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# FEATURES OF THE FORMATION OF GENERAL TECHNOLOGICAL COMPETENCE OF FUTURE TEACHERS

*Abstract*

Currently, the formation of the foundations of vocational education is increasingly paying attention to the focused training of competitive personnel with a high indicator of general technological competence. The article reveals the features of the mode of higher pedagogical education, such basic concepts as cokazakhmpetence, competence, competence, which are important in the training of future competitive teachers of professional training. The concept of the general technological competence of future teachers of professional training is given. The features of the formation of general technological competencies of future teachers of professional training were considered. The formation and development of general technological competence is the most important condition for success in any professional field, but for a teacher, the development of competence becomes a necessary condition for the implementation of professional tasks. A high level of general technological competence is an urgent requirement of our time, forms the basis for the successful implementation of professional pedagogical activities, confirms the relevance of this research problem in the process of performing tasks of a professional nature.

*Keywords:* competence, highly competent, professional, modernization, general technological competence.

**Introduction.** The processes of modernization of higher pedagogical education in modern conditions determine the appeal to the development of professional and personal qualities of future teachers, their spirituality, creative potential, cultural and moral values. Of particular importance in the context of professional training is the implementation of the social policy of the state to create the necessary conditions for successful socialization and adaptation of young people.

The transition to a modern system of training future teachers includes:

- understanding the purpose and meaning of the educational and cognitive activity of future teachers and complete liberation from all forms and consumer-thinking consciousness;

- the order of personal and humanistic relations in a Pedagogical University, where the effectiveness of the educational process is formed by the ability of teachers and students to change among themselves;

-transfer of «ritual», professional dogmatic behavior of participants in the educational process to conceptual behavior .

General technological competence includes the formation of a system of ideas about the essence of technological activity, a high level of development of skills in planning, organization, implementation of technological activities, mastering individual technological processes, etc. In other words, a high degree of improvement in relation to the competence of the individual makes it possible to include different types in processes that contribute to the successful implementation of technological activities, and, as a result, increase productivity, efficiency of production or social activities. Accordingly, the formation of general technological competence is one of the most urgent and important tasks of the modern education system.

The formation and development of general technological competence is the most important condition for success in any professional field, but for a teacher, the development of competence becomes a necessary condition for the implementation of professional tasks. The modern education system is impossible without resorting to technology, without the teacher's ability to use modern technologies, without

understanding the essence of technological activity, without the ability to plan and implement it.

The aim of our research is to scientifically substantiate the formation of the general technological competence of future teachers of vocational training.

**Main part.** Today, the process of forming general technological competence can be considered, first of all, as «a relatively complex subsystem of professional and general training of an individual, related in general categories (thinking, behavior, communication and activity).» In the process of forming general technological competence, the targeted development of certain structural components of competence is carried out, as well as the general, personal and professional development of the future specialist.

First of all, given the fact that technological competence in general has become an urgent object of scientific research relatively recently, I would like to note that there is no single approach to understanding technological competence in general, and the theoretical and methodological justification for the formation and development of competence is at the stage of development.

Today, scientists are developing various approaches, pedagogical models for the formation of general technological competence. This is a systematization of the basic principles, methods, methods of developing competence.

In addition, based on the results of the analysis of theoretical sources, it can be concluded that pedagogical models, methods, technologies, programs for the formation of general technological competence should be based on basic conceptual principles:

1) formation of fundamental general technical knowledge-development of the cognitive component of general technical competence;

2) the formation of Integrated General technological knowledge and skills in the process of solving practice-oriented technical and technological tasks, i.e., the pedagogical methodology should respond to the essence of the competence approach, apply a practice-oriented approach, i.e. meet the goals of the formation of general technological competence as a set of skills, skills,knowledge that can be used in the process academic, professional activities;

3) variability in the search for solutions to technical-technological, general technical tasks, that is, the pedagogical methodology should provide flexibility, variability in the process of solving the tasks set. To complete the task, there must be several proposed solutions;

4) ensuring the professional growth of the student;

5) obtaining experience in solving professional technical and technological, general technological tasks.

