagogical higher education institution is focused on the solution of personally significant and professional tasks and is carried out taking into account features of development and formation of professional competence at students of creative pedagogical specialties:

- formation of readiness for using methods of creative education taking into account opportunities and abilities at students of creative pedagogical specialties on the basis of modeling of the situations similar really arising in student teaching.

- professional development at students of creative pedagogical specialties is carried out in the course of professionally directed activity by means of the decision in it students of personally significant and professional tasks.

And formations of professional competence at students of creative pedagogical specialties promote development the following pedagogical conditions:

- design of the content of training of professional activity is carried out taking into account features in development of professional competence at students in the pedagogical higher education institution, aimed at successful implementation of future professional activity;

- the independent creative activity at students focused on the solution of personally significant tasks, connected with creativity, promotes definition of the individual program of personal and professional self-development;

- updating of individual experience of professional activity during continuous student teaching provides its transformation in experience of the solution of professional tasks with use of means of creative activity;

Productivity of pedagogical conditions of development and formation of professional competence at students of creative pedagogical specialties in professional activity is shown in

expansion of their individual experience of the activity influencing professional development at students of creative pedagogical specialties, as future teachers. Criterion of productivity in formation of professional competence at students of creative pedagogical specialties is existence at positive dynamics in development of all components of professional competence at the decision students of personally significant tasks means of creative activity - positive dynamics in development of a motivational component; positive dynamics in development of a substantial component; positive dynamics in development of an activity component in formation of professional competence at students of creative pedagogical specialties.

Criteria and indicators of formation of professional competence at students of creative pedagogical specialties: the substantial; the motivational; the activity.

Levels of formation of professional competence at students of creative pedagogical specialties: high, average, low.

Thus, at design of Model of formation of professional competence at students of creative pedagogical specialties allocation of the following components is necessary:

I. Criteria and indicators of formation of professional competence at students of creative pedagogical specialties.

II. Levels of formation of professional competence at students of creative pedagogical specialties.

III. Pedagogical conditions of formation of professional competence at students of creative pedagogical specialties.

Thus, the organization of process of formation of professional competence at students of creative pedagogical specialties assumes development of Model of formation of professional competence at students of the creative pedagogical specialties, reflecting necessary personal and professional qualities of the student. The model of formation of professional competence at students of creative pedagogical specialties represents the complete, interconnected process in which all components are directed on achievement of an ultimate goal – formation of professional competence at students of creative pedagogical specialties. The model of formation of professional competence at students of creative pedagogical specialties is given in figure 1.

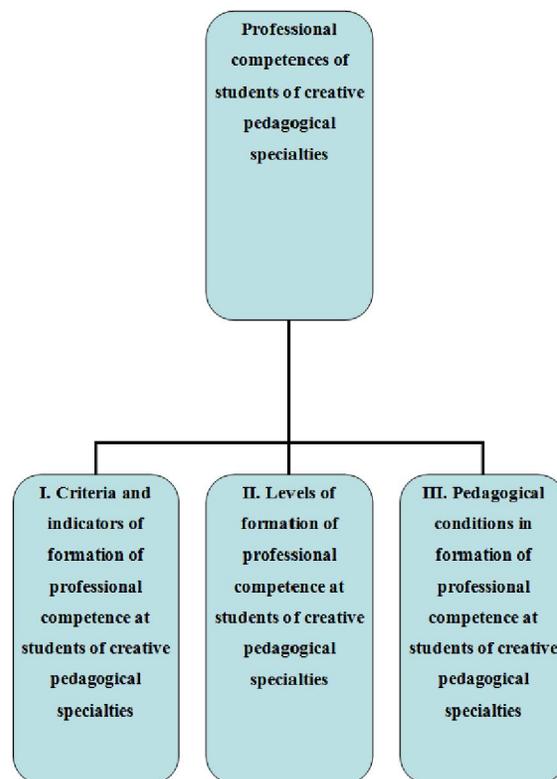


Figure 1. Model of formation of professional competence at students of creative pedagogical specialties

For check of pedagogical efficiency of the Model of formation of professional competence developed by us at students of creative pedagogical specialties, the structure and the main content of experimental work on formation of professional competence at students of creative pedagogical specialties in pedagogical conditions in the formation of professional competence organized on the basis at offered Model at students of creative pedagogical specialties is developed.

In the course of stating experiment problems of diagnostics of real level in formation of professional competence at students of creative pedagogical specialties in control and experimental groups, identification definition of level of informative activity, identification of degree of formation of competence and professionally significant qualities of the identity of the student, comparison and the analysis of the results received in control and experimental groups were solved.

Carrying out a stating stage of experiment allowed us to draw a conclusion on lack of essential distinctions between students of control and experimental groups on the allocated indicators of formation of professional competence at students of

creative pedagogical specialties for the beginning of carrying out forming experiment.

Check in practice of Model of formation of professional competence at students of creative pedagogical specialties and a solvency and efficiency of the developed pedagogical conditions of formation of professional competence at students of creative pedagogical specialties where it should be noted the special importance of indicators at results of formation of professional competence at students of creative pedagogical specialties as created competences are realized as much as possible by unity of training, bringing-up and developing functions in process of formation of professional competence at students of creative pedagogical specialties became the purpose of carrying out forming experiment and possess, therefore, rather high potential for increase at efficiency of formation of professional competence at students of creative pedagogical specialties.

Pedagogical conditions of formation of professional competence at students of the creative pedagogical specialties, designed by results of complex scientific and theoretical research, underwent at this stage testing in educational groups in combination with the control provided by curricula and programs of higher education institution. Essential distinction between control (C) and (E) groups change of character and the organization of educational activity of the last due to realization of pedagogical conditions at formation of professional competence at students of creative pedagogical specialties became experimental.

The statistical analysis of the data obtained as a result of experiment, gave mathematical confirmation of the importance of pedagogical conditions of formation of professional competence at students of creative pedagogical specialties. As showed the comparative analysis of values for each of the studied indicators, Pedagogical conditions have the greatest impact on efficiency of formation of professional competence at students of creative pedagogical specialties as a whole (table 1).

Table 1. Dynamics of efficiency of formation of professional competence at students of creative pedagogical specialties (in %)

Levels of efficiency	Group	Before experiment %	After experiment %
Low	C	14	12
	E	15	2
Average	C	47	48
	E	46	49
High	C	39	40
	E	39	49

The data provided in table 1, show that after the organization of experimental work in experimental group are observed dynamics of high and average levels of efficiency of formation of professional competence at students of creative pedagogical specialties that confirms efficiency of the made pedagogical experiment.

Conclusions and recommendations

As a result of the conducted research process in formation of professional competence at students of creative pedagogical specialties (The theory and a technique of a professional education, the theory and a technique of physical training, etc.) is theoretically reasonable.

Use of theoretical methods of research allowed to open the content of concept of professional competence at students of creative pedagogical specialties as result of the academic education, being expressed in readiness to solve professional problems, problems of interaction in professional creative activity.

Features in development of professional competence at students of pedagogical higher education institution in creative activity are experimentally defined, the structure is developed, the contents, criteria and levels professional competences at students of creative pedagogical specialties are defined.

The theoretical analysis and empirical interpretation allowed to reveal and prove pedagogical conditions in development of professional competence at students of creative pedagogical specialties.

Efficiency Model of formation of professional competence at students of creative pedagogical specialties is theoretically developed and experimentally checked.

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4/2/2014