Competence-based approach in the training of future specialists in arts and humanities

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Abstract

The evolution of the concept of "competence" in education, in particular in the field of language didactics, was reflected in the works of linguists and sociolinguists of the late twentieth century, for example, considered the ability to speak a language is a feature of the human brain, part of an innate genetic program. In this sense, competence is something that a subject can perfectly embody by giving his biological potential. The competence is unique and independent. Linguistic competence means an innate universal linguistic predisposition, an ideal internal ability that ultimately explains any linguistic phenomenon put into action.

The method of questionnaire survey was used to study the features of philologists working in the education system, namely in secondary schools, lyceums, preschool educational institutions, colleges in Almaty.

Key words: mental retardation, intellectual, socialization, disability, study

Introduction

This communicative competence is not just linguistic; it manifests itself in the form of narrative, rhetorical, productive, receptive competencies, etc., the implementation of which requires skills acquired in the process of formal or informal learning.

In the 80s of the XX century, the concept of "competence" began to be used in the labor market, competing with the concept of "qualification" (education levels, diplomas), which was used to assess the effectiveness of an employee's work. It was about identifying the cognitive resources needed to fulfill the tasks in a specific situation. Thus, the effectiveness of the employee was evaluated without taking into account innate or acquired skills (Haberman, 1974).

The concept of "competence" is at the intersection of the humanities and social sciences. Although experts often use this term in scientific works on didactics, methodology and psychology, numerous interpretations arise when exchanging scientific information. The term "competence" is sometimes used as a synonym for the concepts of "ability", "knowledge", "skill", "skill", "potential", "qualification", that is, that, what is associated with higher mental functions. In other cases, special attention is paid to the conditions of objectification, that is, the implementation, implementation of certain actions, which brings the concept of "competence" closer to the concept of "efficiency". There is no clear and general definition of competence. According to the modern French scientist Philippe Perrin, no one can claim a universal definition of this concept. Nevertheless, Perrin defines the concept of competence "as the ability to act effectively in a certain type of situation, the ability based on knowledge, but not reduced to it" (Parsons, 1909). It is necessary to be able to use the available knowledge and resources, depending on the situation. For example, Perrin cites a typical situation when a person who has studied a foreign language at school feels a gap between the acquired knowledge and their application in speech and written communication. Having appeared as a tourist in the country of the studied language, he/she is not able to explain himself at an elementary level and get the necessary information.

The teacher believes that it is necessary for the student to improve his or her participatory competence before developing participatory competence.

Participatory competence is expressed in how the teacher, зякутев, school, student, and colleagues work, as it is measured by what the teacher knows about this issue, how the teacher applies his knowledge in practice, and how the teacher approaches his activities. At the same time, communication, mutual understanding and assistance of the teacher in working together with other people is also observed through pedagogical tactics and style.

It is known that in the 1960s and 1970s in the West, since the late 1980s in Republic of Kazakhstan, the terms "competence" and "competence" began to be used in the education system. Currently, the terms" competence "and" competence " are also included in the methodology of teaching the Kazakh language. In addition to these terms, the concepts of "qualification", "professional skills", "pedagogical culture" are used in parallel.

In general, the Council of Europe considers five competencies as key competencies:

- Political and social competence. This type of competence is manifested through such works as contributing to the development of democratic institutions, the ability to peacefully resolve various situations, take responsibility for oneself, and work together.
- Cross-cultural competence is manifested in such abilities as the ability to live in a multicultural society, not tolerate russism, respect the culture, traditions, and religion of another nation.
- The competence of mastering oral and written language communication is expressed in the acquisition of several languages.
- Competence related to information in society. This competence is formed by mastering new technologies, understanding and applying them, and a critical attitude to various information.
- Competence that includes interests in continuous search and learning in order to implement its Professional plan in private and public life.

In the online dictionary, "competence" is defined as knowledge of information and authority," competence " is a set of questions that a person learns through his authority, knowledge, experience, etc.

Some scientists believe that competence is a combination of knowledge and skills, thinking and understanding necessary to solve a problem that has arisen in a particular area (Raven, 2002).

