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**DOMESTIC AND INTERNATIONAL EXPERIENCE
IN ORGANIZING THE PROCESS OF PROFESSIONAL
COMPETENCE DEVELOPMENT OF TEACHERS**

Article discusses the development of the professional competence of teacher. The authors of the work considered approaches to competence, including methodological. Issue of the organization of process of professional competence development was analyzed. Accordingly, the legal acts of Kazakhstan and experience of the universities in improving the qualifications of teachers were studied. Foreign experience is presented in the form of analysis of process preparing teachers for professional activity in the context of countries such as the UK, USA, Malaysia, Russia. At the same time, the experience is shown in the context of requirements of the state and proposals of universities themselves in advanced training.

The study of domestic and foreign experience in the organization of process of professional competence development is conditioned by the objectives of the scientific project «Creation of system for the development of the methodological competence of teachers of IT disciplines based on the continuity of education».

Keywords: competence, professional competence, methodological competence, professional development, teacher.

Introduction

In modern conditions, the main principle of building the educational process at university is to focus on the development of the students' personality, arming them with methods of action that allow them to study productively, realize educational needs, cognitive interests, and future professional needs. Therefore, as the main task of HEI, the task of organizing an educational environment that promotes the development of the student's personal essence is put forward.

Therefore, an important condition for the preparation of a teacher is the formation of philosophical and pedagogical position, methodological, didactic, communicative, and other competencies.

The development of professional competence is the development of creative individuality, the formation of receptivity to pedagogical innovations, the ability to adapt in a changing pedagogical environment.

Materials and methods

Theoretical analysis of scientific psychological, pedagogical and specialized literature on the problem of research; analysis of legislative and regulatory documents on the process organization of professional development of teachers.

Materials of the research are the Laws and legislative and regulatory acts of the Republic of Kazakhstan, works of domestic and foreign scientists.

The experience on organizing courses presented by HEIs of the UK, the USA, Canada, Russia, Malaysia and Kazakhstan.

Discussion and results

Before referring to the value of professional competence of a teacher, we need to establish the value of competence.

In various works of scientists, the professional competence of a teacher is understood as «a mental state that allows you to act independently and responsibly» [1], «the level of professional education» [2], «a qualitative characteristic of the degree of mastery of a teacher's professional activity» [3], etc.

Competencies are a dynamic and multidimensional category, subject to constant changes, enrichment, and improvement, which is influenced by various causal factors [4].

Kazakh scientist O. Nesipbaeva believes that competence is more than just knowledge and skills; it includes the ability to meet complex requirements by using and mobilizing psychosocial resources (including skills and attitudes) in a specific context. Competence is essential for the teacher's striving for excellence. Teachers need a wide range of competencies to face the complex challenges of the modern world [5].

Thus, investigating the question of the quality of a teacher's professional activity, one's skill and professionalism, pedagogical abilities and requirements

for a teacher, N. V. Kuzmina names among the most important characteristics of pedagogical workers that affect the effectiveness of work, their professional competence. As the main elements of pedagogical competence, she identifies: special competence in the field of the discipline taught; methodological competence in the field of ways of forming knowledge, skills and abilities of students; psychological and pedagogical competence in the field of education; differential psychological competence in the field of motives, abilities and orientation of students and autopsychological competence [3].

Methodological competence involves the possession of various teaching methods, knowledge of didactic methods, techniques, and the ability to apply them in the learning process, knowledge of the psychological mechanisms of assimilation of knowledge and skills in the learning process [6].

Also, the revision of the teacher's professional competencies should include the competencies provided for in the curriculum. Since the competencies of the curriculum are the key competencies of the professional development of teachers [7].

Professional competence and pedagogical support of each other will mean that the teacher will provide students with educational material that is good and acceptable if teacher correctly designs the learning process according to the needs of students and implements the learning process using various teaching methods/strategies [8].

If the teacher has professional competencies, he/she will take into account the following points: 1) Emphasis on human relations and cooperation in improving the learning environment; 2) Focus on the consequences of learning rather than its products; 3) Emphasis on students' self-esteem and their responsibility for their own learning, as well as for other students; 4) Creating opportunities for the development of internal motivation; 5) Increasing the reliability of sources of judgments and data; 6) Providing descriptive feedback to improve and enhance performance; 7) Modulation of the assessment system with the social system of schools [9].

