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A NEW MODEL OF A SPECIALIST

The article considers a new model of a specialist on a competence basis. One of the most effective, promising and effective approaches recognized throughout the world is the competence approach. Modernization of education based on the competence approach is being actively discussed today. It reflects the kind of content of education that does not reduce to a knowledge-orienting component, but involves a holistic experience in solving life problems, performing key functions, social roles, competences, where subject knowledge does not disappear from the structure of education, but performs a subordinate, an approximate role. The results of the conducted experiments showed that education in our country requires the introduction of a model of competence education. Modern, dynamically developing, socio-economic realities of society require changes in the education system in the field of strengthening its practical and personal orientation, which proves the importance of the new model of a specialist on a competence basis described by us. The success of modernization of the national educational system depends on how firmly this model of a specialist enters into the system of active professional and pedagogical activity of teachers – university practitioners in our country.

Key words: competence, competence approach, competence-oriented training, developing training, competency model of education.

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Жаңа маман үлгісі

Бұл мақалада құзыреттілік ыңғайға сай келетін жаңа маман үлгісі қарастырылуда. Әлемдегі танымал келетін тиімді, келешегі бар және нәтижелі ыңғайлардың бірі ол құзыреттілік ыңғайы болып танылған. Бүгінгі таңда құзыреттілік ыңғай негізінде білімді жаңғырту белсенді түрде талқылануда. Оның ішінде оқытудың білім мазмұнын төмендетпейтін, білім беру құрылымынан объективті білім жоғалып кетпейтін, дегенімен бағынышты болатын, алға қойылған мақсаттарға қол жеткізуді қамтамасыз ететін негізгі функцияларды, әлеуметтік рөлдерді, құзыреттерді жүзеге асыратын өмірлік проблемаларды шешуде тұтас тәжірибені көздейтін болады. Қоғамның заманауи, белсенді дамып келе жатқан, әлеуметтік-экономикалық шындықтары білім жүйесінің практикалық және тұлғалық бағдар саласында жоғарылауының қажеттілігі туындауы біздің сипатымыздағы құзыреттілік ыңғайы негізінде жаңа маман қажеттілігінің жоғарылауын айғақтайды. Ұлттық білім жүйесінің жаңғыруының сәттілігі бұндай маман үлгісінің еліміздегі жоғары оқу орындарындағы белсенді мамандандырылған – педагогикалық оқытушы-практиктердің қызметіне енуіне байланысты болып табылады.

Түйін сөздер: біліктілік, жете білушілік, құзыреттілік, хабардарлық, құзыреттілік ыңғай, білікті-бағдарлы оқыту, оқуды дамыту, құзыреттілік жүйе білімі.

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Новая модель специалиста

В статье рассматривается новая модель специалиста на компетентностной основе. Одним из наиболее эффективных, перспективных и результативных подходов, признанных во всём мире, считается компетентностный подход. Модернизация образования на основе компетентностного подхода сегодня активно обсуждается. В нём отражён такой вид содержания образования, который не сводится к знаниево-ориентировочному компоненту, а предполагает целостный опыт решения жизненных проблем, выполнения ключевых функций, социальных ролей, компетенций, где предметное знание при этом не исчезает из структуры образованности, а выполняет в нём подчинённую, ориентировочную роль. Результаты проведённых экспериментов показали, что в нашей стране необходимо внедрение модели компетентностного образования. Современные, динамично развивающиеся, социально-экономические реалии общества требуют изменения системы образования в области усиления его практической и личностной ориентированности, что доказывает значимость, описанной нами новой модели специалиста на компетентностной основе. Успех модернизации отечественной образовательной системы зависит от того, насколько прочно войдёт данная модель специалиста в систему активной профессионально-педагогической деятельности преподавателей – практиков вузов в нашей стране.

Ключевые слова: компетентность, компетентностный подход, компетентностно-ориентированное обучение, развивающее обучение, компетентностная модель образования.

Introduction

The mentality of a specialist of the 21st century is more focused on the independent solution of professional tasks that promote self-actualization, meet his desire for self-knowledge and self-realization in personal and professional aspects. The competence model of a specialist is humanistically oriented, it is less rigidly attached to a specific object and subject of labor, which ensures higher mobility of university graduates in changing market conditions.

Among the many reasons restraining the renewal of education, one can call it a well-known one-sidedness, disharmony, when instead of a holistic socio-cultural experience, students actually master only a part of it, primarily a knowledge component. The orientation towards mastering knowledge of the world around us dates back to the late Renaissance, when in European schools we began to move away from the religious and totalitarian education, during which religious texts were unconsciously learned and generally accepted norms of behavior were formed on this basis. At the same time there was a transition to a knowledge model, to the conscious assimilation of concepts, to an elemental-materialistic, nature-friendly way of thinking.

