

## Formation of professional competence of students of pedagogical higher education institution

Nurgaliyeva Akmaral Kazhuratovna<sup>1</sup>, Nurgaliyeva Aygerim Kazhimuratovna<sup>1</sup>, Muchkin Dmitriy Pavlovich<sup>1</sup>, Soltanbaeva Bibigul Fayzullaevna<sup>1</sup>, Sakenov Janat Zhantemirovich<sup>1</sup>

<sup>1</sup>Pavlodar state pedagogical institute, Pavlodar, Kazakhstan, Shakhmetova Dinara Sapargaliyeva<sup>2</sup>

<sup>2</sup>University Turan-Astana, Astana, Kazakhstan

**Abstract.** In article the contents, structure of professional competence, as making professional culture, and its place in system of professional education are analysed. The model of formation of professional competence of students of pedagogical higher education institution is developed. The interrelation of forms and methods of preparation of future teachers on the disciplines provided by a standard, with simultaneous formation of separate components of professional competence is established. Means of formation of professional competence at students of pedagogical higher education institution are proved. Criteria, indicators and levels of a formed of professional competence at students of pedagogical higher education institution are defined.

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### Introduction

Quality of preparation of students of pedagogical higher education institution continues to lag behind requirements of the market of pedagogical work, employers. Analysis of works of Fariza Achcaoucaou, Laura Guitart-Tarrés, Paloma Miravittles-Matamoros, Ana Núñez-Carballosa, Mercé Bernardo and Andrea Bikfalvi[1], Nicolas Fernandez, Valerie Dory, Louis-Georges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher[2, p.357], Alejandro Tiana, José Moya and Florencio Luengo [3, p.307], Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H.[4, p.562], Sakenov, D. Zh. [5, p.1431], Paul Hager and David Beckett[6, p.24], David Carr and Don Skinner[7, p.141], Claire Kramsch[8, p.249], Kristin Litster and Jillian Roberts[9, p.130], Kathleen A. Brown-Rice and Susan Furr [10, p.224], Janet Looney[11, p.440], etc., 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 formation of professional competence of students of pedagogical higher education institution it was not carried out. Besides, the analysis of scientific researches Paul Hager and David Beckett[6, p.24], David Carr and Don Skinner [7, p.141], Claire Kramsch [8, p.249], Kristin Litster and Jillian Roberts[9, p.130], Kathleen A. Brown-Rice and Susan Furr [10, p.224],

Janet Looney[11, p.440] shows that higher educational institutions at present have no sufficient level of scientifically reasonable organization of the educational process promoting formation of professional competence of future experts though in this direction some development is available, but their results are not generalized and not systematized.

Thus contradiction existence between: requirements at studying youth of motives and interests actively to join in system of the modern educational relations and a low form of professional competence of students of pedagogical higher education institution, defined the Research objective:

Theoretically to prove and experimentally to check forms, methods, means of formation of professional competence of students of pedagogical higher education institution.

Need of formation of the professional competence being a component of pedagogical culture, is quite obvious now, but process of its formation in educational and educational process of pedagogical higher education institution demands specification of the contents and structure of the concept.

Professional competence of students of pedagogical higher education institution 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. Professional competence of unity of the personal, cognitive and activity parties of future expert is shown.

### Material and 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.

In our opinion, it is necessary to consider a basis of professional competence in a complex, as set of the following components: professional literacy, professional consciousness, professional thinking, professional outlook and professional behavior.

Formation of professional literacy process fundamental, long, including, according to Claire Kramsch [8, p.249] opinion, the following stages: formation of initial ideas of essence of educational system, its main categorical structures and nature of educational activity; formation of subject system of knowledge, assimilation of the main educational theories, categories, concepts, regularities, concepts, mastering by the main methods and receptions of rational and effective educational activity; formation of the complex generalized system of knowledge on the basis of intersubject communications of various high school disciplines.

Professional consciousness - valuable, standard bases of educational reality, a source of creative activity in the educational sphere. The main characteristic of professional consciousness – professional thinking which is shown in complete idea of educational system, its main processes, regularities, and also in power of thinking of the student to her transformation.

The professional outlook includes idea of specifics of education, features of the organization and implementation of educational activity in the conditions of its functioning.

Professional behavior – manifestation of any form of the educational activity, capable to affect professional development of the student.

It is necessary to consider as technology of formation of professional competence: training to educational technologies; message of necessary knowledge on pedagogical regularities, ensuring their complete assimilation; an orientation of educational

process on education of professional outlook; correction of professional knowledge, abilities, skills, thinking and outlook, reorganization of professional consciousness, i.e. formation of the identity of the expert.