In the scientific literature, the methodological approach is considered as a set of principles, methods and approaches used in the study of a particular pedagogical and psychological problem. The concept of" approach " is used in pedagogy as a certain method, an element used by science. An approach is an element of any process of scientific and pedagogical activity, a type of activity. If the concept of" method "means a set of methods of scientific and pedagogical activity, then the concept of" methodological approach " means that it is used by the researcher throughout the entire period of scientific and pedagogical activity. The totality of research positions determines the sequence and logic of their application, the technology of pedagogical research.

Pedagogical scientists often use the concept of" approach " as a methodological guide. At the same time, systemic, system - service, complex, holistic, axiological, praxiological, activity, personality, etc. are used in pedagogical research.

Depending on the content specificity of the study of pedagogical phenomena, methodological approaches were divided into three groups. For example, mega, macro, micrometodological approaches. Megamethodological platforms: natural-scientific and humanitarian. Macrometo-dological platforms: cultural, synergistic, innovative, environmental. Microenvironments: individual, systemic, activity, etc.

Based on the analysis of the psychological and pedagogical literature corresponding to the goals and objectives of our study, as well as taking into account the development strategy of Kazakhstan, we decided to describe a number of key positions, such as personal, competence, systemic, activity and others. These positions are based on the development strategy of Kazakhstan “new development opportunities in the context of the Fourth Industrial Revolution”. Among them, the following can be distinguished:

1. endurance.
2. national identification.
3.creative and creative thinking.
4. globalization.
5.interfaith and diplomatic agreement.
6.relationship.
7. peace and the development of civilization.
8. digitalization.
9.multiculturalism.

An example is an individual approach that involves the development of tolerance, communicativeness, multiculturalism, creativity and creativity, as well as the digitalization of thinking and the desire for peace. The culturology approach, in turn, implies an emphasis on communicativeness, multiculturalism, interfaith and diplomatic harmony. In general, strategy and approach are closely related, and each strategy goes beyond listing factors, which determine the way to achieve and achieve the set goals.

Kazakh scholars have defined the content of methodological positions in pedagogical research. Drawing on global experience, these researchers have specified the content of methodological positions in pedagogical studies (Sapargaliyeva et al., 2019).

The analysis of methodological positions by García reveals a system of positions in pedagogy and cultural studies: systemic, holistic, comprehensive, personal, activity-based, historical, anthropological, axiological, cultural, psychological, technological, sociological, civilizational, innovative, typological, acmeological, axiomatic, ethnopedagogical, ethnographic, informational, semantic, prognostic, and others (García et al., 2023).

An individual approach to education provides future teachers with a unique opportunity to fully develop as a person. It contributes to the formation of such multifaceted qualities as multilingualism, professional competence, self-determination in a professional role, the development of personal qualities necessary for successful pedagogical activity and the disclosure of internal potentials. This approach is based on a system of interrelated concepts, ideas and methods aimed at developing the professional competence of the future teacher, as well as stimulating the process of self-knowledge and self-improvement of the teacher's personality and developing his independence.

Relying on methodological positions in pedagogy and psychological science is a socio-pedagogical phenomenon. As pedagogical activity within the broader cultural context, it enables the examination of the researcher's culture in pedagogy, facilitating a comprehensive study and consideration of facts, phenomena, mechanisms, and patterns in the fields of education and science (Morgacheva et al., 2023).

From the point of view of influencing the personality, it is important to contribute to the development of spiritual and moral value qualities of each person, taking into account the age characteristics and personal qualities of each person, such as innate temperament and psychological character. Interaction within the framework of an individual approach can be carried out at different levels in the educational process, from simple forms of dialogue to meaningful conversations on certain topics, as well as discussions that contribute to the formation of value orientations and the development of personal integrity.

The concept of general technological competence is widely used in assessing a high level of professionalism. In some studies, it is considered an alternative to concepts such as preparation for professional activities or pedagogical professionalism.

According to Choshanova (1996), a competent specialist has a number of characteristics that include the ability to choose the most appropriate solutions from a wide range of options, justified denial of incorrect solutions, and critical thinking.

Importantly, competence also includes the ability to receive new information and constantly update your knowledge in order to effectively solve professional problems in limited deadlines and conditions.