Now a group of scientists consider the personal quality of a person, the ability to apply their abilities and abilities in work in a practical way, and the presence of organizational skills.

Many researchers consider competence as the ability not only to master knowledge but also to rationally apply the acquired knowledge in any situation. Indicates the following levels that show signs of competence:

− level of knowledge and abilities;
− the ability to perform special tasks;
− ability to plan and organize work;
− ability to correctly apply the acquired knowledge and abilities in unfamiliar situations.

G. M. Kozhaspirova believes that" in order to become a competent teacher, a teacher must have special pedagogical abilities" (Kozhaspirova, 2004).

Rakhmetova R. S. reveals that "if competence is what a student needs to know, competence includes the issues of good performance, self-expression, knowledge, skills, self-esteem, etc." (Rakhmetova, 2010).

In the modern field of education, the terms competence, competence, and qualification are used in parallel. Today, four types of key competencies (informational, cognitive, participatory, problem solving) are clearly reflected in the standards and curricula. The knowledge of the student or student began to be evaluated in terms of competence. Special attention is paid to the formation of their competence. Improving the competence of a philologist is not the work of one day. It is not an exaggeration to say that competence is formed throughout life. F. Sh. Orazbayeva and R. S. Rakhmetova note that competence is constantly improving: "not everyone has participatory competence. Even in native speakers, participatory competence is not found at the same level. It varies depending on the abilities of each person, their environment. At a young age, a person goes from simple competence to intermediate competence in the course of his development. In adulthood, he develops a uniform linguistic participatory competence, but it depends on the personal characteristics of each person" (Orazbayeva, Rakhmetova, 2012).

Zhapbarov proves that participatory qualification is carried out on the basis of the following concepts:

1. language and its theoretical knowledge (in the system of folk norms); the ability to use language tools depending on the conditions, conditions, tasks and goals of communication;
2. formation of the ability to preserve the language culture and organize speech based on the norms of social behavior, and national characteristics (Zhapbarov, 2004).

Participatory competence includes such abilities as evaluating working with a team, a team, the ability of people to trust each other, understand each other, be able to listen and respect, observe the norms of simple etiquette, understand their mistakes, and work with other people. Orazbayeva F. Sh. and Rakhmetova R. S.(2012) believe that "for the formation of participatory competence, it is necessary to carry out the work performed in the lesson process from a participatory point of view", which is reflected in the following works:

The organizational skills of the student:

- from the ability to manage group members;
- ability to organize the team and their own activities in the implementation of the task;
- from the ability to efficiently collect and direct the data necessary for the implementation of the task;
- from conducting a conversation in a targeted manner;
- from the ability to create a group and work with them;
- "I'm sorry," she said.;
- from friendship with the members of the group;
- from correcting the negative behavior of group members;
- effective analysis and negotiation in order to solve the problem;
- speech is expressed in the organization of speech.
- Participatory business capacity:
- from defending one's own opinion, and rights without breaking the relationship;
- from the ability to motivate to action through a new idea and plan;
- from the ability to ask the right questions and determine the emotional and informational level of the interlocutor;
- from the ability to build a bilateral communication route;
- ability to correctly criticize and support other people;
- ability to negotiate;
- From the ability to determine the interest of the audience;

- the ability to convince the listener and possess oratory skills;
- from the ability to answer difficult questions in a reasoned way and overcome disagreement;
- from the ability to conduct a debate culturally;
- ability to analyze, present, and conduct;
- from the rational conduct of conversations when communicating with a" difficult " group member;
- it is noticeable in the ability to establish a positive relationship with the listener and give advice.

That is, in order to form the participatory competence of a philologist, it is necessary to systematize the work rationally. The credit system of training creates a lot of opportunities for the student to search independently. The teacher must do a lot of work to improve participatory competence in the lesson process. Students should pay more attention to listening to their own opinions in the course of lectures, seminars and tasks of the SIWS, SIWST. In the same way, it is better to use group, collective tasks more often. For example, the presentation of some of the most relevant points of the text of the lecture in lecture sessions as group work contributes to the improvement of their participatory competence. Students find the most relevant, meaningful points in the text of the lecture and discuss them in a group. And then try to convey their conclusions. This requires their ability to work in a team, organization, reckoning with the opinions of others. As a result, they practice expressing their opinions. He gets used to making his own conclusions rather than just listening to the lecture.

