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DEVELOPMENT OF PROFESSIONAL COMPETENCE OF A UNIVERSITY EDUCATOR

Annotation. The principal aim of this article is to consider development of the professional competence of a university educator. At present time, we researched the issues: levels of educator's professional growth; pedagogical culture of the modern educator, pedagogical innovations and professional teaching competence. It is revealed that it is necessary to develop the level of professional competence of a high school. The article offered methodic recommendations for university educator in the development of professional competence. Detailed description of the set of components of professional competence; basic elements of professional competence; criteria for the effectiveness of teaching activities, basic conditions for effective self-education; effective one's methods and forms qualifications of the educator. Summarizing, to complete that a great influence on the personal qualities of a student is exerted by the development of a special component - pedagogical culture, pedagogical abilities, professional and pedagogical skills, the activity component-professional improvisation, readiness for pedagogical activity.

Keywords: development; professional; competence; educator; education; teaching; innovative methods, improvement; self-education; practical activities; methodical approach educator's mastery.

Introduction

The integration of Kazakhstan into the global community and the alignment with European educational standards necessitate a focus on the professional development of educator. The study aim is development of professional competence of a university educator, focusing on its essence, components, and stages of development. The research questions of the article include identifying the components and criteria of a university educator's professionalism, understanding the professional difficulties faced by young educators, and determining the stages of professional development.

On the approval of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020 – 2025. In the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, professional development of educators of all levels of education is an important condition for the global competitiveness of Kazakhstani education [1].

According to Article 23. of the Law, the programs of "professional development of specialists aimed at developing professional competencies adequate to modern requirements" refer to educational programs of additional education that can be



implemented by educational organizations. Thus, Article 7 of the Law of the Republic of Kazakhstan "On the status of an educator" directly indicates the right of a teacher to undergo advanced training at least once every five years and provides freedom of choice of forms of advanced training [2].

In the field of higher education, one of the main tasks is to increase the level of human resources and professionalism of university employees. In the context of competition in the market of educational services, the quality of training of specialists becomes the main indicator of the competitiveness of a higher educational institution. For a modern specialist, it is not so much knowledge that is important, but the ability to apply it to solve specific situations and problems that arise in professional activity and in life. With this approach, knowledge becomes the cognitive base of a specialist's competence. "Professional competence of the teacher is a means to consciously solve professional tasks, as well as a criterion for forming a professional educator" [3].

Materials and methods

Competence is a way of existence of knowledge, skills, and education that contributes to personal self-realization, students' finding their place in the world, as a result of which education appears as highly motivated and in a true sense personally oriented, ensuring the demand for personal potential, recognition of the individual by others and awareness of its own significance.

Competence simultaneously combines the mobilization of knowledge, skills, behavioral relations. Competence develops the ability to solve a variety of problems in life, obtain and critically analyze information, make decisions, assess the social consequences of actions, to work in a group to develop and execute contracts included in projects, organize their work, using new information technologies to show resilience in the difficult and find new solutions. The concept of competence includes not only the cognitive component, but also motivational, ethical, social, behavioral, system of values and habits

In several studies, a teacher's professional competence is considered as the ability to effectively perform professional activities defined by job requirements, based on basic scientific education and emotional-valuable attitude toward pedagogical activity. It implies possession of professionally significant attitudes, personal qualities, theoretical knowledge, and professional skills [4].

Professional competence of a university educator is an integral quality of his/her personality, which determines effective activity on the formation of professional competence of a future specialist and contributes to the creation and development of new pedagogical values and technologies by the educator, self-development of the educator's personality and his/her pedagogical cultural creativity.

The success of the teacher's work is significant. The degree is also determined by his personality, character, and relationships with students. Competent educators constantly pay attention to the reaction that their action cause in students, feel for their capabilities, and therefore systematically adjust their work. Under the influence of such educators, students experience the joy of learning in teaching, feels that he can learn even better. An educator can give to student only what he has himself. Therefore, professional competence of an educator can be considered as a set of certain qualities of

the educator's personality, which are determined by the high level of his psychological and pedagogical readiness, the ability to optimally solve pedagogical tasks.

