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**SOURCE-BASED COMPETENCE IN THE STRUCTURE  
OF PROFESSIONAL TRAINING OF FUTURE  
HISTORY TEACHERS**

*The article presents the results of theoretical and methodological research on the need for the formation of professional competencies of graduates of pedagogical educational programs. The authors have developed a model of the methodology for the formation of the source-based competence of future history teachers. Based on the generalization of the available research, the authors formed the concept of «source-based competence» in the context of the educational program, the structural elements of the model, and their content was identified and the evaluation criteria for the effectiveness of the model were determined methods of forming the source-based competence of future history teachers.*

*Historical written sources are the fundamental basis for the study of history in the academic environment and have the extensive potential for the formation of research skills, to argue their judgments and prove them with the help of primary sources, to critically comprehend information flows in modern conditions and on its basis to form their own evaluative and critical position. Systematic use of historical sources in the structure of the training of future history teachers within the framework of the developed methodological model of the formation of source-based competence will improve the qualification level of teachers.*

*Keywords: Historical sources, source-based competence, model of methodologies, historical sources.*

## **Introduction**

Currently, in the Republic of Kazakhstan the training system of pedagogical personnel is becoming particularly relevant. Kazakhstan, in the context of the introduction of the professional standard of the Republic of Kazakhstan «Teacher» in 2017 [1]; the state mandatory standards of education at all levels of education in 2018 [2]; the implementation of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020–2025 [3], taking into account previous programs in the educational sphere. One of the criteria for updated training is the implementation of competency-based-oriented education [4]. In the standard «Teacher» of the Republic of Kazakhstan «personal and professional competencies», «knowledge», «skills and abilities» are highlighted as an indicator of the teacher's qualifications [1].

In the system of training future history teachers, it is necessary to determine the methodology for the formation of complex source knowledge, skills, and practical skills with primary sources necessary for future professional and pedagogical activity. We have identified the concept of «source-based competence», identified its components and developed a model of its formation, which will allow to increase the effectiveness of the training of historical personnel by the competence paradigm of modern higher education.

## **Materials and methods**

In the course of the study, general theoretical research methods were applied, such as analysis and generalization of source studies, regulatory, theoretical and methodological, scientific, and methodological literature. In the scientific work, the following methods were used: modeling methods, structuring methods for the formation of source-based competence; methods for predicting educational goals and results; the structuring method was used to develop the methodological and content component of the model; methods of criterion evaluation following the goals and objectives were applied to the evaluation of the effective diagnostic component of the model.

In the 90s, research began on the introduction of a competency-based approach concerning professional and pedagogical activities. For example, Markova A. K. identified the following components of pedagogical competence: professional (objectively necessary) psychological and pedagogical knowledge; professional (objectively necessary) pedagogical skills; professional psychological positions, attitudes of a teacher required by his profession; personal features that ensure the mastery of the teacher professional knowledge and skills [5, p. 7–8]. Summarizing

the works of Khutorsky A. V. [6], [7], Zimnaya I. A. [8], A. K. Markova [5], Pakharenko N. V., Zolnikova I. N. [9], Eliseeva I. N. [10], Andrienko A. S. [11] and other researchers, we identified the following important, in our opinion, elements of competence, such as personality-motivated, psychological readiness for professional activity; consistency, the integrity of knowledge, skills, and abilities, their practice-oriented nature; mobile, flexible thinking; solving non-standard situations in real conditions; the productive, integrative, productive nature of the professional activity.

S. L. Troyanskaya, summarizing the theoretical works of researchers of the conceptual approach in education, notes, «Competence is a theoretical and practical ability, the potential for solving various kinds of tasks, readiness to carry out any activity. Competence is an integrative personal quality (a property of personality according to Kuzmina N. V.), which can be tested only in activity. This is the ability to work, competence in real activity» [12, p. 24].