As the society developed, education increasingly acquired a scientific orientation. The knowledge communicated to the students gained the properties of systemic character. The whole scientific picture of

the world helped to orientate in it, which was proved by the subsequent successes of civilization. Equilibrium in the relations between «school» and «life» was supported by periodic updating of the content of education, mainly due to the inclusion in it of new subject areas that were «requested» by developing production and social relations. Sometimes sections were introduced into the subjects of study, which ensure the connection between learning and life. So there were models of polytechnic education, the fundamentals of technology and integrated courses.

However, changes in the social, information and technological spheres have led to the formation of a type of culture for which a one-sidedly understood knowledge-based education has lost its effectiveness and even expediency. Today it is possible to speak with good reason about the crisis of the knowledge-educational paradigm, which has several reasons. The first reason is connected with the change in the very phenomenon of knowledge and its correlation with public practice, that is, the obtaining of information becomes a priority sphere of a person's professional activity and a condition for the existence of any modern production in general. The rate of renewal of knowledge is commensurate with the pace of restructuring production lines. Under the second conditions, knowledge has become meaningless. The incredible flow of information that is becoming obsolete faster than the pupil will finish school can not be «squeezed» into the programs.

Learning «eternal truths» is, of course, necessary, but without the ability to update the operational part of one's cultural experience, the student can not be considered prepared for life.

Another reason for the crisis of the knowledge paradigm is that there is no need to overload the child's memory with «in reserve» truths, because there are other information stores. You just need to teach the students to use them. The priority of the individual's independence and subjectivity in the modern world calls for strengthening the general cultural foundation of education, developing skills to mobilize one's personal potential for solving various social, environmental and other tasks, as well as a reasonable moral-expedient transformation of reality. A specialist is in demand, who will not wait for instructions, but enter into life with already established creative, project – constructive and spiritual – personal experience. The structure of knowledge education is not «tuned» to this function.

Experiment

Attempts to go beyond the bounds of a knowledgeable paradigm, to expand the content of education not in quantitative, but in qualitative terms have been undertaken for a long time. This was primarily reflected in those educational models that have been put forward and tested in recent decades. Firstly, it is a cultural model of the content of education (Kraevsky V.V., Lerner I. Ya., 1983: 34), where the idea of reflecting the totality of the main types of experience is embodied. This experience is being mastered by a new generation that provides continuity in sociocultural progress. Authors of the concept V.V. Kraevsky, I.Ya. Lerner distinguish four dissimilar components of cultural experience: knowledge about various areas of reality, experience of performing known methods of activity, experience of creative activity and experience of emotional value of attitude to objects and means of human activity. Mastering the experience contributes to the subsequent socialization of the school graduate. The content of education is not limited to a set of information that needs to be learned and reproduced, but includes a holistic block of culturally appropriate learning, that is, interaction between teaching and learning.

Was this model implemented in practice? Yes and no. On the one hand, a highly effective pedagogical process ensures the appropriation of a holistic cultural experience. This can be seen in the spontaneously emerging mass practice. On the other hand, the program – methodical and normative

educational base, which corresponds to this model of education, has never been created.

Consider another model, which also goes beyond the boundaries of the knowledge paradigm. V.S. Lednev and M. S. Kagan believe that the basis of the content of education is not a set of scientific and subject areas, but human activity (Lednev V.S., 1980: 44). It is represented by such types of it as practical – transformative, cognitive, communicative, value – orientational and aesthetic (Kagan M. S., 1974: 26).

Attempts to go beyond the scope of subject-specific education were also carried out in systems of developmental learning. L.V. Zankov emphasized the acceleration of the overall intellectual development of children through the implementation of such principles in the educational process as training at a high level of difficulty, the leading role of theoretical knowledge, problems, individualization and the passage of material at a rapid pace. (Zankov L.V., 1968: 54).

In V. V. Davydov's system, a special role is assigned to the development of theoretical thinking in younger schoolchildren. The main subject of mastering is a meaningful abstraction, that is, a general principle of solving various problems from a certain subject area. This is when children master theoretical concepts, which serve for them as a tool for constructing modes of activity in a certain subject area (Davydov V.V., 1972: 72). Developmental training is not just another method, but a new kind of educational content that contributes to the formation of the intellectual competence of the student.

