

Elective disciplines as means of formation of professional competence of future teachers

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Abstract. In this article the essence, specifics, opportunities and features of elective disciplines as means of formation of professional competence of future teachers is revealed. The structure, key characteristics and mechanisms of professional competence of future teachers are revealed and theoretically proved. The original model of formation of professional competence of future teachers is developed and introduced during the studying elective disciplines in the conditions of the teacher training college, including criteria and indicators of productivity of process. Check of efficiency of formation model of professional competence of future teachers during the studying elective disciplines is carried out.

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Introduction

Elective disciplines are disciplines for choice which contents allow to satisfy professional interests according to personal bents. The disciplines chosen by the student become obligatory for studying. In total the regional component of a professional education and elective disciplines provide knowledge, skills to future teachers. In turn, elective disciplines - the list of disciplines of the training, the educations approved by the organizations entering a component for choice from among which being trained forms the individual curriculum within the established credits. The list of elective disciplines is discussed and approved by Educational and methodical Council of higher education institution. On the basis of the list of elective disciplines the Office of the Registrar of higher education institution develops the catalog of elective disciplines. The catalog of elective disciplines is approved on the Academic Council of higher education institution.

Record of the elective disciplines which were trained for studying will be organized by Office of the Registrar with the methodical and advisory help of chairs, dean's offices and edvayzer. The individual curriculum of the student is formed after completion of record on elective disciplines.

Thus, elective disciplines provide knowledge, skills teachers form future their professional competences as future teachers. Analysis of works of Kul'kov, S.A. [1, p. 280], Asenova, N. S., Sakenov, D. Zh. [2, p. 96], Kathleen A. Brown-Rice and Susan Furr [3, p. 224], Zhaparova, B.M. [4, p. 282], Ash, D., Levitt, K. [5, p. 23], Sakenov, D.Zh. [6, p. 1431], Ishanov, P., Bekmambetova, Z. [7, p. 902], Artyukhin, O.I. [8, p. 842], Ana Koceic, Anita Mestrovic, Luka Vrdoljak, Katarina Vukojevic, Vesna Barac-Latas, Ines Drenjancevic-Peric, Dolores

Biocina-Lukenda, Damir Sapunar and Livia Puljak [9, p. 387], Ann, M.L. Cavallo and Timothy, A. Laubach [10, p. 1029], Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. [11, p. 101] shows that formation of professional competence of students becomes one of the priority directions of modern education.

The carried-out analysis of scientific literature on a problem of formation of professional competence at students, testify to increase of interest to this problem.

However, still complex research of a problem of interrelation of elective disciplines and formation of professional competence of pedagogical higher education institution students it wasn't carried out. Besides, the analysis of scientific researches [1; 5; 10] shows that higher educational institutions at present have no sufficient level of scientifically reasonable organization of the educational process promoting influence of elective disciplines, as tutorials on formation of professional competence of future future teachers.

In existing researches of professional training of students (Kul'kov, S.A. [1, p. 280], Kathleen A. Brown-Rice and Susan Furr [3, p. 224], Ash, D., Levitt, K. [5, p. 23], etc. conditions, factors and substantial variability of this process are allocated. These researches give the grounds for ascertaining about possibility of influence of elective disciplines on professional training of future teachers on formation of their professional competence. At the same time, the aspect of need of the student in formation of professional competence as future teacher in the conditions of studying of elective disciplines remains low-studied.

Thus, need of formation of professional competence of future teachers is quite obvious now, but process of its formation during the studying

elective disciplines demands specification of the contents and structure of the concept.