This process is based on such principles, as development of the professional thinking, allowing to make decisions at high level of generalization; the innovative orientation focused on creative activity of trainees; the information of training providing inclusion of educational system in a global information field, and also humanization and interconcreteness principles.

Levels of a formed professional competence at students: high, average, low.

Criteria and indicators of a form of professional competence: informative (assimilation of knowledge, level of professional literacy, mastering by a complex of concepts, categories, laws); motivational (qualities and properties of the personality, tolerance, psychological readiness); practical (mastering by the actions having a professional orientation, 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).

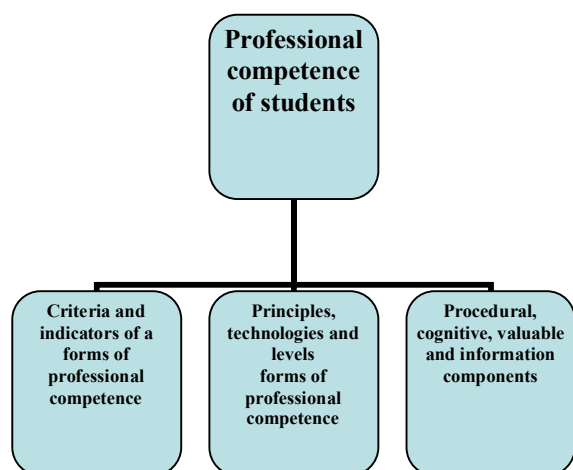
Thus, at design of Model of formation of professional competence of students of pedagogical higher education institution allocation of the following components is necessary: procedural, cognitive, valuable and information.

The procedural component is based on a complex of the practical skills making a basis of any educational activity.

The cognitive component of professional competence describes, first of all, intellectual development and features of informative activity of the expert occupied in education, and valuable – level of cultural and professional development of the concrete identity of the student.

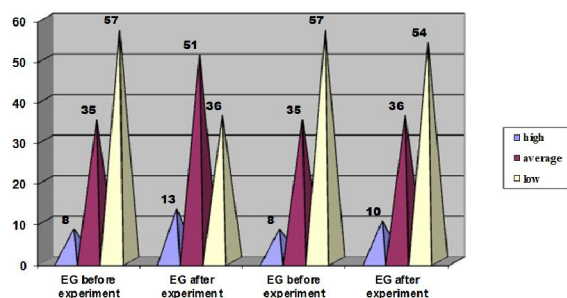
Information component of professional competence characterizes tactics and strategy of professional behavior, communication channels, specifics of communication and the interpersonal relations arising during educational activity.

Thus, the organization of process of formation of professional competence at students of pedagogical higher education institution assumes development of the model containing professional competences and reflecting necessary personal and professional qualities of the student. The model represents the complete, interconnected process in which all components and components are directed on achievement of an ultimate goal – formation at students of pedagogical higher education institution of professional competence (fig. 1).



**Figure 1. Model of formation of professional competence of students of pedagogical higher education institution**

Pedagogical diagnostics of results of definition of level of a form of professional competence of students of the pedagogical higher education institution which has been carried out with use of the rating monitoring system, allowed to reveal a tendency of increase of level of a form of professional competence to what results of progress in experimental and control groups before experiment (fig. 2) testify.



**Figure 2. Diagnostics of level of a form of professional competence of students of pedagogical higher education institution**

Thus, in experimental groups the number of students with high level of a form of professional competence after experiment increased by 5 %, number of the students who have reached the average level – for 16 %, the number of the students having low level – decreased for 21 %.

Results in control groups testify to increase in number of students with high level of a form of professional competence for 2 %, average level – for 1 %, reduction of low level of a form by 3 %.

The received indicators testify to high efficiency of the offered directions of formation in the course of training of professional competence at students of pedagogical higher education institution.

### Results and discussion

The developed model of formation of professional competence of students of pedagogical higher education institution is recommended for practical application in higher education institutions.

The established interrelation of forms and methods of preparation of future teachers on the disciplines provided by a standard, with simultaneous formation of separate components of professional competence can be recommended as means of increase of efficiency of pedagogical process of higher education institution.

Reasonable means of formation of professional competence at students of pedagogical higher education institution can in the long term will change and will be added.

Reasonable criteria, indicators and levels of a forms of professional competence at students of pedagogical higher education institution can define innovative development of the higher school.

### Corresponding Author:

Dr. Nurgaliyeva A.K. Pavlodar state pedagogical institute, Pavlodar, Kazakhstan

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