In the scientific and methodological literature, much attention is paid to the structure, content, criteria, and assessment of the levels of competence formation. Eliseev I. N. identifies three main components: cognitive, related to knowledge and ways of obtaining it; integrative activity, which determines the process of formation of skills based on the acquired knowledge and ways of implementing these skills; personal, which represents the properties, motives, and value attitudes of the individual, manifested in the process of implementing competence [10, p. 80]. Pakharenko N. V., Zolnikova I. N. distinguish the following components in the competence structure of future bachelors: motivational component; cognitive component; personal component [9]. S. L. Troyanskaya defined cognitive, activity, motivational, and value components as part of competence [12, p. 51]. Thus, many researchers single out its elements, similar in meaning, as system-forming components of professional competence. In our opinion, motivational training and awareness of the value attitude according to the profile of training as part of the competence should be generalized, since both motivation and values are mutually dependent, system-forming elements in the field of professional and pedagogical activity.

Less developed in methodological terms are the issues of criteria and methods for assessing the level of competence formation. Eliseev I. N. points out, «it is advisable to distribute diagnostic tools for assessing the level of competence proficiency by its structure into three modules: cognitive, personal, integrative-activity» [10, p. 82]. Pakharenko N. V., Zolnikova I. N. propose to use as an indicator of the degree of competence formation «for the cognitive and activity components – the graduate's competence model; a passport of competencies; a program for the formation of competencies; for personal and motivational – a professionogram, and are also considered at the personal level of the student» [9].

In the scientific works of Glotova Zh. V. [13] (formation of professional foreign language competence among law students), Petrukhina I. V. [14] (formation of environmental competence of the future teacher of physical culture and life safety), Piskunova E. N. [15] (formation of linguistic competence of students), Mineeva O. A., Krasikova O. G. [16] (formation of professional and foreign-language communicative competence of future engineers at the university), Ualieva N. T. [17] (psychological and pedagogical conditions for the organization of independent work of students based on a competency-based approach), Lukashina Yu. V. [18] (formation of health-saving competence among students of a pedagogical university), Russkikh T. I. [19] (formation of graphic competence of future bachelors of engineering and technology) theoretical and methodological aspects are revealed special professional competencies, certain models of their implementation and evaluation of their effectiveness in the course of experimental research have been developed.

Thus, in the scientific, methodological, and pedagogical literature, the problem of implementing the competence approach is covered quite widely, since it is relevant in the training system of modern society. It should be noted that there are different interpretations of the concept of «competence», «competency», which leads to further difficulties in identifying and analyzing the structural components of competence, and methods of evaluating its effectiveness. Nevertheless, theoretical and practical research on the problems of formation of special professional competencies in the areas of personnel training can be used as a methodological basis for our research on the formation of the source-based competence of future history teachers.

### **Results and discussion**

Currently, domestic historians have identified and a large amount of source material on a new period of the history of Kazakhstan has been published, the systematic use of which in the educational process in the system of secondary and higher education will allow to form a cognitive interest in the historical past, expand creative historical thinking, develop critical thinking of students and lay the skills of their research activities. Within the framework of the study, we identified the concept of «source-based competence» as an important component in the training of future history teachers. Source studies competence, in our understanding, is a personality-integrative characteristic of a future history teacher, including the integrity of theoretical and methodological source knowledge, skills, and abilities in the field of critical, objective study, selection, analysis, evaluation, and practical application of source material for future professional and pedagogical activities using modern teaching methods and technologies.

The methodological model of the source-based competence is presented in Figure 1.

