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## Possibilities of the Professional Competence Formation of Future Teachers

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### Abstract

The purpose of the study is to make an analysis of the works of scientists dedicated to the issues of the professional competence formation of the individual and searching the capabilities of this competence enhancement. Scientists often use the term "competence" to delimit the scope of the individual, and the word "competency" is used to assess the quality of his activities;- The concept of "competence" is multidimensional and complex by its structure.- Competence of graduates is described by being social, systemic, practically centred, situational, and motivated to use; Holistic social and professional competence of the future teachers as a result of professional education is based on core competencies such as social, professional, communicative, informative, and educational.

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### 1. Possibilities of formation of Future teacher's professional competence

Realization of competence in the higher education is based approach accelerated processes of World globalization and informatization. In fact, Modernization of education on a competence basis is an "answer" of an education system to radical changes, which happen in spheres of material and spiritual production, on labour markets, in professional structures, and in the area of social communications.

In the Law of the Republic of Kazakhstan "About education" it is said that the content of education is a system (complex) of knowledge of each education level, being a basis for formation of competence and a full development of the personality.

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To Concepts of the modern 12-year secondary general education it is written that the teacher has to possess a high level of formation of competences: special, social, educational.

*The purpose of our research* is carrying out the analysis of works of the scientists devoted to questions of formation and development of professional competence of the personality and search of opportunities of development of this competence.

Questions of professional competence are considered in both works as domestic and foreign scientists. The concept of professional competence was developed by following researchers: L. K. Grebenkin, E. F. Zeer, I. A. Zimnyaya, I. F. Isayev, I. A. Kolesnikov, N. V. Kuzmin, Markov, L. M. Mitin, V. A. Slastenin, A. P. Tryapitsyn, etc.

The analysis of psychological-pedagogical works showed that the problem of formation and development of expert's competence were considered in various areas of professional activity by leading of experts of republic of Kazakhstan such as: B. A. Abdykarimov, M. H. Baltabayev, S. Ya. Batyshev, N. A. Zavalko, S. T. Kargin, B. T. Kenzhebekov, G. Zh. Menlibekova, etc.

## **2. Characteristics concept of "Competence"**

For objectively understanding the category of "professional competence" we first of all decided to open meaning of the "competence" concept. The "competence" concept was strongly included into pedagogical lexicon at the end of the XX century. It appeared not as result of theoretical researches within pedagogical science, and as the formulation of the social order to an education system.

As a basic point of the analysis many authors take the definition given in "The short dictionary of foreign words". Where the following is given: Competent (Latin."competens", competes is appropriate, capable) – knowing, expert in the certain area, having the right because of the knowledge level or powers to do or solve something. Later this definition is specified and already using in the dictionary of foreign words as a competence concept – (from Latin Competentia is accessory by right) is treated as a circle of powers of any establishment or the person; as a circle of questions in which this person possesses knowledge and experience.

Close to the content Definition of the concept "competence" is given in the encyclopaedic dictionary: "a circle of the powers presented by the law, the charter or other act of concrete body or the official person; knowledge and experience in this or that area".

The term "competence" is derivative of the word "competent" and designates 1) possession of the competence; 2) possession of the knowledge, allows to judging something, to express weighty authoritative opinion.

The analysis of the concepts "competency" and "competence" presented in various dictionaries, allowed to allocate the following general characteristics: knowledge, awareness in a certain area, their existence allowed many researchers to consider these concepts synonymous.

Zimnyaya I. A. specifies concept of "competence" as "based on knowledge, intellectually and personally caused experience of social and professional activity of the person".

The analysis of psychological-pedagogical literature showed that formation of competence nominates to the first place promotes not awareness of listeners, and abilities to resolve the problems arising in the following situations: 1) in knowledge and an explanation of the phenomena of reality; 2) during the process of development of modern equipment and technology; 3) in relationship between people, in ethnic norms, and assessment of own acts; 4) in practical life during the performing of social roles of the citizen, the family member, the buyer, the client, the viewer, the citizen, the voter; 5) in legal norms, administrative structures, and consumer and aesthetic estimates; 6) during the selecting of profession and an estimate process of the readiness for training in professional educational institution when it is necessary to be guided in the conditions of a labour market; 7) if necessary to resolve own problems: vital self-determination, choice of style and way of life, ways of a resolution of conflicts.

Let's address to important for our research IBRD report "training throughout life in the conditions of new economy". M: " Alex", 2006 in which it is supposed to consider three categories of the competences being key, necessary for personality:

1. To work independently: to develop and realize the feeling of own "I"; to make a choice and to work in a context of wider panorama; to be focused on the future; to realize features of the environment, to understand how it is possible to be built in, carry out duties and to realize the rights; to determine and realize personal projects.

2. To use means in an interactive mode: to use means as a tools for active dialogue; to realize and react to opportunities of new means; to be capable to use language, the text, symbols, information of knowledge and technology in an interactive mode for achievement of the objectives.

3. To function in socially non-uniform groups: to be capable to interact effectively with other people who having different life experience; to recognize the features which are a consequence of social accessory of individuals; to create the social capital; to be able to establish good relations with others, to cooperate, operate and resolve conflicts.

