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**MODIFICATION FACTORS IN THE SYSTEM
OF HIGHER PEDAGOGICAL EDUCATION:
GLOBAL AND NATIONAL LEVELS**

A number of factors that determine the introduction of competencies in professional education is presented in this article. The analysis of competence features contained in the European Qualifications Framework, communiqué materials, the Tuning project, the National Qualifications Framework and the professional standard «Teacher» of the Republic of Kazakhstan is carried out. The article provides a definition of the model of a specialist, as well as the norms of requirements for his or her qualifications and competencies. Moreover, the need to include employers in educational systems of all levels is considered, but not only as an order for personnel training, but also as carriers of initiatives in education. A holistic set of competencies is presented, tied to certain tasks, which reflects the competence model of a university graduate. The study identifies professional and personal requirements for a modern teacher. Such areas of the teacher's activity as the development and planning of educational activities and training programs, teaching, assessment and reflection, professional development, the use of appropriate learning technologies, showing respect for certain students and promoting equality of opportunities for students are considered.

Keywords: higher education, professional education, communique, European qualifications framework, National qualifications framework, teacher's professional standard, teacher.

Introduction

The new philosophy of education is based on modern ideas about the conditions of human genesis in a changing world, centered on the awareness of the development of a person's ability to life-long learning.

A number of factors in the changed world determine the introduction of competencies in professional education:

- economic uncertainty that affects the need for mobility or continuous improvement of educational qualifications;
- change in the organizational structure of production, leading to a widespread anthropocentric production system;
- decentralization of decision-making processes, which causes employees to have the ability to work independently, analyze difficult situations and make responsible decisions;
- widespread introduction of computer technologies, leading to the replacement of conveyor production with a flexible controlled computer;
- multilingualism – cultures, which implies a thorough preparation and proficiency in several languages.

In the framework for qualifications for the European Higher Education Area (Bologna Qualifications Framework), competencies are considered as the overall learning results. This structure is based on the «Dublin Descriptors». Descriptors consist of general statements of typical expectations or competency levels for achievements and opportunities associated with Bologna cycles. In the European Qualifications Framework, a learning outcome is defined as a statement that the learner knows, understands and is able at the end of the learning process. Therefore, this document emphasizes learning outcomes rather than focusing on inputs such as duration of training. Learning outcomes are listed in three categories – knowledge, skills and competence. This means that qualifications cover a wide range of learning outcomes, including theoretical knowledge, practical and technical skills and social competencies [1, 3].

In the Tuning project as setting-up educational structures in Europe, competencies are a dynamic combination of knowledge, understanding, skills, abilities and attitudes that can be subject-specific and general [2, 317]. The formation of competencies is the goal of the educational program and the entire learning process. Learning outcomes express the level of competence achieved by a learner. Learning outcomes are formulated by faculty, preferably based on input from internal and external stakeholders.

Over the past decade, the Communiqué of Ministers responsible for education [3] has focused on increasing employment by strengthening collaboration between employers, students and universities, especially in developing curricula that help to increase the innovative, entrepreneurial and research potential of graduates. The Bucharest Communiqué (2012) clarifies that curricula should reflect changing research priorities and emerging disciplines, and research should be at the core of teaching and learning. The Yerevan Communiqué (2015) emphasizes the need

to ensure a strong link between teaching, learning and research at all levels of learning. The Paris Communiqué (2018) states that students should face research and innovation-related activities at all levels of higher education in order to develop critical and creative approaches that will enable them to find new solutions to emerging problems.

Material and methods

To describe the theoretical basics of our research, an analysis and generalization of the European Qualifications Framework, the National Qualifications Framework, and the Professional Standard «Teacher» was carried out. Moreover, a research review of Kazakhstani and foreign scientists on the requirements for the competence of a teacher was considered. The professional and personal requirements for a modern teacher are revealed.

Results and discussion

The Republic of Kazakhstan is among the countries that have adopted the National Qualifications Framework. The adopted qualifications framework is compatible with the European Qualifications Framework and is the basis of the National Qualifications Framework development. The National Qualifications Framework defines a unified scale of qualification levels of general professional competencies for the development of sectoral qualifications frameworks, professional standards [4].

In the National qualifications framework of the Republic of Kazakhstan, professional competence is defined as readiness to act appropriately according the requirements of the labor sphere, solve problems methodologically and independently, as well as self-assess own outcomes [4, 2]. In this document, knowledge is defined as theoretical knowledge, skills: cognitive and practical, and competence: the ability to apply knowledge and skills in professional activities. The National Qualifications Framework provides a structural description of the requirements for personal and professional competencies, knowledge, skills and competencies, their detailing is carried out in professional standards [5].

On the basis of the National Qualifications Framework of the Republic of Kazakhstan, the professional standard «Teacher» (2017) was developed, that describes the competencies of the corresponding level of education, which serve as parameters for giving qualifications in the field of professional pedagogical activity.