Methodologists believe that the teacher should improve his or her participatory competence before forming participatory competence in the student. Acquires participatory competence. In some cases, it is also necessary to accept proposals made by students because this circumstance increases the student's respect for the teacher. The fact that he also considers his opinion strengthens the student's self-confidence. The organization of thought and thought at seminar sessions contributes to the improvement of the specialist's participatory competence. But it is necessary that the teacher clearly gives the work to be done. It consists of three main points, and conclusions: what the student knows about this issue; how the teacher applies his knowledge in practice, and how the teacher treats his activities. It manifests how these three conclusions are realized when the teacher works with parents, school, students, and colleagues. At the same time, the teacher's relationship with other people in joint work, mutual understanding and assistance, pedagogical tactics and style are also observed.

To carry out pedagogical activity, the teacher must be able to arouse interest in the work performed by each student because the ability to generate interest directly affects the quality of work results. In order to arouse the student's interest, the student must know the student's level well. To do this, the teacher must improve his / her participatory competence.

It is better for the teacher to learn to make a remark to the student when making a remark so as not to offend him, but at the same time increase his motivation for the lesson. Psychologists advise the student, first of all, to say: "the time given to you is running out so quickly that it is about to end. It is better to make comments such as" I am worried about Kat, I will not be able to finish your work."

To eliminate discord in the group, before starting classes in each new group, it will be useful to make a collusion with them. In his lesson, the teacher recorded on the poster the work and assessment standards that the student should perform. Students read and sign if they agree. In the credit training system, these works are included in the syllabus. A student who has familiarized himself with the syllabus signs if he

agrees. This approach is currently used in many universities. This approach creates conditions for high-quality and effective interaction between the teacher and the student. The teacher analyzed the requirements and requirements for the process of mass media - Latin works in the first lesson:

- we identify the problem;
- we offer several ways to solve it;
- we give the result of each decision and ways to achieve it through real facts;
- we choose the best;
- we carry out its implementation; we sum up the results and draw conclusions.

This systematic implementation of each work contributes to the improvement of their business skills. The student learns to plan ways to implement each work.

The formation of competencies based on acquired skills, knowledge and experience is a serious problem in the field of vocational training. Perrenoud (1991) believes that the education system should be focused on the development of competencies, that is, on a process that requires significant transformations at the levels:

- training programs;
- didactics;
- methods of teaching foreign languages;
- functioning of educational institutions;
- professional training of teaching staff.

According to Perrin, a general education institution is exactly the place where competencies are formed (ibid., 1991: 8), in a particular language, and any education should be applied, and have practical application in real-life situations; otherwise, all the knowledge and skills accumulated over the years of study will soon be lost.

Increasing the educational significance of foreign languages, the need to systematize approaches the approach to teaching, the development of curricula and the standardization of proficiency assessments subsequently led to the adoption of the Council of Europe document "Pan-European Competencies of Foreign Language Proficiency language: study, teaching, evaluation" (Rasmussen, 2003).

The transition of universities from a paradigm based on the transfer of academic knowledge to a paradigm focused on the acquisition of this knowledge and its application in solving practical problems seems to be one of the most notable events of the last two decades, which has changed the sphere of professional training and initiated a discussion on competencies, their formation and development.

Nevertheless, the competence approach has both adherents and opponents. Opponents of the competence approach see in it the complete subordination of education to economic interests and the diversion of knowledge to a secondary role. On the other hand, those who support the competence-based approach are in favor of changing teaching methods in higher education and applying new pedagogical practices based on theoretical models.