Professional competence of future teachers is a basic, integrated characteristic of personal qualities of the student, including the professional competences, providing effective and expedient implementation of professional activity in various spheres and education segments according to the accepted in modern society legal and moral standards, characterizing existence of organizing abilities, skills of the analysis and forecasting of results of pedagogical activity, knowledge of the most effective and rational ways of its implementation, and also professional mobility. This understanding of professional competence of future teachers creates a scientific basis for development of the content of elective disciplines as means of professional training of students. However, as shows the analysis of psychology and pedagogical and methodical literature: Artyukhin, O.I. [8, p. 842], Ana Koceic, Anita Mestrovic, Luka Vrdoljak, Katarina Vukojevic, Vesna Barac-Latas, Ines Drenjancevic-Peric, Dolores Biocina-Lukenda, Damir Sapunar and Livia Puljak [9, p. 387], Ann, M.L. Cavallo and Timothy, A. Laubach [10, p. 1029], development of elective disciplines as means of formation of professional competence of future teachers remains out of a field of modern scientific researches, their specifics in comparison with the main disciplines thereby aren't considered. The insufficient modern theoretical readiness of this scientific problem caused low level of productivity of elective disciplines as means of formation of professional competence of future teachers.

Research objective:

Theoretically to prove and experimentally to check a role of elective disciplines as means of formation of professional competence of future teachers.

Methods

For the solution of the set objectives and verification of initial assumptions the following research methods were used: theoretical - analysis of the studied problem in scientific literature, empirical - observation, conversations, questioning, discussions, interviewing, analysis of the best pedagogical practices, analysis of creative works of students, studying of high school documentation (state standards of education, curricula, standard programs, educational-methodical complexes of elective disciplines) experiments, modeling.

Main part

Leading component of designing of the content of elective disciplines as means of formation of professional competence of future teachers, is formation

of experience of research activity of students of higher education institution. Development of elective disciplines as means of formation of professional competence of future teachers is understood by us, as process of development and specification of system professional competences of future teachers, their experience of practical and creative activities for the purpose of security of integrity and focus of the most elective discipline. In a context of our research the technology of development of elective disciplines is activities for expansion and formation of the following criteria and indicators of professional competence of future teachers:

- informative (assimilation of knowledge, level of professional literacy, mastering complex of concepts, categories, laws);
- motivational (qualities and properties of the personality, tolerance, psychological readiness);
- practical (mastering the actions having a professional focus, existence of abilities of the rational organization of work, use of knowledge in non-standard situations, skills of design, the organization and implementation of professional activity).

In this regard, we developed and introduced original Model of formation of professional competence of future teachers during the studying elective disciplines including criteria and indicators of productivity of process.

At design of Model of formation of professional competence of future teachers during the studying elective disciplines allocation of the following components is necessary: procedural, cognitive, information.

The procedural component is based on a complex of practical skills of future teachers making a basis of professional competence at development of elective disciplines. The cognitive component of professional competence describes, first of all, intellectual development and features of cognitive activity of future teachers making also professional competences at development of elective disciplines. Information component characterizes tactics and strategy of professional behavior of future teachers, making professional competences at development of elective disciplines.

Thus, the organization of process of professional competence model of future teachers at development of elective disciplines assumes development of the model containing professional competences and reflecting necessary personal and professional qualities of future teachers. The model represents the complete, interconnected process in which all components and components are directed on achievement of an ultimate goal – formation at future teachers of professional competence as result of development of elective disciplines (fig. 1).