Among the notable attempts to reconstruct the content of education is the desire to design educational systems that are oriented toward the development of the personal sphere of students. Let us recall the works of V.S. Ilyin, who proposed the idea of constructing the content of education in accordance with the structure of the personality. In order for education to form an «integral personality», it is necessary to reflect in its structure the basic situations of the life activity of a person and the values of the society in which he lives (Ilyin V.S., 1984: 35). In this context, we can note studies on the problem of personality – oriented education, which is associated with the study of personal experience as a component of the content of education (Serikov V.V., 1999: 42, Zelentsova A.V., 1996: 74), as well as specific means of its selection (Kryukova E.A., 2000: 88). They show that the formation of the personal sphere of the pupil is also «responsible» for a certain type of content of education, which is called personal experience: personal self-organization

(I.V. Lysenko), dialogic experience (S.V. Belova), personal freedom (V.V. Zaitsev).

The search for ways out of the knowledge paradigm was undertaken by the creators of integrated training courses, for example, the project method of teaching.

Those, who are trying to go beyond the boundaries of a knowledge-based educational space are guided by the fact that there really are «two entities». The first, which is presented in the programs is subject to compulsory assimilation and control, and the second – «hidden education» (V.I. Slobodchikov). It is a kind of secondary product of the educational process. This includes all the results that contribute to the formation of competence and personal experience, as well as other indicators of education. They can not be built up from a set of knowledge and skills. In the process of social modernization, they have become a priority.

Results and discussion

Now let's consider how it is possible to modernize education on a competent basis. This approach is actively discussed today (E.Ya. Kogan, V.V. Laptev, O.E. Lebedev, E.A. Lenskaya, A.A. Pinsky, I.D. Frumin, B.D. Elkonin). It reflects the kind of content of education that does not boil down to a knowledge-orienting component, but involves a holistic experience in solving life problems, fulfilling key functions, social roles, competencies. Subject knowledge does not disappear from the structure of education, but performs an approximate role in it. «We refused not from knowledge as a cultural object, but from a certain form of knowledge» just in case «, that is, information.» (Elkonin B.D., 2002: 27).

Competence approach puts forward on the first place not the knowledge of the student, but the ability to solve problems arising in different situations.

Teach behavior in various situations is impossible. B.D. Elkonin suggested building and pre-setting «inclusion situations» (Elkonin B.D., 2002: 29). This means assessing the situation, as well as designing the actions and relationships that require certain decisions.

The student should realize the task itself, evaluate the new experience and monitor the effectiveness of their actions. This is a project for solving a vital problem. Hence the name of the method that provides the formation of competence – project.

The competence model of education is very different from the knowledge model. The basis of the content of education should be not only knowledge,

but more complex cultural-didactic, structurally-holistic competence. The transition to a new level of the integrity of education can not be achieved only by quantitative changes in traditional elements or simply by updating their composition.

The specificity of competence training is that it is not «ready knowledge» that someone has suggested, but «the conditions for the origin of this knowledge» are traced by someone (Gromyko Yu.V., 2000: 38). The student himself formulates concepts that are necessary to solve the problem. In this approach, educational activity, periodically acquiring a research or practice-transformational nature, itself becomes the object of assimilation.

Integration in the content of education concepts, ways of human activity, creative potential, the experience of the manifestation of a personal position, is carried out in the process of creating the foundations of all these types of their own experience, which should be the subject of reflection, research, evaluation. Probably, this is possible in the event that this experience takes an alienated form, in a socially and personally significant product created by the learner himself.

The idea that competence-oriented training ends not with an answer at the board, but with the creation of a product, is confirmed by the centuries-old experience of the included training. Masters, scientists, artists always prepared themselves for the scientific, artistic and sporting activities within the framework of the «school», creating a creative product together with their teacher and mastering not only the information and rules, but also the method, approach, the style of effective work, the system of values, which guided this master. Let us recall the Montessori system and organizational games of G.P. Shedrovitsky. In this training, the student learns new types of experience: he finds and identifies problems, acquires the skills of research and design, co-operation, applies known and creates new technologies for obtaining a product, evaluates the quality of the result.

The psychological mechanism of forming competence differs significantly from the mechanism of formation of conceptual «academic» knowledge. This is primarily due to the fact that ordinary school knowledge is intended for memorization and reproduction, or at best for obtaining other knowledge by logical or empirical means. It is unlikely that a student can be trained in competence. He can become this only himself, having found and tested various models of behavior in the given subject area, choosing from them those that are most appropriate to his style, aesthetic taste and moral

orientations. Competence, therefore, appears as a complex synthesis of cognitive, object-practical and personal experience.

The methodology of designing personal developmental educational systems, which is actively developed in recent years (N.A. Alekseev, E.V. Bondarevskaya, I.S. Yakimanskaya), but not applicable in practice under the conditions of a knowledge-based education paradigm, in the transition to a competence-based educational model will be in demand.

Further development of the model of competence education is connected with the transition from a general theoretical idea of its content to the construction of subject educational programs, adequate situational modeling technologies and control and measuring materials.

