

рование компетенций, необходимых для работы с обновленным содержанием образования, является основной задачей курсов компонента по выбору образовательной программы бакалавриата в педагогическом университете. Подбор оптимальных стратегий обучения способствует реализации данной задачи обучения, технологии обучения, результаты обучения. Автор исследует особенности применения современных педагогических технологий, методов и приёмов в подготовке учителей нового формата

*Ключевые слова:* метапредметный потенциал; иностранный язык; высшая школа; будущие учителя; методы.

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## PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PROFESSIONAL COMPETENCIES AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

### Abstract

The article deals with topical issues of solving problems to improve the training of students in higher educational institutions. The pedagogical conditions for the formation of professional competence of students of higher educational institutions are studied, the concept of «professional competence» is revealed, its essence, structure is considered, and its content is determined. The system of professional competence formation among students of higher educational institutions is presented and its elements are characterized. This article defines the relevance of the task of improving the training of students of higher educational institutions and the formation of professional activity of a specialist at the present stage of the development of the education system. The concept of professional competence as an integral professionally significant characteristic of a specialist's personality is clarified. Professional competencies that make up the structure of pedagogical competence are defined and classified into groups in accordance with the main areas of work with personnel. The essence of the process of forming professional competence as a pedagogical system is revealed and the main elements of this system are characterized.

*Keywords:* competence; competencies; student; higher educational institution; pedagogical activity of a specialist; training of students.

**Introduction.** Training of personnel is one of the priority and historically formed tasks of a specialist [1].

In Soviet pedagogy, the educational component in the professional activity of a specialist was also defined as one of the most significant, and the training of students as future educators and the issues of its improvement were the subject of many scientific studies.

The training of future specialists in higher education is largely aimed at the formation of

professional competencies. The achievement of this goal contributes to the formation of students of higher educational institutions of the ability to solve professional problems that arise in subsequent activities.

**The main body.** Training of future specialists in higher education institutions should be practice-oriented. Within the framework of this training, an absolute priority is given to the activities organized and carried out to achieve the intended result. In the multi-level structure

of training specialists, there is still a gap in the system links between the various stages of activity. It should be transformed into a specific type of activity, composed of many individual acts of activity, organized into a single whole, and aimed at achieving a common goal [2].

In teaching disciplines, the ability to solve professional problems is formed only partially. The course of disciplines refers to the disciplines taught in all courses of study at a higher education institution. These disciplines primarily instill the knowledge necessary for students to further study special disciplines, the main purpose of which is to develop the skills to solve professionally oriented problems. This contributes to the formation of professional competencies [3].

Learning is an organized interaction of the subjects of the educational process (teacher and student) to achieve didactic goals. The essence of the learning process is to stimulate and organize active educational and cognitive activities of students to master their knowledge, develop their abilities, and develop a worldview [4].

Thus, the current stage of development of the national education system is characterized by the implementation of the competence approach, which is the methodological basis of the federal state educational standards and qualification requirements for the professional training of graduates of higher educational institutions (hereinafter referred to as qualification requirements). This approach primarily focuses on educational outcomes, not presented as the sum of learned alumnus of knowledge and acquired skills, and abilities of the young specialist to adequately carry out professional activities in different situations and circumstances, that is, involves the formation of his competencies (universal and professional).

Based on this statement, the preparation of students of higher educational institutions for pedagogical activity as one of the main activities of a specialist should be considered as a process of forming their pedagogical competencies. According to the qualification requirements, objectives teaching activities specialist formulated in accordance with the

main directions of work [5], therefore, under pedagogical competence we mean the ability of the expert to apply relevant knowledge, skills and personal qualities in order to effectively solve the tasks of maintaining law and order and discipline, advocacy, psychological, social, cultural and leisure work. Students 'mastery of the complex of the above-mentioned competencies characterizes the level of their (students') readiness to solve the tasks of pedagogical activity in general, i.e. their pedagogical competence [6].

Turning to the essence of pedagogical competence, it should be noted that at present there is no unambiguous definition of the concept of «competence». However, the analysis of such concepts as «professional competence», «pedagogical competence», and «educational competence», set out in the scientific and pedagogical literature and justified in the research of a number of authors [7], allowed us to formulate the following definition.

**Discussion.** Pedagogical competence is an integral professionally significant characteristic of a person, expressed in the ability of a specialist to apply, in a limited time and in changing conditions of professional activity, the formed competencies aimed at instilling and developing the necessary qualities, moral and psychological readiness to perform tasks for their intended purpose [8].