An integral role in the development of the standard should belong to pedagogy, for which education is a special subject of research.

Modern higher education is oriented on the formation of a personality that is adequate to the content of professional activity. The object of a personality's professional development is its integral characteristics: competence, socio-

professional orientation, professionally significant qualities, psychophysiological properties.

A new understanding of qualifications as professional competence should be reflected in the competence models of a specialist and State educational standard of higher education, created on the basis of these models.

The model of a specialist is the norm or standard of socially necessary requirements on the part of production, society and the individual to the properties of a specialist, or the norm of requirements for his/her qualifications and competence. This norm of requirements is qualified according to certain criteria, for example, that a specialist should know, a specialist should master, a specialist should have an idea of, a specialist must be familiar with, additional requirements.

Along with competencies, the standard should include and describe qualifications, which means that is assigned to a university graduate, and the mechanism for its assessment, since qualification is the level of training, preparedness for the competent performance of a certain type of activity in the acquired specialty. The norms set by the standard should be defined, evaluated and verified clearly.

Inclusion of employers in educational systems of all levels not as suppliers of orders for personnel training, but also as carriers of constructive initiatives in education, for example, the possibility of combining work with study, changing periods of study and work, obtaining further education, career paths.

Developing professional competence of university graduates is the main task of modernizing higher education system in the Republic of Kazakhstan. The content of professional competence is determined by the qualification characteristic, which is a normative model of competence, reflecting scientifically justified composition of professional knowledge, skills and abilities. Competencies are a new type of goal-setting in the design of educational systems. This marks a shift from predominantly academic norms of assessment towards external assessment of the professional and social readiness of graduates. This shift means the transformation of higher education systems and universities themselves in the direction of their adaptation to the world of work in the long term perspective, as well as to the development of a new model of education – life-long learning.

Thus, in the professional standard «Teacher» of the Republic of Kazakhstan (2017) there are five labor functions: teaching; educational; methodical; research; social-communicative [6, 2].

With the development of the professional standard «Teacher» of the Republic of Kazakhstan, it became necessary to train pedagogical personnel who will not only carry out teaching, but also conduct pedagogical research in schools. A comprehensive set of competencies tied to specific tasks was presented by the

competence model of a university graduate or a professional portrait of a modern teacher by Kazakhstani scientists [7, 4]. Therefore, the most valuable qualities of pedagogical university graduates are the readiness to master new knowledge, independence, the ability to plan and conduct scientific research, the ability to work individually or in groups, solve the assigned tasks creatively, and also be able to develop and implement research solutions. Table 1 presents the requirements for the professional and personal qualities of a modern teacher.

Table 1 – Professional and personal requirements for a modern teacher

Field of activity	Requirements
developing and planning educational activities and training programs	- planning of educational sessions taking into account the linguistic needs and requests of students; - planning of studies concerning the principles of integration and continuity of teaching at all levels of secondary education [6, 50].
teaching	- conducting standard educational sessions using didactic knowledge in integration with knowledge in a special area [6, 50].
assessment and reflection	- research and evaluation of innovative educational practices and the use of research results and other external evidence sources in order to improve their practice and their colleagues; - the ability to reflect on one's own practice and make changes [6, 62].
developing an effective learning environment	- knowledge of the methodology of pedagogical research; - the ability to work in a team, tolerantly perceive social, cultural and personal differences; - the ability for successful and positive business communication in the state and other languages [6, 62].
professional development in subjects / disciplines, including research activities and assessment of professional practices	- knowledge of the classical position of school didactics in integration with the theoretical concepts of a special area: academic subjects, educational areas; - knowledge of new achievements in the field of psychological and pedagogical sciences [6, 50].
subject material	- knowledge of the potential of academic subjects (academic areas) [6, 52].
appropriate teaching methods, study and assessment in the subject area	- knowledge of methods for developing students' research skills; - knowledge of the principles and methods of forming communicative, informational, legal, environmental, professional competencies of students [6, 51].
knowing how learners study in general and within their subject areas	- psychological and pedagogical tracking of students' activities [6, 51].

usage of appropriate learning technologies	<ul style="list-style-type: none"> - study of the level of mastering the educational content by students; - knowledge of the principles, methods, means, procedures of pedagogical monitoring of multilingual education; - use of technology of subject-language teaching; - use of new learning technologies (ICT) [6, 52].
methods for evaluating effective learning	<ul style="list-style-type: none"> – study of the educational environment [6, 52].
improving the quality of academic and professional practice with a special emphasis on teaching	<ul style="list-style-type: none"> - in cooperation with colleagues, planning and conducting monitoring studies, using the results of monitoring studies in solving pedagogical problems; - knowledge of methods for developing pedagogical monitoring programs; - knowledge of methods and procedures of monitoring studies in education; - planning to improve your qualifications [6, 52].
showing respect to both individual students and different learning communities	<ul style="list-style-type: none"> - the ability to work in the conditions of the teaching community of the school; - knowledge of methods of system analysis of situations of interaction of a teacher with students and other subjects of the educational process [6, 62]. - showing respect for the personality of students [6, 51].
promoting equality of opportunity for students	<ul style="list-style-type: none"> - demonstration of the ability to resist any kind of discrimination; - tolerant attitude to another culture, to a different way of life [6, 51].
recognition of the importance of professional practice	<ul style="list-style-type: none"> - ability to analyze and reflect on one's own practice [6, 51].