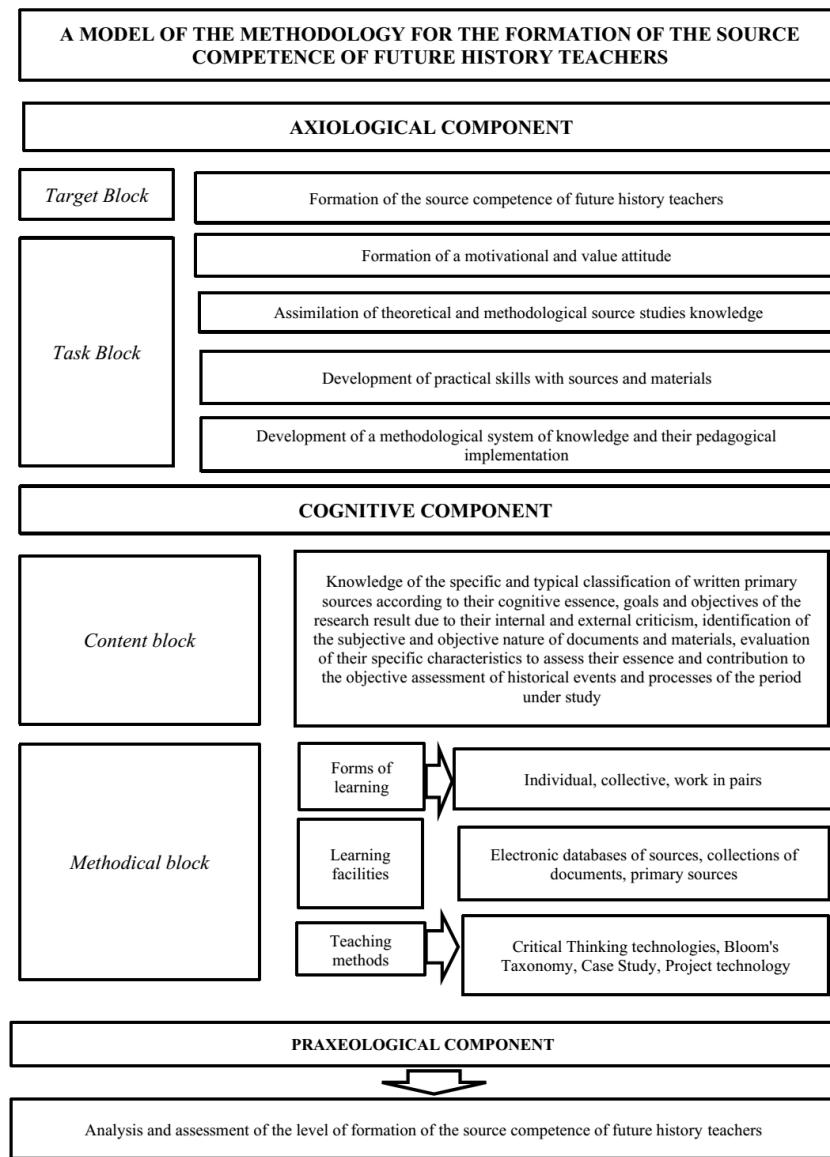


Figure 1 – Model of the methodology for the formation of the source-based competence of future history teachers (developed by the authors of this study)

By the formulation of the concept of «source-based competence» in its structure, it is necessary to distinguish three system-forming components: axiological (value-motivational component), cognitive (theoretical-methodological, methodological system of knowledge and skills), praxiological (professional-activity, evaluative-productive component).

The axiological component presupposes future teachers' awareness of the source-based, scientific-oriented, methodological-practical, creative and motivational-cognitive value of the importance of using primary sources in the process of teaching history, as well as their psychological and pedagogical readiness, motivation for their use in professional activities.

Theoretical, methodological, and practical-analytical (analytical, generalizing, evaluating) knowledge in the field of source studies and the history of Kazakhstan during the period of the Russian Empire constitute a cognitive component of the source-based competency and are based on methodological knowledge based on the works of national and foreign specialists of source studies, revealing the essence of objective study and introduction into the educational process is the use of primary sources from the perspective of their modern understanding in Russian history.

As part of the praxiological component, future history teachers should be able to use source material to implement practical research, methodological, and pedagogical skills in the field of professional activity.

The methodological model developed by us contains several interdependent components aimed at the formation of the source-based competence of future history teachers (target, meaningful, methodical, effective, and diagnostic components).

As the fundamental tasks for the implementation of the target component for the formation of source-based competence, we have identified the following: the formation of motivational and value attitudes; the assimilation of theoretical and methodological source knowledge; the development of practical(research) skills and skills of studying sources and materials in the academic environment; development of a methodological system of knowledge on the effective use of primary sources, assimilation criteria for their evaluation, their pedagogical implementation in professional activity.

To implement the designated goals and objectives for the formation of source-based competence, we have developed a content block necessary for the formation of the source-based competence of future history teachers and conditioned with the designated goals and objectives of the methodological model developed by us.

The content block of the methodological model includes the following areas necessary to achieve the above goals and objectives: theoretical and methodological aspects use of materials and documents of the Russian Empire in the course of

studying the history of Kazakhstan; the specifics of the source materials on the new history of Kazakhstan, the concept of classification and systematization of written sources of the new period, the features of the subjective and objective nature of the source material on the new history of Kazakhstan by the specifics of the documents; practical analysis skills source material: external criticism of the source; analysis of the content of the source; critical assessment of the source, identification, and evaluation of the practical significance of the source; the methodological aspect is represented by the use of modern pedagogical technologies aimed at the formation of criterion-measurable learning outcomes.