The need for methodological training and methodological culture and competence of the teacher, which includes knowledge of the methodology of scientific research, methodological scientific terminology, methods of reliable statistical processing, the structure of writing a scientific report, mastery of the methods of intellectual work universal to all sciences, but also numerous authors note the skills of conducting examinations, studying the pedagogical reality and their own practice, as well as the ability to participate in the research conducted by other researchers [10].

Methodological competence, according to Coghlan and Brannick [11], is an integral feature of professional conditions, which includes socio-cultural, moral, humanistic formation of personal and moral qualities of future teachers of

professional education [12] and reflects a meaningful goal in the functioning of methodological knowledge, skills, experience, motivation, abilities and readiness for creative self-realization in the organization of pedagogical and methodological activities for the formation of skills in the organization of all kinds of activities of the pedagogical process [13].

For the formation of professional and pedagogical competence in the preparation of future teachers, a group of scientists from Latvia and Kazakhstan is proposed to: consider the types of professional and pedagogical competence; develop competencies and their characteristics in the organization of the educational process at the university and in practice and etc. [14].

It should be noted that the authors approach the definition of competence with professional and subject details, that is, in relation to a specific specialty. For example, the methodological competence of a mathematics teacher is considered as a system of his methodological knowledge, skills and beliefs, as well as experience in effectively solving specific methodological problems when teaching mathematics to students [15]. And for the development of methodological competence among teachers of IT disciplines, it is necessary to revise the content of educational programs with the introduction of a system for improving didactic competence among future teachers [16].

Considering the organization of the process of development of professional competence of teachers, it is necessary to pay attention to various approaches in this matter.

In the Republic of Kazakhstan, according to the qualification requirements for educational activities of educational organizations implementing educational programs of higher education, the college must provide training: for teachers at least once every five years; for heads of educational organizations at least once every five years training in the field of management; in the direction of personnel training “health care” according to the requirements approved by the authorized body in the field of health care [17].

This condition is also reflected in the Order of the Minister of Education and Science of the Republic of Kazakhstan dated February 2, 2016 № 124 «On approval of evaluation criteria for educational organizations». At the same time, the university must attach copies of supporting documents on professional development in accordance with the profile of the disciplines taught or according to the teaching methodology [18].

In the Law of the Republic of Kazakhstan «On the status of a teacher» in Article 18. «Teacher’s professional development» notes the following: «A teacher, in order to maintain and develop previously acquired professional competencies, takes advanced training courses, the procedure for which is determined by the

authorized body in the field of education», and in order to improve the teacher's qualifications, training in educational programs of additional education is carried out simultaneously or in stages through the development of certain areas and disciplines (modules), as well as through internships in international Bolashak Scholarships [19].

The rules for organizing and conducting advanced training courses for teachers, as well as post-course support for the activities of a teacher, determine the procedure for organizing and conducting advanced training courses, as well as the procedure for organizing and conducting post-course support for the activities of teachers. These rules also define organizations for conducting advanced training courses [20].

Almost every university in the country has structural units responsible for professional development of employees. The following are examples of the functioning of such units formed on the basis of the university.

Thus, the Al-Farabi Kazakh National University has an Institute of Advanced Training and Additional Education. One of the Institute's specializations are «Methods of teaching discipline» and «Innovative methods of teaching at the university».

At the L. Gumilyov Eurasian National University (ENU), the Institute of Advanced Training and Additional Education conducts pedagogical retraining courses. The content of the educational program of the courses consists of psychological and pedagogical disciplines (30 academic credits) and pedagogical practice (10 credits).

At Astana IT University, this direction is developing the Competence and Excellence Center, whose main task is to provide conditions for the organization of long-term and short-term courses aimed at training, retraining and advanced training of personnel to meet the needs of the labor market.

Nevertheless, given the large number of offers from various providers of advanced training courses, there is no unified system in this area, and the question also arises about the quality of the courses taken and the analysis of the results obtained.

Next, we will consider the experience of organizing the process of developing the professional competence of teachers abroad.

In the UK, there is a legal requirement for teaching in many English schools and is considered desirable for teachers in most schools in England. This requirement is to have the Status of a Qualified Teacher (QTS). The Teaching Regulation Agency (TRA) is responsible for awarding QTS. This agency also awards QTS to qualified teachers outside of England.

In Canada, to teach in publicly funded Ontario schools, an educator must be certified by the Ontario College of Educators. Certified teachers pay an annual membership fee to maintain their membership and certification. To get a certificate, teachers must receive at least three years of higher education at a higher educational institution, successful completion of a four-semester teacher training program.

