

Pedagogical conditions of formation professional competences at students (on an example of the Pedagogics and psychology specialty)

B.G. Sarsenbaeva, N.V. Nikolaeva, Z.K. Kulsharipova, R.N. Demidenko, V.V. Vlasova, J. Z. Sakenov

Pavlodar State Pedagogical Institute, Mira Street, 60-303, Pavlodar, 140006, Kazakhstan

Abstract. In article the analysis of a status of the problem consisting in justification of pedagogical conditions of formation of professional competence at students (on an example of the Pedagogics and psychology specialty) in the course of their vocational training is carried out. The structure is developed, the contents, criteria and levels professional competences at students (on an example of the Pedagogics and psychology specialty) are defined. Efficiency of the revealed pedagogical conditions of the vocational training providing formation of professional to competence at students (on an example of the Pedagogics and psychology specialty) is checked. The model of formation of professional competence of students of the Pedagogics and psychology specialty is developed. Efficiency of model of formation of professional competence of students of the Pedagogics and psychology specialty in the course of vocational training is experimentally checked.

[Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J. Z. **Pedagogical conditions of formation professional competences at students (on an example of the Pedagogics and psychology specialty).** *Life Sci J* 2014;11(5s):166-170]. (ISSN:1097-8135). <http://www.lifesciencesite.com>. 32

Keywords: Pedagogical conditions of formation professional competences, professional competence of students (on an example of the Pedagogics and psychology specialty).

Introduction

Professional activity of the teacher-psychologist is characterized by an insufficient readiness of the status and professional duties. Out of sight of researchers-teachers and methodologists there was a problem of the pedagogical conditions promoting effective formation of professional competence at students as future teachers-psychologists. Theoretical bases of such type of preparation are not developed, the pedagogical conditions providing efficiency of formation of professional to competence at students as future teachers-psychologists are not revealed. Analysis of works of Ishanov, P., Bekmambetova [1, p.902], Fariza Achcaoucaou, Laura Guitart-Tarrés, Paloma Miravittles-Matamoros, Ana Núñez-Carballosa, Mercé Bernardo and Andrea Bikfalvi [2], Nicolas Fernandez, Valerie Dory, Louis-Georges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [3, p.357], Schantz, E.A [4, p.383], Alejandro Tiana, José Moya and Florencio Luengo [5, p.307], Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H. [6, p.562], Paul Hager and David Beckett [7, p.24], Sakenov, D. Zh [8, p.1431], David Carr and Don Skinner [9, p.141], Claire Kramsch [10, p.249], Kristin Litster and Jillian Roberts [11, p.130], Kathleen A. Brown-Rice and Susan Furr [12, p.224], Sarsenbayeva, B.G. [13, p.282] etc., shows that formation of professional competence of students as future teacher-psychologists becomes one of the priority directions of modern psychological education.

Complex research of a problem of formation of professional competence of students of the Pedagogics and psychology specialty as future teachers-psychologists it was not carried out. Besides, the analysis of scientific researches Nicolas Fernandez, Valerie Dory, Louis-Georges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [3, p.357], Schantz, E.A [4, p.383], Alejandro Tiana, José Moya and Florencio Luengo [5, p.307], Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H. [6, p.562], Paul Hager and David Beckett [7, p.24], Sakenov, D. Zh [8, p.1431], David Carr and Don Skinner [9, p.141] shows that in higher educational institutions not sufficient level of scientifically reasonable organization of educational process and the pedagogical conditions promoting formation of professional competence of students of the Pedagogics and psychology specialty as future teachers-psychologists though in this direction some development is available, but their results are not generalized and not systematized.

Thus, the modern situation in preparation of the teacher-psychologist allows to allocate the following contradiction between need of formation in the course of vocational training of future teachers-psychologists professional competences and an insufficient readiness of pedagogical conditions of formation professional competence and educational and methodical ensuring this process.

The allocated contradiction defines an urgency of research of the problem consisting in justification of pedagogical conditions of formation of

professional to competence at students (on an example of the Pedagogics and psychology specialty) in the course of their vocational training.