The competency-based approach, apparently, "leaves open the question of what is necessary for this purpose methods" (Spirin, 1994). Although the interest in the student's work, the provision of comprehensive assistance and the participation of interested parties in determining learning goals, and the expansion of cooperation between teachers are common elements of numerous discussions, these elements rather perform the function of facilitating new forms of learning than contribute to their development. In fact, the work on the development of competencies involves the

modeling of competencies, and the verification of various theoretical positions in practice involves concretizing and enriching this process. The fulfillment of these conditions for the application of the competence approach may create a new paradigm in the teaching methodology at the university (Spring, 2009).

It should be noted that so far, no systematic and comparative research has been conducted on the implementation of the competence approach in higher education. Various assessments of this approach testify to the diversity, uniqueness and often experimental nature of the existing mechanisms of its implementation. The framework proposed in the "Pan-European Competencies" for a clear description of the objectives, content and methods of training provided recognition of the qualification characteristics obtained in various educational contexts. However, many scientists showed restraint and even skepticism about the competence approach, which, as they believed, limited their exclusive right to freedom of choice of teaching methods. In many cases, the formation and development of competencies as learning goals remained formal. Initially, the competence approach began to be implemented thanks to the efforts of groups of enthusiastic teachers working on specific projects. Not all of them are supported by their educational institution (Steiner-Khamsi, Waldow, 2012).

In order to have a complete understanding of how to start using the competency approach in higher education, we can refer to the methodology developed within the Tuning European educational project framework aimed at bringing educational structures closer together in the countries participating in the Bologna Process (Gos. The program of education development for 2011-2020). The ideology of the Tuning project is not based on standardization and the uniformity of educational programs and curricula, the same for all European universities, and the diversity of education, coordination and convergence of curricula without limiting the independence of national systems and university structures.

The Tuning project separates the acquired knowledge – what the student should know, understand and/or be able to demonstrate at the end of the learning process – from the competencies considered as a combination of the dynamics of the growth of knowledge, understanding, skills and abilities. The definition of acquired knowledge, according to the "diploma profile", is the responsibility of the teaching staff, based on the experience of research institutes of scientists, graduates, employers and professional organizations. Competencies are considered guidelines for developing and evaluating training programs, which should be aimed at improving or updating existing knowledge and competencies, acquiring new competencies necessary for professional growth, retraining and personal development from a professional perspective (Batyshev, 1984).

The project offers the following algorithm for developing an educational program:

− describe the profile of the program and determine its purpose;

− describe the results of the program in terms of knowledge, skills and competencies;

− identify general and professional-specific competencies;

− to form the academic content and structure of the program: modules and credits (credit is the universal unit of measurement of the volume of the educational program);

− develop a curriculum;

− determine the methods and technologies of training;

− to create educational and methodological support aimed at obtaining agreed results;

− to create an appropriate assessment system that improves the quality of the educational process.

For the formation and development of competencies, a set of actions is needed, which can be focused on six elements:

− problematic situations and tasks presented to the student;

− providing feedback to the student (it should be noted that the tasks that the student solves rarely provide for the possibility of direct feedback, so this problem has to be solved by the teacher);

− material or symbolic artifacts that the student uses as a tool to complete the task;

− organizational components of a student's productive activity;

− forms of regulation of the learning scheme (short cycles, long cycles or changing the type of scheme), which the student can apply in his constructive activity to implement active, productive activity;

− the object of training, that is, a person with social and emotional characteristics that must be taken into account when encouraging and evaluating.

In general, the pedagogical palette available to the teacher is quite extensive and open for the introduction and systematization of innovative theoretically grounded pedagogical practices [16].

The application of the competence approach in teaching and learning at the university can be considered as an update of the content and methods of teaching, which meets the modern challenges facing.

Kazakhstan, in connection with the rapidly changing global economic and political situation, is reflected in the document of the Ministry of National Economics of Kazakhstan, "Forecast of long-term socio-economic development of the Republic of Kazakhstan for the period up to 2030" in the section 4.3. Development of the education economy (Khmel, 1998).

Modernization of education is directly related to the introduction of modern educational technologies, including information technologies, which allow the development of both general competencies necessary for university graduates to successfully adapt to the labor market and specific competencies: linguistic, communicative, sociolinguistic, the purpose of which is the ability to communicate in a social, cultural and professional environment.