In Russia, the duties of teaching staff defined by part 1 of Article 48 of the Law on Education include the obligation to «systematically improve their professional level». This requirement applies to all teaching staff. The right of teaching staff to receive additional professional education in the profile of pedagogical activity at least once every three years is established by the Law on Education (paragraph 2 of Part 5 of Article 47). The frequency of professional development during this period is set by the employer.

In the USA, a bachelor's degree is required to become a teacher in New York State. To obtain a certificate of professional teaching within a five-year period, it is necessary to fulfill the requirements for professional certification: successful completion of the relevant master's degree, three years of teaching experience, one year of training with a mentor, completion of a 6-hour seminar on the study of the Act on the Dignity of All Students, guaranteeing education in conditions free from discrimination and harassment. To obtain a professional teacher's certificate, continuous professional development is required (100 hours of professional training every five years).

Malaysia has established a Teacher Education Department, which is a department of the Malaysian Ministry of Education that oversees teacher training in the country. The Department also plans and coordinates ongoing staff development programs both at the ministry level and at the college level both locally and abroad.

The analysis of the organization of the process of professional competence development shows the relevance of this direction, as well as the interest of countries in the quality training of teachers and their subsequent professional activities.

Nevertheless, the development of methodological competencies among teachers of IT disciplines at a higher educational institution remains insufficiently studied area.

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Conclusion

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Nevertheless, the development of methodological competencies among teachers of IT disciplines at a higher educational institution remains insufficiently studied area.

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ОҚЫТУШЫЛАРДЫҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ДАМУ ПРОЦЕСІН ҰЙЫМДАСТЫРУДЫҢ ОТАНДЫҚ ЖӘНЕ ХАЛЫҚАРАЛЫҚ ТӘЖІРИБЕСІ

Бұл мақалада мұғалімнің кәсіби құзыреттілігін дамыту мәселесі қарастырылады. Бұл жұмыстың авторлары құзыреттілік тәсілдерін, соның ішінде әдістемелік тәсілдерді қарастырды. Әрі қарай, кәсіби құзыреттілікті дамыту процесін ұйымдастыру мәселесі талданды. Тиісінше, Қазақстан Республикасының нормативтік-құқықтық актілері және еліміздің жоғары оқу орындарының педагогтардың біліктілігін арттырудағы тәжірибесі зерделенді және талданды. Шетелдік тәжірибе Ұлыбритания, АҚШ, Малайзия, Ресей сияқты елдер тұрғысынан педагогтарды кәсіби қызметке даярлау процесін талдау түрінде ұсынылған. Бұл ретте, аталған тәжірибе мемлекет талаптары мен жоғары оқу орындарының өздерінің біліктілікті арттырудағы ұсыныстары тұрғысынан көрсетілген.

Кәсіби құзыреттілікті дамыту процесін ұйымдастырудың отандық және шетелдік тәжірибесін зерделеу «білім берудің үздіксіздігі негізінде IT-пәндер оқытушыларының әдістемелік құзыреттілігін дамыту жүйесін құру» ғылыми жобасының міндеттерімен негізделген.

Кілтті сөздер: құзыреттілік, кәсіби құзыреттілік, әдістемелік құзыреттілік, біліктілікті арттыру, педагог.

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ОТЕЧЕСТВЕННЫЙ И МЕЖДУНАРОДНЫЙ ОПЫТ ОРГАНИЗАЦИИ ПРОЦЕССА РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ ПРЕПОДАВАТЕЛЕЙ

В данной статье рассматривается развитие профессиональной компетентности педагога. Авторы данной работы рассмотрели подходы к компетентности, в том числе методологические. Далее был проанализирован вопрос организации процесса развития профессиональной компетентности. Соответственно, были изучены и проанализированы нормативные правовые акты Республики Казахстан и опыт университетов страны по повышению квалификации преподавателей. Зарубежный опыт представлен в виде анализа процесса подготовки учителей к профессиональной деятельности в контексте таких стран, как Великобритания, США, Малайзия, Россия. В то же время этот опыт показан в контексте требований государства и предложений самих университетов по повышению квалификации.

Изучение отечественного и зарубежного опыта организации процесса развития профессиональной компетентности обусловлено целями научного проекта «Создание системы развития методической компетентности преподавателей IT-дисциплин на основе непрерывности образования».

Ключевые слова: компетентность, профессиональная компетентность, методическая компетентность, повышение квалификации, педагог.

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