The designated contradictions, urgency of a selected problem, its insufficient theoretical and practical readiness formed the basis for Research objective definition: theoretical justification and practical realization of the pedagogical conditions providing formation of professional to competence at students of the Pedagogics and psychology specialty as future teachers-psychologists. Need of formation of professional competence at students of the Pedagogics and psychology specialty as future teachers-psychologists, being component of their professional readiness, is quite obvious now, but groundlessness of pedagogical conditions of its formation in educational process of pedagogical higher education institution demands specification of the contents and structure of the concept.

Professional competence of students of the Pedagogics and psychology specialty is a basic, integrated characteristic of personal qualities of the student, as future the teacher-psychologist including professional competences, providing effective and expedient implementation by the teacher-psychologist of professional activity in various spheres and the education segments, characterizing existence of organizing abilities, skills of the psychological analysis and forecasting of results of professional activity, knowledge of the most effective ways of its implementation. Professional competence at students of the Pedagogics and psychology specialty in unity of the personal, cognitive and deyatelnostny parties of future teacher of the psychologist 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.

Main part

The maintenance of professional competence of students of the Pedagogics and psychology specialty is defined by the basic, integrated characteristic of personal qualities of the student, as future the teacher-psychologist including professional competences, providing effective and expedient

implementation by the teacher-psychologist of professional activity in various spheres and the education segments, characterizing existence of organizing abilities, skills of the psychological analysis and forecasting of results of professional activity, knowledge of the most effective ways of its implementation. Professional competence at students of the Pedagogics and psychology specialty through the solution of the professional tasks making a basis of their professional activity, such as is shown: psychological diagnostics, the correctional actions, developing activity, psychological consultation, social rehabilitation, psychological equipment. Professional competence at students of the Pedagogics and psychology specialty is complex, professional and their personal characteristic as future the teacher-psychologists who is forming in the course of vocational training, showing readiness of students of the Pedagogics and psychology specialty effectively to solve professional problems and including: the substantial module (knowledge of professional activity of the expert of pedagogics and psychology), the motivational module (existence of interest and requirement to carry out professional activity of the expert of pedagogics and psychology), the activity module (professional skills for the qualified performance of professional activity of the expert of pedagogics and psychology).

2. Pedagogical conditions of formation of professional competence at students of the Pedagogics and psychology specialty are:

- mastering in the course of subject and practical preparation of future teachers of psychologists on cycles of all-professional disciplines and disciplines of subject preparation by the corresponding theoretical knowledge, the practical skills necessary for implementation of professional activity;

- ensuring the maximum use of possibilities of the theoretical and practical directions of vocational training according to logic of educational movement of students in the main forms of professional activity, innovative pedagogical technologies in disciplines of subject preparation, when passing a psychological-pedagogical practical work, in the course of complex psychological-pedagogical practice of student teaching during formation of professional competence future the teacher-psychologists;

- optimum connection of active, innovative technologies of training in the course of formation professional competences of students of the Pedagogics and psychology specialty;

- formation at students of the Pedagogics and psychology specialty of the valuable relation to mastering by future profession.

Criteria and indicators of a formation of professional competences of students of the Pedagogics and psychology specialty: 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).

Levels of a formation of professional competences at students of the Pedagogics and psychology specialty: high, average, low.

Thus, at design of Model of formation professional competence of students of the Pedagogics and psychology specialty needs allocation of the following components:

I. Organizational: definition of the purposes and ways of allocation of the professional actions demanding application professional competence, designing of tasks, development of criteria of an assessment of performance of a task, preparation of tutorials, the organization of the working groups of students and distribution of tasks.