In the structure of the indicative basis of activity, we distinguish the following elements: 1) the subject and methods; 2) conceptual knowledge about the essence of the object or process created in this activity; 3) a set of tried-and-tested methods of activity; 4) the experience of performing this activity in problematic conditions when the task conditions are not complete, the information deficit, the lack of cause-effect relations, the unsuitability of known solutions; 5) the mechanism of reflection, manifested in a kind of testing the situation and their own behavior in accordance with their values and meanings.

Competence as a property of the individual exists in various forms: as a degree of skill, a way of personal self-realization, a result of self-development of an individual or a form of manifestation of ability.

The nature of competence lies in the fact that it is a product of learning, a consequence of the self-development of the individual, not so much of technology as of personal growth, self-organization and generalization of activity and personal experience. Competence is a way of existence of knowledge, skills, education, contributing to personal self-realization, finding a pupil of his place in the world, as a result of which education appears as highly motivated and in a true sense personally personalized, ensuring the maximum demand for personal potential, recognition of the person around and awareness of her own significance.

Until recently, the phenomenon of competence was associated most closely with the sphere of vocational education. It was always clear that competence is not identical to «passing the course,» but is associated with some additional prerequisites for the development of a specialist, his own creative

potential and the quality of education that he received. It was in a professional school focused on competence that such specific methods of training competent specialists emerged, such as a task-oriented approach, simulation-modeling, project and context-based teaching methods, the integration of educational and research work.

Competent approach in the sphere of general education is a new phenomenon for the domestic didactics. In contrast to professional competence, which has a standardized scope of application, existing patterns of performance and requirements for their quality, key general educational competence is manifested as a certain level of functional literacy. These two types of competence combine experience that is not reducible to a set of knowledge and skills, the integrity and concreteness of the perception of the situation, the willingness to receive a new product.

Hypothetically, it is possible to determine the general characteristics of an educational program that is not focused on the subject-knowledge, but on the competence model of education: 1) a description of the attributes and the expected level of competence in some area; 2) the definition of the necessary and sufficient set of learning tasks-situations, the sequence of which is built up in accordance with the increase in completeness, problemativeness, concreteness, novelty, vitality, practicality, interdisciplinarity, creativity, value-semantic reflection and self-assessment, humanitarian expertise of decisions, the need for a combination of fundamental and applied knowledge; 3) process technology, including the sequence of presentation of problem-situations to students of different types and levels; 4) algorithms and heuristic schemes that organize the activity of students in overcoming difficult situations; 5) technology for accompanying, counseling and supporting students in the process of passing the program.

How to make the transition from the subject-knowledge to a more holistic model of education, where priority will be given to experience, competence, subjectivity?

For this, as we represent, one model should not be replaced by another. Perhaps the coexistence of two paradigms – knowledge-objective and competence. Let's name here three variants of possible models: the first – the knowledge-academic system is realized in an elementary and basic school, and in the senior profile – competent; the second is the simultaneous functioning of two elective educational options: academic and

practice-oriented, competence; the third – the transitional forms of building education are developed through the inclusion in the curriculum of integrated courses in which the subject areas are related to the spheres of competence. Other options are possible, but the transition to a new stage can not be carried out by very rapid administrative action. A deep research and modernization of the theoretical foundations of the design of educational systems is in order to create an information, scientific and methodological base and a system for training personnel, and the formation of a new pedagogical thinking in society.

The first steps to building a competence model of education must be done today. As the basic measures, we denote three basic ones. The first is to expand the intersubject component in the structure of curricula in general education disciplines, that is, to include in the content of this subject educational material from other fields of knowledge and practice, indicating the possibilities of use. This component should appear before the students in the form of interdisciplinary tasks, which in principle can not be solved by the means of one subject. Naturally, such an understanding of the essence of the assimilation of the material must be reflected in the corresponding control and measuring materials, and ultimately in the examination tests.

The next step is the creation of a conceptual framework for the introduction of competence elements in all educational areas of the curriculum. This will be a special set of requirements, that is, an educational standard for constructing a competency-oriented training subject, rather than «material reproduction.» Simultaneously with this adjustment of educational programs, work should also be carried out on the harmonization of the introduction of various educational areas in a common set of key competencies.

Finally, the real organizational form of implementing the competency model of education should be a profile high school. It is for this purpose that the program for the development of education is consistently passed. This school is created taking into account the didactic patterns of competence education and the alternative ways of implementing the educational opportunities and needs of citizens.

Conclusion

The fulfillment of these priority tasks is impossible without the creative cooperation of professionals developing the content of education with practitioners, from the innovative search for which and their counter initiatives, the success of the modernization of the educational system largely depends.

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