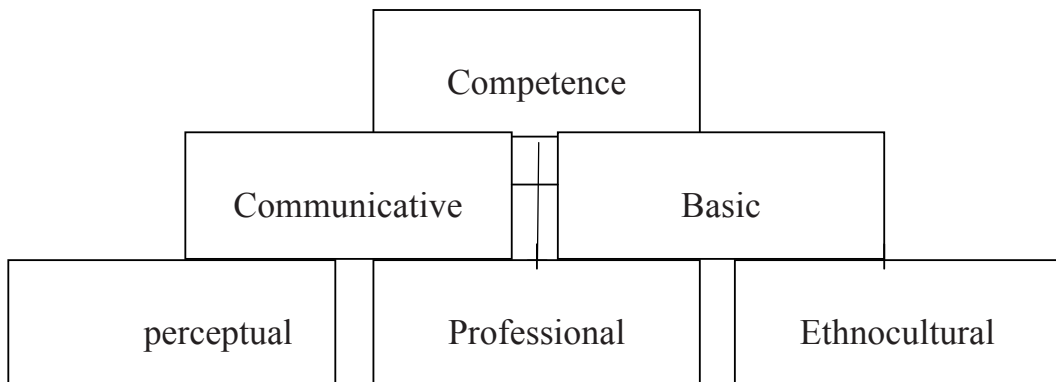
In our opinion, rather complete definition of competence was formulated by Y. G. Tatur who decides that competence represents shown by it in practice, aspiration and ability (readiness) to realize the potential (knowledge, abilities, experience, personal qualities, etc.) for successful creative (productive) activity in the social sphere, realizing the social importance and personal responsibility for results of this activity, requirements of its continuous improvement.

M. H. Baltabayev the term "competence" defines as follows "competence – more flexible, more universal and pragmatically concept including ability to the system analysis, raised psychological and intellectual openness of the person to innovative changes of environment, culture of thinking, behaviour and communication as a basic condition of activity in society, constant aspiration to continuous self-education".

Types of competencies:

The analysis of lists of the key competencies entered in the countries of Europe, America and Asia. It shows that all of them can be grouped in three basic groups:

- Communicative competence (including both actually communicative competence, and readiness for social interaction);
- Information competence (including readiness for self-education and readiness for use of information resources);
- Competence of problems solution (including readiness for solution of problems and technological competence). In the analysis of scientific and pedagogical literature we detected the following types of competencies (figure 1).



**Figure**

	Compitence	
Communicative	Basic	
Socially - perceptonal	Professional	etnacultural

**Figure 1. Types of Compitence in works of scientists-teachers.**

General positions of various authors, Smolyaninov O. G. Defines key of competence as generalized, universal ability self-educational readiness effectively to work, apply knowledge in various situations.

In definition key of competences I. A. Zimnyaya made attempt, first to allocate and theoretically to prove the bases of group key of competences, secondly, to define their some main nomenclature and, thirdly, to define entering into each of them components or types of Compitence.

### 3. Formation of future expert professional competence.

I. A. Zimnyaya understands her personal, integrative quality, which is formed and shown in the solution of the standard and non-standard tasks adequate to all variety of social and professional situations as social and professional competence of the graduate. In other words, as a result of education at the personality "some complete social and professional quality allowing to it successfully carry out, production tasks have to be created, in order to interact with other people".

A. P. Seyteshev suggests understanding as psychology-pedagogical competence of the teacher set of certain qualities (properties) of the personality with high level of professional readiness to pedagogical activity and effective interaction with pupils' educational process. As its main components three blocks of psychology -pedagogical orientation are considered: literacy (i.e. knowledge which it is accepted to call all-professional); abilities as ability of the teacher to use knowledge available for it in pedagogical activity, in the interaction organization; professionally significant personal qualities, which existence it is inseparable from the process of pedagogical activity.

B. T. Kenzhebekov in aspect of professionalism of the expert gives determination of competence as sets of the integrating functional knowledge, the generalized abilities and abilities of the person, his professionally significant personal qualities, high level of technological effectiveness, culture and skill, creative approach to the organization of activity, readiness for continuous self-development.

Competence of the expert is considered by various authors through abilities, skills, and readiness for a certain activity, experience and quality of the personality.

Thus, as one of opportunities of formation professional competence of future teachers we offer the following special course developed by us "Bases of professional competence".

Aim of course: To Create conditions of professional competence of students.

«Foundations of professional competence» splited common quantity of course hours– 1 credit, 45 hours, lectures – 15 hours, 15 hours SIWT, 15 hours – SIW (1 figure).

**Figure 2. Foundations of professional» special course program**

№	Topic of the lesson	Lecture	SIW	SIWT
1	The substance, feature and maintenance understanding of competence	2	2	2

2	Historical aspects in foundation professional competence of students in the system of education in The Republic of Kazakhstan and in world practics	2	2	2
3	«Foundations of professional competence in main class of special course	1	1	1
4	Structure of professional competence	2	2	2
5	Formation of maintenance model of professional competence	2	2	2
6	Conditions and ways of development students of competence in the educational process of higher education institution	2	2	2
7	Methods and means of formation competence	1	1	1
8	The characteristics of the pedagogical tasks focused on development of competence of the student	1	1	1
9	Competence diagnostics by means of pedagogical tasks	2	2	2
	Total	15	15	15

Bringing the aforesaid, it is possible to draw the following conclusions: - theoretical researches on a problem of competences, both in foreign, and in our country, still far aren't complete. For this reason in the modern pedagogical theory of the concept "competence" and "competence" officially aren't divided.

Complete social and professional competence of the graduate as result of professional education is formed on the basis of key competences: social, professional, communicative, information, educational.

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