II. Motivational: presentation of tasks.

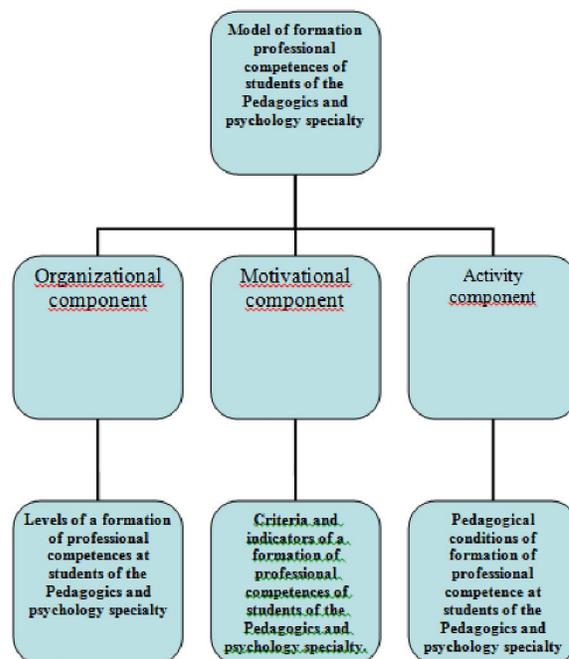
III. Activity: design by students of the solution of a psychology and pedagogical task and representation of results, presentation, assessment, examination of decisions.

IV. Criteria and indicators of formation professional competences of students of the the Pedagogics and psychology specialty.

V. Levels of formation professional competences at students of the the Pedagogics and psychology specialty.

VI. Pedagogical conditions of formation of professional competence at students of the the Pedagogics and psychology specialty.

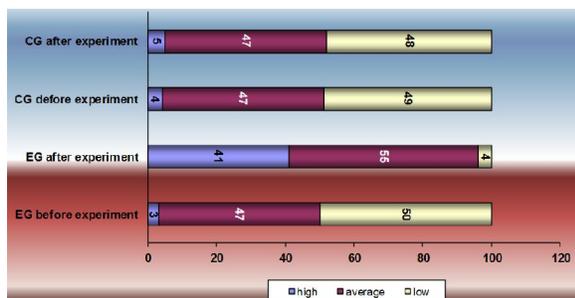
Thus, the organization of process of formation of professional competence at students of the the Pedagogics and psychology specialty assumes development of Model of formation professional competences of students of the the Pedagogics and psychology specialty, reflecting necessary personal and professional qualities of the student. Model of formation professional competences of students of the the Pedagogics and psychology specialty represents the complete, interconnected process in which all components and components are directed on achievement of an ultimate goal – formation professional to competence at students of the the Pedagogics and psychology specialty (Drawing 1).



Drawing 1. Model of formation professional competences of students of the Pedagogics and psychology specialty

Pedagogical experiment consisted in realization of the developed pedagogical conditions of formation of professional competence at students of the Pedagogics and psychology specialty put in Model of formation professional competences of students of the the Pedagogics and psychology specialty in the course of vocational training and check of their efficiency. Dynamics of development of professional competence at students of the Pedagogics and psychology specialty of control and experimental groups for the entire period of training was traced. Research passed at faculty of psychology and PSPI pedagogics. Students of the Pedagogics specialty took part in it and psychology (91 person).

Experimental diagnostics of results of definition of level of formation of professional competence at students of the Pedagogics and psychology specialty, carried out with use of the ball and rating monitoring system, allowed to reveal a tendency of increase of level of formation of professional competence at students of the Pedagogics and psychology specialty to what results of research in experimental and control groups before experiment in drawing 2 testify. Diagnostics of levels of formation of professional competence at students of the Pedagogics and psychology specialty.



Drawing 2. Diagnostics of levels of formation of professional competence at students of the Pedagogics and psychology specialty.

Thus, in experimental groups the number of students with high level of a formation of professional competence after experiment increased by 38 %, number of the students who have reached middle tier – for 8 %, the number of the students having low level – decreased for 46 %.

Results in control groups testify to increase in number of students with high level of a formation of professional competence for 1 %, average level – for 0 %, reduction of low level of a formation by 1 %.

The received indicators testify to extra efficiency of offered Model of formation professional competences of students of the Pedagogics and psychology specialty.