In addition, competence has two main components: process (or operational) and content (or educational). This means that a competent person can not only understand the essence of problems, but also apply methods and solutions in practice, acquiring the necessary skills. Depending on the specific situation, such a person can use the appropriate method that is appropriate in this context. Consistency of methods, along with flexibility of critical thinking and knowledge, is the third most important characteristic of competence.

In some scientific works, the problem of professional competence is considered as a system of cognitive, technological, motivational, behavioral, and value orientations. There is also a significant body of research that views the knowledge, skills, experience, and behavioral patterns acquired by learners as a process involving the integration of educational content, shaped in practical situations or "from the result." In scientific circles, there is an opinion that the general technological competencies of future educators are formed not only through university education but also in practical activities or as a result of independent exploration (Shakirova et al., 2019).

Using a competency approach, we determined the general goals and direction of the study, and also examined in detail the basic concept of "general technological competence".

The use of a competency-based approach in teaching future teachers of professional activity is based on practice-oriented principles. The implementation of this approach offers a new approach to the quality of training of the future specialist.

In connection with the substantive specificity of the study of pedagogical phenomena, methodological approaches have been divided into three groups. For example, mega, macro, and micro methodological approaches. Mega-methodological platforms include natural-scientific and humanitarian approaches. Macro-methodological platforms encompass cultural, synergetic, innovative, and ecological approaches. Micro-environments include personal, systemic, and activity-based, among others (Grande-De-Prado et al, 2021).

In accordance with this, Serrat-Brustenga specified and proposed cultural-cognitive, axiological, civilizational, and innovative methodological approaches (Serrat-Brustenga &Marta, 2023) .

**Research materials and methods.** Qualitative and structural changes taking place in the context of its modernization in the system of higher pedagogical education are aimed at the professional and personal development of teachers. We combine these two important components of future teachers into the concept of «professional competence». At the same time, it seems appropriate to clarify the concepts of «competence» and «competence» close to it.

It should be noted that professionalism and skill, creative abilities, high intelligence and cultural and moral values, in short, the desired image of the future teacher, which should be formed in the humanistic educational system of the University and be able to realize his human and professional potential in a particular activity as efficiently as possible, constantly develop through self-education, self-development and self-improvement.

The word» competent» is a derivative of the word «competence» and is used in two meanings: first, he is knowledgeable in a particular field; secondly, he has the right to do or decide something, to evaluate something by his knowledge or authority.

Another concept should be clarified – «competence», which is found in the literature along with the concept of «competence». In the same dictionary we find the concept of «competence» (lat. competence), which has the following values: 1) the circle of powers granted by law, charter or other act to a particular body or official; 2) the circle of questions about the knowledge and experience of a particular person (Makewa, 2019).

Consequently, competence can be considered as a framework of the powers and duties of a responsible person who demonstrates high responsibility and independence in solving certain tasks, as well as the ability and experience to apply this knowledge in practice and manage them (that is, knowledge and experience) in the course of the implementation of these powers.

In the educational process, competence is primarily the result of training: during the study of the training module, the student acquired specific competencies - specific knowledge, skills; gained professional experience (professional qualities) and showed his perseverance, independence, responsibility (personal qualities). Competence is a professional requirement for the professional training of a student. Let us pay attention to the fact that the formation of certain competencies occurs in the activity of mastering and acquiring experience .

The study of the literature on this issue made it possible to establish that today many types of competence and competence are presented. The problem of competence affects practically the entire system of education, from the primary generation of schools to institutes of advanced

training, that is, it not only provides a value-effective direction of professional training of specialists, but also finds its application in the training of primary school children, High School students.

Professional education of future teachers can be considered as a system with its main properties: 1) purposefulness, 2) the presence of components and Structure, 3) interaction with the external environment, 4) integrity, 5) development over time. The structure of professional training of future teachers consists of two blocks - theoretical and practical training and has the following areas: general education (Natural Science and socio-humanitarian training) and professionally oriented . Special structural components of the professional training of future teachers have specific goals . General professional and general technological disciplines are focused on the areas of professional activity of future teachers, while natural scientific and humanitarian disciplines are often focused on the educational activities of students, creating a base and mastering disciplines other than the curriculum .

In addition, competence in the educational process is an integrated result of training: the integration of theory and practice, the integration of teaching methods, as well as pedagogical technologies and the integration of special disciplines of training, the integration of the employer and the educational institution, etc.