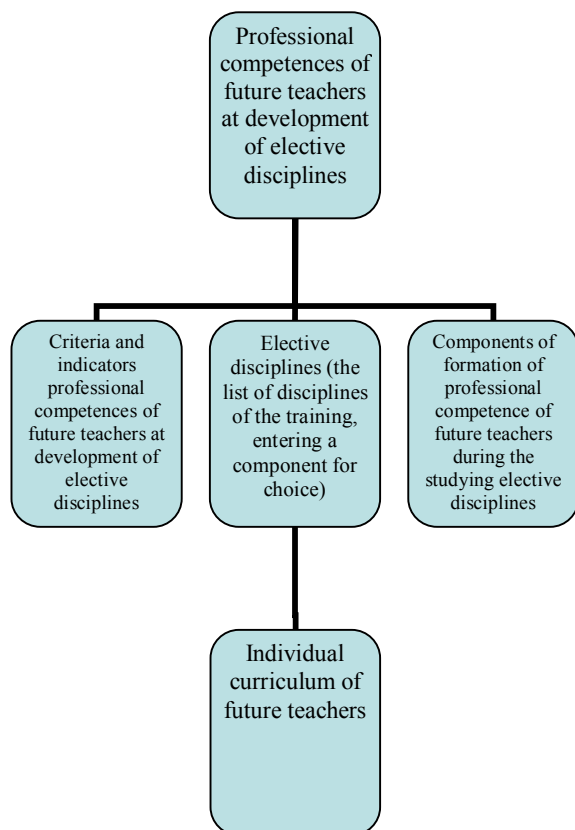


Figure 1. Model of professional competence formation of future teachers during the studying elective disciplines

During experimental check of Model of formation of professional competence of future teachers during the studying elective disciplines, including analyzing dynamics of the relation of future teachers to the content of elective disciplines, it is possible to draw the following conclusion: at the initial stage of experiment the number of students with the expressed informative interest made 17%, and at the end of the 7th semester it increased to 62%. Therefore, positive dynamics for 45% allows to determine productivity of skilled and experimental work by this criterion. The analysis of results of a forming stage of experiment allows to define dynamics of formation of professional competences of future teachers. At the initial stage of experiment the number of students with the created professional competences made 15%, and at the end of the 7th semester it increased to 73%. Therefore, positive dynamics by this criterion for 58% indicates productivity of skilled and experimental work on formation of professional competence of future teachers during the studying elective disciplines. The comparative analysis of results of stating and forming stages of experiment showed that in a course is skilled - experimental work positive dynamics by all

criteria of Model of formation of professional competence of future teachers is observed when studying elective disciplines.

Pedagogical diagnostics of results of definition of level of formation of professional competence of future teachers during the studying the elective 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 teachers during the studying elective disciplines to what results of progress in experimental and control groups before experiment (fig. 2) testify.

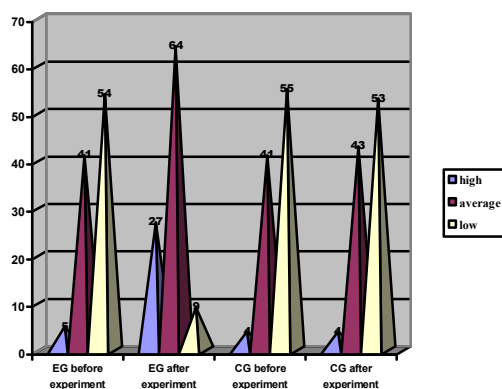


Fig. 2. Diagnostics of level of professional competence formation of future teachers during the studying elective disciplines.

Thus, in experimental groups the number of students with high level of formation of professional competence after experiment increased by 22%, number of the students who have reached the average level – for 23%, the number of the students having low level – decreased by 45%.

Results in control groups testify to preservation of number of students with high level of formation of professional competence at the level of 4%, average level – for 2%, reduction of low level of formation by 2%.

The received indicators testify to high efficiency of offered Model of formation of professional competence of future teachers when studying elective disciplines.

Conclusion

As a result of the conducted research the essence, specifics, opportunities and features of elective disciplines as means of formation of professional competence of future teachers is proved.

The theorist – the methodological analysis of a condition of study of the declared problem of research allowed to reveal and prove structure, key

characteristics and mechanisms of formation of professional competence of future teachers in a context of studying of elective disciplines.

The original model of formation of professional competence of future teachers is experimentally developed, approved and introduced during the studying elective disciplines in the conditions of the teacher training college, including criteria and indicators of productivity of process.

The research way carried out check of efficiency of model of formation of professional competence of future teachers during the studying elective disciplines.

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