Among the intelligent learning technologies used in open information and education, online educational courses and inter-active social services are the most popular among students. The former allows students to build an individualized "flexible trajectory of mastering new competencies" (Abdraman, 2012). That meet the needs of the state, society and business, the possibility of distance learning in an open education system available at any time and in any place. The second, using the educational potential of the competence-based approach in teaching, they contribute primarily to the acquisition of communicative and sociolinguistic competencies, act as an additional tool for the formation and development of these competencies, are a powerful incentive, the most important motivating factor of self-education or independent training to study classes in an educational institution (Abdykamirov, 2006).

Materials and methods

The method of questionnaire survey was used to study the features of philologists working in the education system, namely in secondary schools, lyceums, preschool educational institutions, and colleges in Almaty— 308 female people aged 22 to 63 years, with a total work experience of 1 month and up to 42 years, with experience as a philologist of the education system from 1 month up to 21 years old, as well as philology students of the first, third and fifth courses of MPSU - 161 people

- 24 boys and 131 girls aged 17 and up to 22 years. A total of 469 subjects were examined.

Results

It is known that one of the most pressing issues for higher education institutions is the formation of professional competencies of future teachers. In this regard, each student–future teacher should fully develop such characteristics as the ability to understand and accept global changes and, accordingly, the rapid development of knowledge and skills and the desire for innovation.

This is stated in the concept of continuous pedagogical education of a teacher of a new formation of the Republic of Kazakhstan: "The requirements of society for specialists with higher pedagogical education have become more complicated in recent years. A teacher of a new society is a person with high moral qualities, civic responsibility, an active, creative, reflective, environmentally educated, creative person striving for self-development, characterized by a high level of methodological, social, personal-communicative, informational and other skills. Highly qualified specialist". This program idea was also the basis of our scientific research (Akhmetova, Isaeva, 2006).

To the above, you can add knowledge aimed at professional competence in accordance with the requirements of the global educational space. Undoubtedly, today's students study in constantly changing conditions, and future teachers should have theoretical knowledge and practical skills in new areas of professional competence.

Among the participants 33 (78.5%) girls and 9 (21.5%) boys aged 17-19 years old (Figure 1).
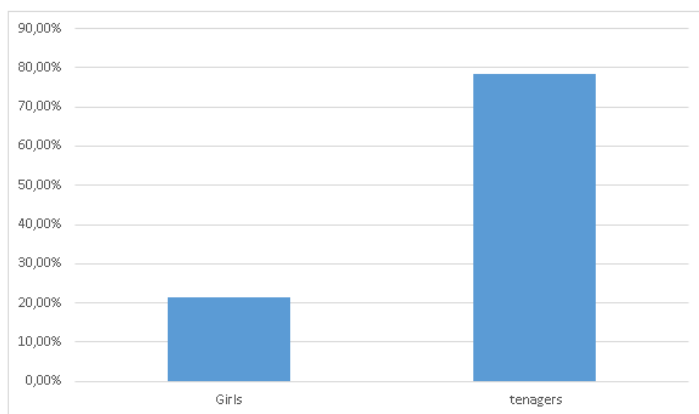
The survey within the framework of experimental work was conducted using special software for the organization and administration of surveys "Anketologist", which is based on the Pearson Criterion 2 (a nonparametric method that allows you to assess the significance of differences between the actual (identified as a result of the study) number of outcomes or qualitative characteristics of the sample that fall into each category, and the theoretical amount that can be expected in the studied groups if the null hypothesis is valid).

As a result of the questionnaire at the stages of the ascertaining and formative types of experiment, data were obtained regarding the assessment of the readiness of the subjects to teach geography at school.

The answers to the question "Assess your readiness for future teaching as a

geography teacher on a scale from 1 to 10" show differences among the subjects.

For the control group, there was a slight increase in the indicator of their attitude to future professional activity: on average by 0.5 points, or 5% (from 4.6 to 5.1 points).

The participants of the experimental group note that the indicator of their own attitude to the level of their readiness for future teaching as a geography teacher increased by an average of 3.1 points, or 31% (from 5.8 to 8.9 points).

