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ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ ПЕДАГОГА

***Аннотация:** в статье отражены основные психологические аспекты профессиональной подготовки будущих учителей. Авторы характеризуют психолого-педагогические методы формирования профессиональной компетентности будущих учителей, а также влияние психологического аспекта на компоненты профессиональной компетентности будущих учителей.*

***Ключевые слова:** психологическая подготовка, компетентность, компетенции, подготовка учителей, профессиональная компетентность.*

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PSYCHOLOGICAL ASPECT OF TEACHER PROFESSIONAL COMPETENCE FORMATION

***Abstract:** the article reflects the main psychological aspects of the professional training of future teachers. The authors characterize the psychological and pedagogical methods of forming the professional competence of future teachers. The influence of the psychological aspect on the components of the professional competence of future teachers.*

Keywords: *psychological training, competence, competencies, teacher training, professional competence.*

In modern Kazakhstan is being formed a new education system, focused on the global educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process. In these conditions, the teacher needs to navigate in a wide range of modern innovative approaches for design a new generation teaching materials.

In the Address of Ex-President of Kazakhstan N.A. Nazarbayev to the people of Kazakhstan «Nurly Zhol – the way to the future» emphasizes that «a developed country of the XXI century is active, educated and healthy people», linking the future of country with new opportunities for unlocking the potential of the people of Kazakhstan [1]. This, in turn, is aimed at improving the quality of human capital based on the idea of the nation to implement five institutional reforms, the published national plan and the accession of 30 leading developed countries to the program «100 real steps», training qualified personnel in ten leading colleges and universities and compliance international practice [2].

A qualitative change in education is impossible without the formation of a new outlook on the teacher's place and role in the educational process, a new attitude towards the student. Therefore, it is important that the teacher himself understands the essence of the new changes, the meaning of the new quality of education and new educational results. The modern education system of the Republic of Kazakhstan is focused on entering the global educational space, which leads to a comprehensive consideration of the issue of compliance of the quality of education and the level of educational services received with international standards and norms. Currently, a very important aspect of the entire educational system is the training of highly qualified specialists who can compete in the international labor market. The search for new effective approaches to training future specialists are among the priority tasks. The new emphasis in the assessment of learning outcomes indicates that a graduate of a higher educational institution should not only have the necessary amount of knowledge, but also be able to apply it in various situations. The final assessment of the level of a

young specialist is based on the availability of professional competencies. What determines the transition to a competence-based approach in modern education.

Competence is much broader than just knowledge and skills. It means the ability to meet complex requirements based on the mobilization of psychological and social qualities. For example, in Slovakia, competencies, in particular key competencies, are included in the national educational program as a fundamental part [3].

Four components of professional and pedagogical activity can be distinguished: emotional-value, subject-theoretical, operational-technological, professional-personal (Fig. 1).

The emotional-value component focuses on the subjective value position of the individual in the educational process, which is associated with the value ideas of the future teacher, his ability to understand the essence and show interest in pedagogical activity, to understand his role and purpose, to be able to choose target and semantic attitudes for actions and deeds make responsible decisions. Thus, it allows providing a mechanism for moral self-determination of the future teacher in situations of educational and extracurricular activities.

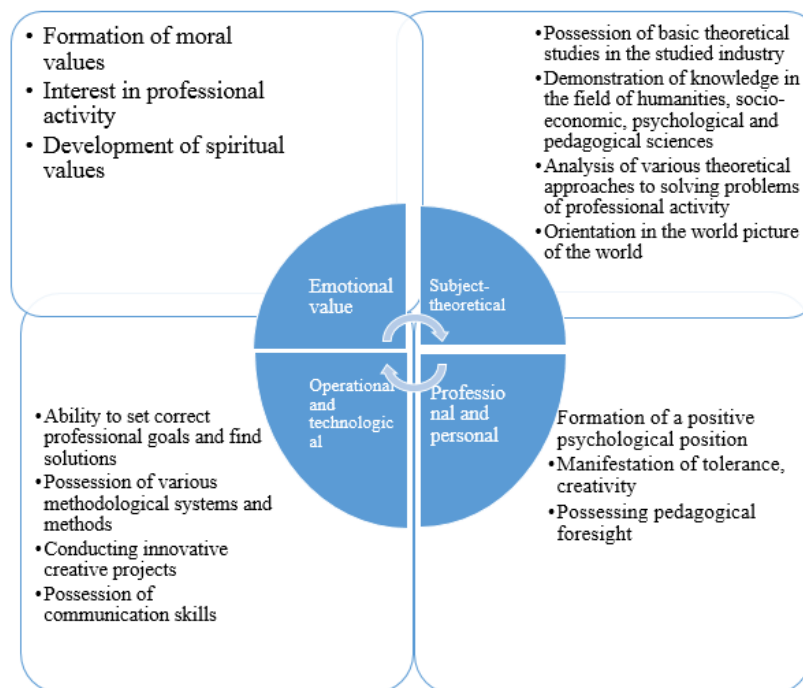


Fig 1. The structure of the professional and pedagogical competence of the future teacher of geography [4]

The visual-theoretical component of the professional competence of a geography teacher provides for an adequate perception, understanding of the natural and social processes of reality. It determines the availability of knowledge (geographical, general humanitarian, natural science, psychological and pedagogical, information-computer, etc.), which is a certain holistic education, which is characterized by such qualities as – flexibility, dynamism, variability, adaptability, predictability, continuity, interdisciplinarity, integrity, depth, generalization.

Awareness of the motive of one's own activity, the adequacy of self-esteem, professional self-awareness of oneself as a subject of pedagogical activity allow us to talk about a special group of skills – reflections that take place when a teacher performs activities, self-esteem, emotional state, facial expressions, gestures, and speech culture. And, finally, the professional-personal component is understood as the subject's abilities that affect the effectiveness of the performance of professional activities, this is the teacher's awareness of the norms, rules, the model of the pedagogical profession, correlation with a certain professional standard, the formation of a positive psychological position, which affects not only his own activity, but also on the general climate of interaction with the subjects of the educational process (students, parents, colleagues), the ability to set tasks and make decisions, rely in activities on the knowledge of the psychological and age characteristics of children, understanding the motives of their behavior, the ability to pedagogical foresight and forecasting. Among the personal qualities, it should be especially noted that students develop empathy, tolerance, and creativity through the implementation of socially significant functions inherent in the very content of geographical science. It is a meaningful measure to enhance the practical component of young professionals' training, the purpose of which is to develop readiness for the practical use of acquired knowledge, abilities and skills in accordance with its types.

The basis of the activity approach here is the dialogization of the educational process according to the course, which determines the subject-subject interaction of the student and the teacher, self-actualization and self-presentation of the personality of the future teacher. The teacher not only teaches and educates, but also stimulates the

student to general and professional development, creates conditions for his self-movement and a situation of professional success. Such a complex of pedagogical tools can be conditionally divided into two groups: professionally oriented (conducting master classes by the best practicing teachers, organizing and conducting professional pedagogical competitions for students, holding round tables with the participation of school administration and teachers, participation in research pedagogical projects, etc. etc.) and – imitation-game – the use of role-playing and business games, technologies of imitation modeling of pedagogical activity, lessons-self-presentation, etc.

In this regard, it is the psychological aspect of the formation of the professional competence of future teachers that comes to the fore. Emotional attitude and moral readiness for future professional activities determine the success and quality of the work carried out.

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