The most important element of the formation of source-based competence is the methodological tools, which are reflected in our model of methodology by forms, means, and methods of teaching.

The main means of teaching on the formation of the source-based competence of future history teachers should be noted in thematic collections of documents published by modern national researchers [20]. From a large number of published materials, it is desirable to use documents containing contradictory, debatable facts, the study and analysis of which will allow them to critically comprehend and objectively assess their source potential for the study of the new history of Kazakhstan. It is necessary to use the material that is freely available in national and foreign internet sites and portals (<http://www.vostlit.info/>, <https://drevlit.ru/>, <http://library.kz/kz/>, <http://kazneb.kz/>, <http://rmebrk.kz> and others).

Among the methods and teaching, we have identified modern, innovative technologies aimed at activating the educational process, awakening cognitive interest in the problem being studied.

Interesting for teaching history from documents and materials, the formation of initial practical skills of working with sources is the technology of developing critical thinking through reading and writing, case studies, project technology, tasks compiled according to «Bloom's taxonomy», and others. With their help, you can implement an independent, with the skills of scientific-research activities, creative historical thinking of students, future history teachers who will be able to realize their source-based competence in their professional activities.

Modern educational technologies require the formation of a competency-based approach to teaching, which means the practical application of theoretical knowledge in practice or everyday life, and professional activity. For history lessons in general education institutions, in the field of training future history teachers, a competency-based approach is impossible to implement without organizing research work with primary sources. For the effective work of future history teachers with primary sources for a critical, objective knowledge of the history of Kazakhstan during the period of the Russian Empire, it is necessary

to form their value attitude to primary sources and develop their source study competencies, which they must implement within the framework of modern approaches in the education system.

At the stage of the effective diagnostic component of the methodological model, it is necessary to identify the level of its formation through the performance of activities, aimed at solving several historical and cognitive problems of a problematic nature using source material. Important for the generalization of pedagogical and experimental work, we have identified the following learning outcomes to determine the level of formation of source-based competence following the tasks.

Learning outcomes at the stage of formation of motivational-value attitudes (axiological component): knowledge historiography problems of publishing source material of the pre-revolutionary, Soviet and modern periods understanding of the value of using source material for an objective understanding of the specifics of the studied period and documentary material; awareness of psychological and pedagogical readiness to use source material in professional activities.

Learning outcomes at the stage of mastering theoretical and methodological knowledge of source studies (a cognitive component of source-based competence): knowledge of historical events and processes of the history of Kazakhstan during the period of the Russian Empire; knowledge of the main types, groups of written sources the studied period, their characteristic features and potential in the coverage of historical events and processes; understanding of the objectivity of the origin of documents and materials on the new history of Kazakhstan; the ability to argue historical processes and events with written primary sources.

Results of training at the stage of development of practical (research) skills and skills of studying sources and materials in the academic environment (praxiological component): the ability of external and internal critical analysis of historical documents; knowledge of the criteria for the selection of written materials and documents for research activities; the ability to identify the source material necessary for the subject of research; the skills of analyzing historical processes and events based on the variety of documents; the ability to analyze, compare, supplement, generalize the source material; the ability to comprehend the main historical events and processes of the studied period based on written sources; highlight the subjective and objective nature of the studied sources; possess the skills critical assessment of the source nature of the studied Sources.

The learning outcomes we have highlighted allow us to realize the designated goals and objectives at the axiological, cognitive, and praxiological levels of the model for the formation of the source-based competence of future history teachers. During the diagnosis of the final results, we distinguish three levels of proficiency

in source competence: low, medium, and high, which will reveal the degree of its formation in the course of pedagogical experimental work.

### Conclusions

Thus, the need for the formation of source-based competence is due to the modern paradigm of the higher education system, aimed at the requirements of employers in the modern conditions of the information society. Future history teachers should flexibly respond to the conceptual transformations of the modern education system based on the formation of cognitive interest through the use of source material, the development of critical thinking to information sources, research skills and abilities, and the formation of their value judgment of historical events based on primary sources. The methodological model makes it possible to create conditions for the formation of source-based competence, which is a fundamental direction in the field of training future history teachers since it allows for implementation at the motivational and personal level of practice-oriented knowledge, skills, and abilities acquired during systematic methodological training aimed at its professional effectiveness, using innovative technologies for studying historical facts, events, phenomena and processes of the studied period.