The modern social sphere needs specialists who can identify and solve a specific production problem. At the same time, it is important for the employer not only the ways of action of the teacher, but also a positive final result. At the first stage, socially oriented features appear that allow the future teacher to professionally adapt and reveal in the team. This is also reflected in competencies such as:

- preparation for collective activity in the group, between a combination of intra-group, as well as inter-group competition;
- the ability to reconcile one's own interests with those of the group, as well as subjugate one's own interests to achieve overall success;
- the ability to take into account external pressure in limited situations and make a commitment to the results of conducting their own decisions in life.

The concept of competence implies deeper personal changes at the level of a person's personal qualities, qualities, his values, as well as communication with the world around him, in the scientific circles of Western countries is not closely related to the philosophy of success . Such a successful professional activity and an energetic life position today are the expected result and a criterion for the quality of Education.

According to the proposal of Rozov (1993), the concept of competence, at first glance, assimilates new discoveries and developments related to human cognition and practice, on the other hand, makes it possible to identify educational requirements in each class of pedagogical conditions (for each type, profile, level of education).

The professional competence of the future teacher is a description of the typological characteristics of a person as a professional and individual and is expressed in a personal-humanistic view of reality within the semantic boundaries of the presence of a specialist in the space of professional existence.

The main components of professional competence can be distinguished: general professional literacy (necessary knowledge), the ability of the teacher to apply the existing knowledge and personal qualities in the process of activity, without which the competence of the teacher is impossible .

The main criterion for the formation of the professional-active component of the personality is the teacher's ability to independently solve emerging production situations, introduce innovations in his activities, create a favorable psychological climate in the team, constant self-education, self-education, self-realization.

The personality of a teacher can be considered its internal integrity, where the professional and the individual are closely related to a certain system of values. The teacher here» in the tone of Major «  as a person aimed at performing certain socio-moral functions in society and as a professional in all his capabilities and abilities. Therefore, in my opinion, it is impossible to consider the professional competence of a teacher outside of his individuality, since the future teacher acquires professionally necessary knowledge, skills in a personal context, and professional skills can be mastered at an individual creative level (Makarenko, 1986).

As the author notes, the competence of a teacher determines, on the one hand, the analysis

of his work, the process (pedagogical activity, pedagogical communication, personality) and the result (learning and upbringing of students), on the other - the ratio of the necessary skills and psychological qualities.

The author tried to identify the main types of professional competence of a teacher:

- special competence-the ability to master professional activities at a high level, to project their professional growth in the future;
- social competence-mastering General (Group, Cooperative) professional activities, cooperation, including the methods of professional communication adopted in this profession; social responsibility for achieving their professional growth in the service;
- personal competence-mastering the means of personal self-expression and self-development, methods of countering professional changes in the individual;
- personal competence-mastering the means of self-realization and improvement of individuality within the profession, as well as the desire for professional growth and talent for personal self-preservation, the independence of professional aging, the ability to reasonably organize their labor without overloading time and effort, perform their work easily, without overloading and even with a refreshing effect;
- «extreme professional competence», when a person is ready to work in unexpectedly complex conditions (Amonashvili, 2017).

Of interest to our study is the concept of professional competence proposed by V. A. Slastenin. In his opinion, professional competence is the unity of the theoretical and practical readiness and ability of an individual to carry out professional activities in a qualified manner.

In his article, Adolf (1998) noted that the professional competence of a teacher includes thorough knowledge of any subject of the school course, as well as knowledge and skills in the field of new information technologies.

The analysis of studies shows that to date a large number of different competencies can be distinguished, and their number is increasing. Currently, in the structure of the professional competence of future specialists, depending on the profile, several dozen competencies of general Professional, professional and special forms are distinguished. It can also be noted that the structure of professional competence of specialists of various profiles includes technological competence (Rozin, 1998).

Modern research shows that there are certain inconsistencies in the definition of the concept of» technological competence « in the context of specific material or social technologies, caused by the consideration of this competence and the presentation of the features of these technologies in the composition of the competence under consideration. For example, A.V. Shulepov defines technological competence as «he nature and content of practical-educational and production activities in the profile of the specialty» (Shulepov, 2007).