When assessing the readiness of the subjects, the average scores on a scale from 1 to 10 for the control and experimental groups at each stage of the experiment are given (Figure 2).
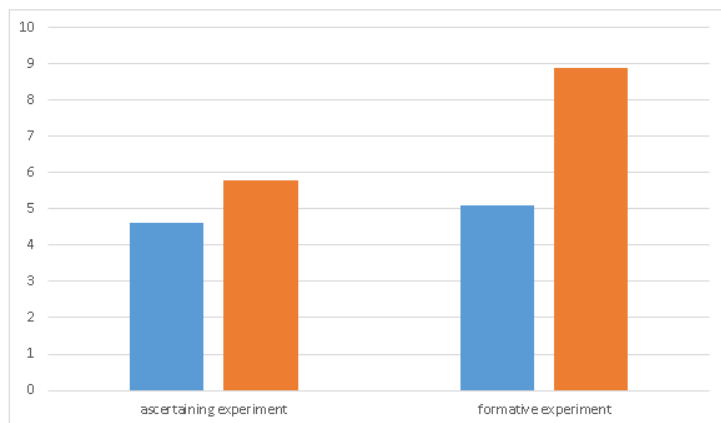

Figure 2 - Assessment of the readiness of the subjects for future teaching activities in the role of future philologists

Also, various data were obtained after processing the answer options to the question "Do you see yourself in the future as a geography teacher?" A slight change in the results was noted in the participants of the control group. In particular, the answers "yes" and "rather yes" were given by 43% of the subjects at the stage of the ascertaining experiment, 45% – the formative experiment; "no" and "probably not" – 57 and 55%, respectively (Figure 3).

probably not ■ Yes ■ probably yes ■ no
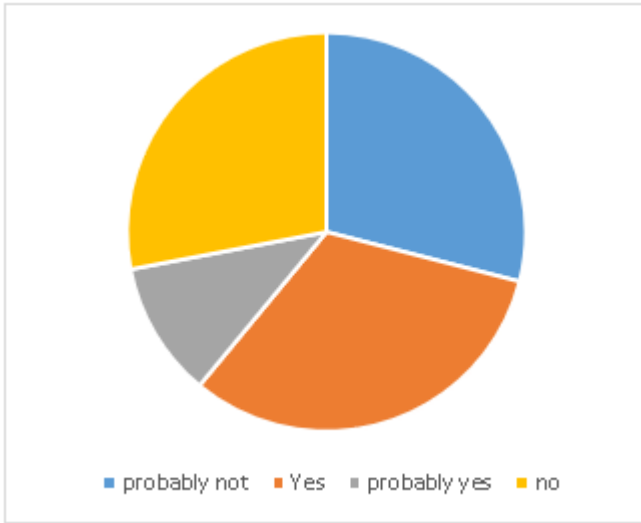
17 participants of the experimental group rated the usefulness of the skills acquired during interactive teaching of geography teaching methods at school as high (40%) and very high (34%) (Figure 4).
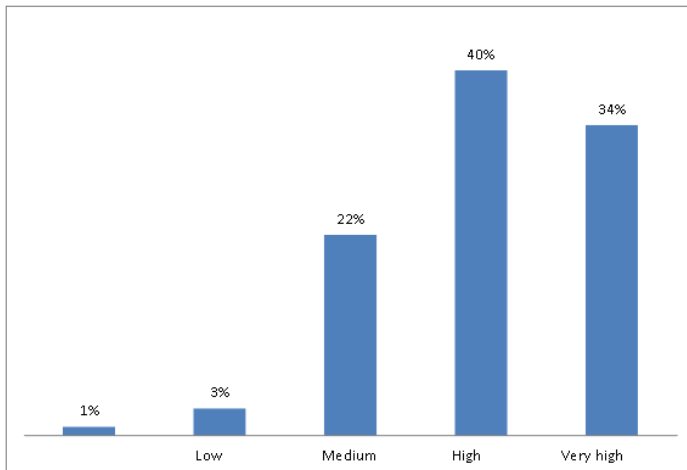
The data obtained as a result of the survey show that the participants of the experimental group better assess their readiness for future professional activity as a geography teacher and are also more interested in their profile discipline than the participants of the control group.