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## ДЕРЕКТАНУЛЫҚ ҚҰЗЫРЕТТІЛІГІ БОЛАШАҚ ТАРИХ МҰҒАЛИМДЕРІН КӘСІБИ ДАЯРЛАУДЫҢ БАҒЫТЫ РЕТИНДЕ

*Мақалада педагогикалық білім беру бағдарламалары түлектерінің кәсіби құзыреттілігін қалыптастыру қажеттілігі туралы теориялық-әдіснамалық зерттеулердің нәтижелері көлтірілген. Авторлар болашақ тарих мұғалімдерінің деректанулық құзыретін қалыптастыру әдістемесінің моделін өзірлеdi. Колда*

*бар зерттеулерді жалпылау негізінде авторлар білім беру бағдарламасы контекстінде «деректанулық құзыреттілік» үгымын қалыптастырды, модельдің құрылымдық элементтері, олардың мазмұны анықталды және болашақ тарих мұғалімдерінің деректанулық құзыреттілігін қалыптастыру өдістемесі модельнің иетижесілігінің бағалау критерийлері анықталды.*

*Тарихи жазбаша дереккөздер академиялық ортадагы тарихты зерттеудің негізі болып табылады және гылыми-зерттеудағыларын қалыптастыру, оз пікірлерін дәлелдеу және оны бастапқы дереккөздердің комегімен дәлелдеу, қазіргі жағдайлда ақпараттық ағындарды сини түргыдан түсіну және оның негізінде озінің бағалау және сини үстанымын қалыптастыру үшін үлкен әлеуетке ие. Деректанулық құзыреттілікті қалыптастырудың өзірленген өдістемелік модель шеңберінде болашақ тарих мұғалімдерін даярлау құрылымында тарихи дереккөздерді жүйелі пайдалану педагогтердің біліктілік деңгейін арттыруға мүмкіндік береді. «Тарих» білім беру бағдарламасының педагогикалық жогары оқу орындарының түлектері гылыми мектеп жобаларын, олимпиадаларды дайындау, тақырыптық зерттеулер жүргізу, оларды гылыми жарияланымдар түрінде жинақтау дагдыларына ие болады, сондай-ақ гылыми-зерттеу жұмыстарын одан әрі жетілдіру, магистратура мен докторантурасы оқу үшін әлеует болады.*

*Кілтті создер: тарихи деректер, деректанулық құзыреттілік, өдістемелік модель, тарихшыларды даярлау*

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## **ИСТОЧНИКОВЕДЧЕСКАЯ КОМПЕТЕНЦИЯ В СТРУКТУРЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ИСТОРИИ**

*В статье приведены результаты теоретико-методологического исследования о необходимости формирования профессиональных компетенций выпускников педагогических образовательных программ. Авторами разработана модель методики формирования источниковедческой компетенции будущих учителей истории. На основании обобщения имеющихся исследований авторы сформировали понятие «источниковедческая компетенция» в контексте образовательной программы, были выделены структурные элементы модели, их содержание и определены оценочные критерии результативности модели методики формирования источниковедческой компетенции будущих учителей истории.*

*Исторические письменные источники являются основообразующей базой для изучения истории в академической среде и имеют обширный потенциал для формирования навыков научно-исследовательской деятельности, аргументировать собственные суждения и доказывать ее с помощью первоисточников, критически осмысливать информационные потоки в современных условиях и на ее основе формировать собственную оценочно-критическую позицию. Системное использование исторических источников в структуре подготовки будущих учителей истории в рамках разработанной методической модели формирования источниковедческой компетенции позволит повысить квалификационный уровень педагогов. Выпускники педагогических вузов образовательной программы «История» получат навыки подготовки научных школьных проектов, олимпиад, проведения тематических исследований, их обобщения в виде научных публикаций, а также будут потенциалом для дальнейшего совершенствования научно-исследовательской, обучения в магистратуре и докторантуре.*

*Ключевые слова: исторические источники, источниковедческая компетенция, модель методики, подготовка историков.*

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