Within the framework of the research, the formation of professional competence among students of higher educational institutions will be understood as the pedagogical process of obtaining and systematically accumulating the necessary knowledge, skills, experience of their application during practical training, internships and other practical activities, as well as the acquisition and development of personal qualities that ensure the mastery of universal and professional competencies that make up the structure of this competence to the level of, contributing to the successful professional activity of a specialist after graduation from higher educational institutions for the effective solution of pedagogical tasks [9]. At the same time, the formation of personal qualities in students occurs both explicitly in the course

of a specially organized educational process, as a result of unintended influences on higher educational institutions, teachers, among student groups and other factors, where students are active participants in this process as self-organizing and self-developing individuals [10].

**Research methods.** Since the analysis of theoretical and methodological approaches to the research of problems of higher education allows us to conclude that along with the competence-based approach to improving the process of preparing students for pedagogical activity, it is advisable to apply a systematic approach, the pedagogical process of forming professional competence [8] can also be represented as a pedagogical system.

As elements of this pedagogical system, we will consider the following interrelated and complementary activities of students of higher educational institutions: educational, everyday and outside of higher educational institutions. In general, the structure of the formation of pedagogical competence.

The organization of the process of forming professional competencies of students of higher educational institutions takes place in the process of studying special and professional disciplines and includes the organization and conduct of all types of classes and is an important part of the educational activities of higher educational institutions. When organizing the process of forming professional competencies, it is necessary to observe the conditions for ensuring the training of specialists in higher educational institutions, the main of which are: a scientific approach to the organization of the process of forming professional competencies, the selection of information provided by students, a well-planned organization of internships and industrial practices.

Competencies are most effectively formed through technologies that promote students' involvement in the search and management of knowledge (innovative technologies and their implementation in the educational process are particularly important here). Such technologies include the technology of problem-based modular learning, game technologies, integrated technology, and communication technology, in

which the student participates in role-playing, simulation games that simulate combat tasks, and performs roles and functions that are adequate to the professional context of the future profession.

In the process of forming professional competencies, it is necessary to ensure a strict logical sequence of the educational process and a clear consistency of all its links. At the same time, in the planning process, it is necessary to pay attention to the distribution of the studied material by type of occupation, to the continuity and consistency of students' acquisition of knowledge and skills over the periods of study. To do this, the educational institution must organize its work in such a way as to ensure an optimal distribution of the academic load by hours, days of the week during the entire semester of study. Planning should allow you to quickly make changes in the process of forming professional competencies based on the development of science and technology.

Control and adjustment of the process of forming professional competencies. For the successful development of professional competencies by students, it is necessary to monitor their formation at certain time intervals, which will help to assess the quality of competence formation and make its adjustment. To assess knowledge, skills and the level of competence formation, the educational institution develops funds of evaluation tools, which include standard tasks, control works, tests, as well as control methods. In the process of evaluating students, both traditional and innovative types, types and forms of control are used [2].

Let us consider in more detail the content of each of these activities and their contribution to the formation of pedagogical competence.

In educational activities, the gradual formation of components of pedagogical competence is carried out in the study of humanitarian disciplines [9; 11] and independent work to prepare students for practical classes in these disciplines. In the course of studying the above-mentioned disciplines with the use of interactive forms and methods of conducting classes, students form a set of knowledge about

the essence, content and features of pedagogical activity in the department, and in the course of working out practical issues in the classroom, they acquire skills that allow them to solve relevant professional tasks. Well-planned and properly organized independent training contributes to the constant self-development and self-improvement of students, improving their professional level, as well as the formation of positive motivation to master professional competencies [11].

Consolidation of the acquired knowledge, improvement of skills and acquisition of practical skills of students in conducting educational activities (information, conversations, quizzes, etc.) is carried out in the course of practices conducted in student departments (in the first and junior courses). Thus, increasing the readiness to work with subordinates will contribute to the formation of the qualities of a manager. Based on the results of the practice, each student receives not only an assessment of their work, but also develops their personal qualities as a methodologist and educator.

Internships enrich the psychological and pedagogical experience of students and allow them to check the degree of formation of professional competencies in the conditions of real implementation of educational work in the department [12].

Therefore, the internship of students is an important part of the process of forming their professional competencies.

An important part of the process of forming

professional competence is to instill students with the skills of educational work.

Gradually, students acquire specific skills in preparing and issuing wall prints, preparing and conducting events of information and propaganda and cultural and leisure work, skills in analyzing the political situation in the country and the world, the state of law and order and discipline in the team, conducting individual work, etc. [13].

Participation in such activities strengthens students' skills of public speaking and conducting awareness-raising events, contributes to the formation of personal qualities of a professional, educator and methodologist, independence and responsibility.

**Conclusion.** Of great importance is the differentiated and individual work with each student to form a positive motivation for mastering the necessary knowledge, skills and skills to solve the problems of pedagogical activity, conducted primarily by course specialists in close interaction with teachers and specialists of the department for working with the team in higher educational institutions.

The analysis of the activity allows us to conclude that today it is necessary to solve complex and contradictory pedagogical tasks related to countering the aggravated negative impact of citizens on various factors, developing the idea of patriotism, maintaining a high level of combat readiness and strong discipline. Based on these tasks, the education system is subject to increased requirements for the training of future specialists.