The content, the structure of competencies, its classification shows that the professional activity of a teacher is connected with creativity and research [8, 16]. Researchers prove the need for development of teachers' research competence and reveal that this competence positively affects the quality of education [9, 701]. As we see, the process of learning is inseparable from research activities, since research are aimed at creating conditions for comprehensive development and implementation of students' scientific potential at the university [10, 12309].

Conclusion

So, the study presents the factors of introducing competencies into professional education. Certain competencies, which are contained in the European Qualifications Framework, communiqué materials, the Tuning project, the National Qualifications Framework and the professional standard «Educator» of the Republic of Kazakhstan, are analyzed. The paper indicates the need to include employers in educational systems of all levels. The study identifies professional and personal requirements for a modern teacher. Such areas of teacher's activity as the development and planning of educational activities and training programs,

teaching, assessment and reflection, developing an effective learning environment, appropriate teaching methods, study and assessment in the subject area, showing respect to both individual students and different learning communities are considered.

Professional and personal requirements for a teacher allow us to determine the composition, scope and structure of competencies.

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Ш. Ж. Алимова

Жоғары педагогикалық білім жүйесінің өзгеру факторлары: ғаламдық және ұлттық деңгейлері

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Ш. Ж. Алимова

Факторы изменения в системе высшего педагогического образования: глобальный и национальный уровни

Торайгыров университет,
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Берілген мақалада кәсіби білім беру үдерісіне құзыреттіліктердің енгізу қажеттілігін анықтайтын бірқатар факторлар ұсынылған. Еуропалық біліктілік шеңберінде, комьюнике материалдарында, Тюнинг жобасында, ұлттық біліктілік шеңберінде және Қазақстан Республикасының «Педагог» кәсіби стандартында қамтылған құзыреттердің ерекшеліктеріне талдау жасалды. Мақалада маман моделінің анықтамасы, сондай-ақ оның біліктілігі мен құзыреттеріне қойылатын талаптар нормалары берілген. Сонымен қатар, жұмыс берушілерді барлық деңгейдегі білім беру жүйелеріне кадрларды даярлауға тапсырыс жасаушылар ретінде ғана емес, сонымен қатар білім берудегі жаңа бастамалардың тасымалдаушылары ретінде де қосу қажеттілігі қарастырылады. ЖОО түлегінің құзыреттілік моделін көрсететін белгілі бір міндеттерге байланысты құзыреттердің тұтас жиынтығы ұсынылған. Зерттеу жұмысы заманауи педагогқа қойылатын кәсіби және

жеке талаптарды анықтайды. Педагог қызметінің оқу іс-шаралары мен оқу бағдарламаларын әзірлеу және жоспарлау, оқыту, бағалау және рефлексия, кәсіби даму, қажетті оқыту технологияларын пайдалану, белгілі бір білім алушыларға құрмет көрсету және білім алушылардың мүмкіндіктерінің теңдігіне жәрдемдесу сияқты салалары қарастырылды.

Кілтті сөздер: жоғары білім, кәсіптік білім, коммунике, Еуропалық біліктілік шеңбері, Ұлттық біліктілік шеңбері, «Педагог» кәсіби стандарты, педагог.

В данной статье представлен ряд факторов, обуславливающих введение компетенций в профессиональное образование. Проведён анализ особенностей компетенций, содержащихся в Европейской рамке квалификаций, материалах коммунике, проекте Тюнинг, Национальной рамке квалификаций и профессиональном стандарте «Педагог» Республики Казахстан. В статье дано определение модели специалиста, а также нормы требований к его квалификациям и компетенциям. Более того, рассматривается необходимость включения работодателей в образовательные системы всех уровней не только как заказа на подготовку кадров, но и как носителей инициатив в образовании. Рассмотрен комплекс компетенций, привязанный к определенным задачам, который отражает компетентностную модель выпускника вуза. В исследовании определены профессиональные и личностные требования к современному педагогу. Представлены такие сферы деятельности педагога как разработка и планирование учебных мероприятий и программ обучения, преподавание, оценка и рефлексия, профессиональное развитие, использование соответствующих технологий обучения, проявление уважения к определённым обучающимся и содействие равенству возможностей обучающихся.

Ключевые слова: высшее образование, профессиональное образование, коммунике, Европейская рамка квалификаций, Национальная рамка квалификаций, профессиональный стандарт «Педагог», педагог.

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