Thus, the carried-out research proved, what exactly realization of the allocated pedagogical conditions and application of the developed Model of formation professional competences of students of the Pedagogics and psychology specialty affected change of levels of formation professional competences of students of the Pedagogics and psychology specialty.

Conclusions

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 formation of professional competence at students of

pedagogical higher education institution can define innovative development of the higher school.

During research pedagogical conditions of formation professional competences at students (on an example of the Pedagogics and psychology specialty) in the course of their vocational training are proved.

The structure is developed, the contents, criteria and levels professional competences at students (on an example of the Pedagogics and psychology specialty) are defined.

Efficiency of the developed Model of formation of professional competence of students of the Pedagogics and psychology specialty and the pedagogical conditions of vocational training providing formation of professional to competence at students put in it (on an example of the Pedagogics and psychology specialty) is checked and proved.

As the priority direction of further theoretical and practical scientific work we consider development of concepts of formation of professional competence of students of the Pedagogics and psychology specialty and other specialties and the directions of preparation of bachelors and masters.

Corresponding Author:

Dr. B.G. Sarsenbaeva
Pavlodar State Pedagogical Institute
Mira Street, 60-303, Pavlodar, 140006, Kazakhstan

References

1. Ishanov, P., Bekmambetova, Z., 2013. Improvement the process of professional education specialists training. *European researcher*, 4-2 (46): 902-906.
2. Fariza Achcaoucaou, Laura Guitart-Tarrés, Paloma Miravittles-Matamoros, Ana Núñez-Carballosa, Mercé Bernardo and Andrea Bikfalvi, 2012. Competence assessment in higher education: A dynamic approach. *Human Factors and Ergonomics in Manufacturing & Service Industries*, DOI: 10.1002/hfm.20394.
3. Nicolas Fernandez, Valerie Dory, Louis-Georges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher, 2012. Varying conceptions of competence: an analysis of how health sciences educators define competence. *Medical Education*, 46 (4): 357-365.
4. Schantz, E.A., 2012. Professional training of university students as a holistic educational system. *Theory and practice of education in the modern world*, 1: 383-386.
5. Alejandro Tiana, José Moya and Florencio Luengo, 2011. Implementing Key Competences in Basic Education: reflections on curriculum

- design and development in Spain. *European Journal of Education*, 46 (3): 307-322.
6. Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H., 2012. Professional identity and nursing: contemporary theoretical developments and future research challenges. *International Nursing Review*, 59 (4): 562-569.
 7. Paul Hager and David Beckett, 1995. Philosophical underpinnings of the integrated conception of competence. *Educational Philosophy and Theory*, 27 (1): 1-24.
 8. Sakenov, D. Zh, Y.V. Kushnir, 2012. Preparation of students of higher education institution for professional activity in the course of studying of pedagogical disciplines. *World applied sciences journal*, 19 (10): 1431-1436.
 9. David Carr and Don Skinner, 2009. The Cultural Roots of Professional Wisdom: Towards a broader view of teacher expertise. *Educational Philosophy and Theory*, 41 (2): 141-154.
 10. Claire Kramsch, 2006. From Communicative Competence to Symbolic Competence. *The Modern Language Journal*, 90 (2): 249-252.
 11. Kristin Litster and Jillian Roberts, 2011. The self-concepts and perceived competencies of gifted and non-gifted students: a meta-analysis. *Journal of Research in Special Educational Needs*, 11 (2): 130-140.
 12. Kathleen A. Brown-Rice and Susan Furr, 2013. Preservice Counselors' Knowledge of Classmates' Problems of Professional Competency. *Journal of Counseling & Development*, 91 (2): 224-233.
 13. Zhaparova, B.M., Tleulesova, A.Sh., Sarsenbayeva, B.G., Baygozhina, Zh.M., Aytpayeva, Zh. Zh., Sakenov, D. Zh., 2013. The Development of the Catalog of Elective Subjects as a Means of Professional Training of Students. *Life Sci J*, 10(11s): 282-285.

3/19/2014