Technological competence is considered as a component of professional competence and acts as an integrative feature of the individual, an integrative set of knowledge, knowledge and skills that ensure the effective solution of professional innovation or professional-technological tasks. In this context, researchers who consider technological competence include narrow functional knowledge, qualifications and skills, as well as the quality and qualities of the individual, a character beyond the specific subject. The general technological competence of the future teacher of vocational training, the experience of integrating the acquired knowledge, skills, methods and approaches to solving practical tasks, the ability to transformational technological activity formed under the influence of the conditions of this activity and regulatory requirements for it (Shagataeva et al, 2021).

**Results and discussion.** Analysis of research on the problem of the formation of general technological competence of future teachers, the use of pedagogical technologies in the educational process, as an orderly placement of operations, actions, is understood as the ability and desire to implement the design of the pedagogical process.

General technological competence includes the formation of a system of ideas about the essence of technological activity, a high level of development of skills in planning, organization, implementation of technological activities, mastering individual technological processes, etc. In other words, a high degree of improvement in relation to the competence of the individual makes it possible to include different types in processes that contribute to the successful

implementation of technological activities, and, as a result, increase productivity, efficiency of production or social activities. Accordingly, the formation of general technological competence is one of the most urgent and important tasks of the modern education system (Koshkinbayeva et al, 2023).

Thus, today technology is considered as a field of knowledge, a form of transformative activity, a science, a process, etc.

At the moment, different features that characterize the technology can be distinguished. So, D. F. Dorfman in his research focuses on the nature of the activity of technology, considering it as a specially organized process, a special type of activity. The main feature is the organization of natural processes aimed at creating artificial objects (Dorfman, 1988).

At the same time, it is noted that technology is associated with a number of Special, modern mechanisms for the growth of activity-control over its performance in the civilizational plan, control over development interest in the technological side of the case, etc.

**Conclusion.** Thus, considering the existing psychological and pedagogical approaches of future teachers to studying the problem of the formation of their professional competence in the process of their training at the university, they develop the ability to analyze various technological ideas and choose from them the most rational of the proposed ideas, predict the possibilities of their improvement, and think creatively. the ability to extract interesting and fundamentally new technological ideas from the world of new and technology. Training develops cognitive interest in the search for new ways to achieve goals and non-standard solution of tasks in the process of technological activity.

Let us give a general concept of general technological competence-a complex individual structure, a set, a combination of personal qualities that, on the one hand, allow a person to join, integrate into the implementation of transformational technological activities, on the other hand, are formed under the influence of the conditions of these activities, individually included in the general professional competence of the individual.

Thus, the result of successful and effective training of future teachers with consideration of the existing psychological and pedagogical approaches to the study of the problem of the formation of their professional competence in the course of their training at the university will be a sufficient and high level of development of professional competence.

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# ASSESSMENT OF SOCIO-PSYCHOLOGICAL HEALTH AS A FACTOR IN INCREASING MOTIVATION IN THE STUDY OF STUDENTS (ON THE EXAMPLE OF LEARNING A FOREIGN LANGUAGE)

*Abstract*

This article addresses the dual challenges of enhancing motivation and evaluating the social and psychological health of educational subjects. Motivating students is crucial, and assessing their well-being serves as a pivotal strategy. The article recognizes the contemporary importance of evaluating social and psychological health in education, highlighting the limited exploration of this topic in psychological and pedagogical research. It aims to clarify the concept of "personal health of subjects in the educational process" and explores associated problems. Key terms such as "the subject of the educational process," "psychological health," and "social health" are defined, emphasizing subjectivity's interconnected nature with the surrounding reality and relationships. The second part focuses on motivation, using the example of teaching a foreign language. In Kazakhstani higher education, video-based instruction in professional French courses not only motivates students but also facilitates training success assessment

*Keywords:* educational process, subject of education, social health, psychological health, assessment, motivation.

**Introduction.** When investigating health at the individual level, it is insufficient to merely attribute it to the "normal functioning" of specific body or psyche subsystems. Additionally, restricting analysis to isolated aspects of human existence proves inadequate. According to Sokolskaya (2009), the attainment of the highest developmental level in an individual is a gradual and non-immediate process. This progression is marked by non-linear and occasionally non-sequential stages, with potential temporary halts, reflecting the concept of regression.