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### Жоғары оқу орындары студенттерінің кәсіби құзыреттілігін қалыптастырудың педагогикалық шарттары

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#### *Аңдатпа*

Мақалада жоғары оқу орындарында студенттерді даярлауды жетілдіру жөніндегі міндеттерді шешудің өзекті мәселелері қаралды. Жоғары оқу орындары студенттерінің кәсіби құзыреттілігін қалыптастырудың педагогикалық шарттары зерттелді, «Кәсіби құзыреттілік» ұғымы ашылды, оның мәні, құрылымы қарастырылды, мазмұны анықталды. Жоғары оқу орындары студенттерінің кәсіби құзыреттілігін қалыптастыру жүйесі ұсынылған және оның элементтеріне сипаттама берілген. Осы бапта жоғары оқу орындарының студенттерін даярлауды жетілдіруге және білім беру жүйесін дамытудың қазіргі кезеңінде маманның кәсіби қызметін қалыптастыруға міндеттің өзектілігі айқындалған. Кәсіби құзыреттілік тұжырымдамасы маманның жеке басының ажырамас кәсіби маңызды сипаттамасы ретінде нақтыланды. Педагогикалық құзыреттілік құрылымын құрайтын кәсіби құзыреттер жеке құраммен жұмыстың негізгі бағыттарына сәйкес топтар бойынша анықталды және жіктелді. Педагогикалық жүйе ретінде кәсіби құзыреттілікті қалыптастыру процесінің мәні ашылды және осы жүйенің негізгі элементтеріне сипаттама берілді.

*Түйін сөздер:* құзыреттілік; құзыреттілік; студент; жоғары оқу орны; маманның педагогикалық қызметі; студенттерді даярлау.

### Педагогические условия формирования профессиональных компетенций у студентов высших учебных заведений

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#### *Аннотация*

В статье рассмотрены актуальные вопросы решения задач по совершенствованию подготовки студентов в высших учебных заведениях. Изучены педагогические условия формирования профессиональных компетенции студентов высших учебных заведений, раскрыто понятие «профессиональная компетентность», рассмотрена ее сущность, структура, определяется содержание. Представлена система формирования профес-

сиональной компетентности у студентов высших учебных заведений и дана характеристика ее элементов. В настоящей статье определена актуальность задачи к совершенствованию подготовки студентов высших учебных заведений и становлению профессиональной деятельности специалиста на современном этапе развития системы образования. Уточнено понятие профессиональной компетентности как интегральной профессионально значимой характеристики личности специалиста. Определены и классифицированы по группам в соответствии с основными направлениями работы с личным составом профессиональные компетенции, составляющие структуру педагогической компетентности. Раскрыта сущность процесса формирования профессиональной компетентности как педагогической системы и дана характеристика основным элементам этой системы.

*Ключевые слова:* компетентность; компетенции; студент; высшее учебное заведение; педагогическая деятельность специалиста; подготовка студентов.

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## TEENAGERS' MEANING OF LIFE VALUES: THEORY AND PRACTICE

### *Abstract*

The article covers the problem of teenagers' meaning of life values in theory and practice. «Meaning of life values» are interpreted as a system of generalized aspirations related to the individuals' life that characterize their spiritual and moral self-concept, the search for their own life purpose and appropriate lifestyle, which is fulfilled through behaviour, activities and communication. The concept of developing teenagers' meaning of life values includes methodological, theoretical, and practical levels. The modern process of developing teenagers' meaning of life values is based on systemic, synergetic, axiological, humanistic, personality oriented, competency-based scientific approaches. Research methods such as analysis, generalization, surveys, questionnaires, interviews, ethical conversations, pedagogical observation were used to demonstrate the changes in developing teenagers' meaning of life values and show the advantages of applied pedagogical conditions, forms and methods.

*Keywords:* meaning of life; meaning of life values; teenagers; scientific approaches; education concept; educational practice.

**Introduction.** The growth of personal destructive trends has led to a decrease in the value of human life, the devaluation of the spiritual values of the growing individual aiming to become the subject of one's own life. However, uncertainty about the meaning of life and unclear life values cause social deviations of teenagers and early adolescents.

Developing Meaning of life values is one of the prior areas of education, declared in the content of international and national state documents: the United Nations Convention on the Rights of the Child (1992), the United

Nations Global Plan of Action to Combat Trafficking in Persons (2002), the Nations Declaration on Human Rights Education and Training (2010).

The scientific significance of the article is to determine the theoretical and conceptual principles and practices of developing the Meaning of life values of today's teenagers based on a comparative analysis of experiments and control results.

The purpose of the article is to highlight the process of developing teenagers meaning of life values in pedagogical theory and practice.