Discussion

Once again, we emphasize that the main purpose of using the competence approach in teaching is to ensure that students receive exactly the knowledge and skills that will be in demand at the end of their studies and will lead to successful career-building in their future adult life (Zavalko, 2002). In practice, training based on the application of a competence-based approach can take a variety of forms, varying from country to country, from one educational institution to another. Although educational institutions often create their own competency-based learning systems, they may also use systems, models or strategies created by government educational agencies or external educational organizations. Thus, some competency-based learning systems may be more effective than others. There are different opinions on how to achieve the goal of competence-based learning. Proponents of the method claim that this approach significantly increases the chances of students gaining the knowledge and skills that they will need throughout life and will help to compensate for educational gaps, failures and unused opportunities in the past. In addition, this practice provides a more equitable approach to education, as it imposes equally high requirements on students, regardless of their racial and ethnic affiliation, gender or socio-economic status (Kenzhebekov, 2007). Critics of the competence approach say that the transition to it will require overloaded teachers and teachers. Additional time is spent on planning and preparation, and the introduction of a competency-based approach to training at the national level is extremely difficult and possibly, inefficient (Mnzhanov, 2015).

However, it is impossible to deny the relevance and prospects of using the competence approach, as well as the need for its purposeful formation and improvement at all stages of training (Buleev, 2004).

The use of a competence-based approach in teaching is one of the priorities of the state policy of Kazakhstan in the field of education. The implementation of this approach will allow to redesign and enrich the content of education, the result of which should be a practical activity provided with knowledge. Improving the practical preparation of students for future professional activities will strengthen the interaction of higher education with the labor markets and help solve the economic, political and social problems facing society in the era of transition to a digital economy. An integral part of this process will be the use of new methods, innovative technologies, and organizational forms that activate knowledge.

Conclusion

In conclusion, the improvement of the participatory competence of a philologist is carried out through two-way communication. Mutual understanding between the teacher and the student, the desire to work together directly contribute to the formation of competence. If we summarize the opinion of scientists, "the level of participatory competence of a student is observed when, as an individual, he can freely, systematically express his thoughts in any situation, on any topic, immediately move from one thought to another, freely and communicate with any person [26]. Competence – communication means interaction, interaction, communication, communication, communication, understanding if you have accumulated knowledge, skills, and experience related to activities in a particular area. Therefore, participatory competence is a deep mastery of educational participation, armed with the accumulated knowledge, skills, skills of communicants in relation to communication, reasoning, communication" (Lah, 2022).

It is significant to use interactive methods of teaching students the methods of teaching future teachers at school as a new approach to planning and implementing the professional training of teachers of future teachers. According to the results of the experiment, students of future teachers showed the greatest interest in the game forms

of interactive teaching methods: imitation games and training. It should be noted that the implementation of these methods should be carried out only after a thorough study of their theoretical basis (Shchipitsina, 2022).

The use of the methods underlying interactive learning contributes to the individual development and interpersonal communication of geography students. The results of the experiment show that students' interest in the discipline being studied and the use of non-standard ways of solving pedagogical problems during professional training directly affects self-perception and, subsequently, the full-fledged formation of their future profession. So interactive teaching methods help to increase the self-esteem of future teachers and their level of knowledge of the material (Korableva, Gorelova, 2022, Zamaletdinova, Konopleva, & Gorbunova, 2019).

The use of interactive teaching methods helps to strengthen the professional, personal and axiological components of the professional competence of future teachers. These components reflect their state of personality, which determines both their professional readiness and the successful implementation of pedagogical activities (ibid., 2019).

The questionnaire results at the stage of the formative experiment showed that the experimental group participants had an average of 28% higher readings than the control group participants [32]. This is a confirmation of the positive impact of interactive teaching methods on the level of professional readiness of future teachers. This indicates the appropriate level of educational services received and the opportunity to work in conditions of the rapid growth of scientific information and the introduction of innovative educational technologies.

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