Components of professional competence

Research- requires the development of the theoretical foundations of the phenomenon “development of the university education in the aspect of training a higher school educator”, identifying personal indicators, processing diagnostic procedures aimed at mastering pedagogical technology.

Projected-aimed at creating a pedagogical system focused on the development of university education in the aspect of training a higher school educator.

Upbringing-focuses on specially organized, purposeful and controlled interaction between educators and students in order to form their pedagogical competence.

Educational - focuses on the introduction of educational design technology directly into the learning process for basic and additional educational programs. Components of professional competence.

Managerial - requires making organizational and pedagogical decisions on the implementation of project-based education in the educational process at the university [5].

A competent educator should have the following personal qualities, interests and inclinations:

- ability to work with students;
- the ability to get people interested in your idea and lead them along;
- high degree of personal responsibility;
- self-control and balance; tolerance, non-judgmental attitude towards people;
- interest and respect for another person;
- striving for knowledge and self-development;
- originality, resourcefulness, versatility;
- tact;
- purposefulness;
- artistry;
- demanding of yourself and others.

A university educator is first of all a representative of a certain culture, its minister, and activist, creator.

Because if science is the core of modern culture, then the educator is at the same time a person of a high level of education and as such has the leading characteristics of a modern person: citizenship, humanistic approach, democracy, hard work.

As a scientist-thinker, a representative of science, he is a master professional in his field, a methodologist, an organizer, a polymath. As a colleague, a university educator is characterized by collegiality, experience, integrity, self-criticism and self-demand.

Basic elements of professional competence:

- special competence in the field of the discipline taught;
- methodological competence in the field of ways to form knowledge, skills and abilities of students;
- psychological and pedagogical competence in the field of education;



- differential psychological competence in the field of motives, abilities, orientation of students;
- reflection of the pedagogical activity.

The problem of improving the professional competence of educators of higher professional education in recent decades has acquired particular importance and revealed new aspects. The social status of an educator has changed significantly: the profession has moved from being respected and prestigious to being unattractive and poorly paid. The contradiction is obvious: on the one hand, teaching activity fulfills a high mission in the information society, has a significant educational potential, and on the other hand, it has a low standard of living, weak motivation of educators for research activities [6].

Professional competence is an essential element of professional activity, regardless of the field of its application. Therefore, the specific targeted preparation of students should be carried out from the perspective of professional culture, with communicative competence as its core. The process of developing communicative skills should be viewed as a combination of communicative knowledge, skills, competence, professionalism, and culture.

The effectiveness of the process of professional training of future educators involves improving not only the level of theoretical knowledge but also enhancing practical professional skills and abilities necessary for teaching, developing independence, and the ability to organize one's own communicative space. The integrative nature of professional competence requires scientific and methodological support that meets the growing demands of the state and society for the formation of a competitive specialist.

Results

Professional competence of the educator develops in work, further self-education and requires effective application of the acquired knowledge and skills in real educational practice. Moreover, the set of knowledge and skills is individual and is improved to a greater extent independently. Specialist competence is becoming increasingly important due to the expansion and complexity of social experience, the emergence of new forms of processing and obtaining information.

As criteria for the effectiveness of teaching activities in the field of modernization of education, we can distinguish:

- innovative methods in the education;
- high novelty of the research;
- improvement of teaching and educational programs, material and technical base;
- the degree of student satisfaction with new changes in the training process.

It is necessary to consider as obligatory at a high assessment of professionalism of the educator of the higher school such components:

- basic knowledge of information technologies; development and application of electronic teaching materials;
- knowledge of methodological techniques for using slide lectures, Online seminars, online classes, etc.;
- adaptation of existing psychological and pedagogical principles to modern information and communication technologies in education.



Basic conditions for effective self-education of an educator:

1. Mastery of methods of cognition and self-knowledge, analysis and self-analysis of teaching experience.
2. Realization in the process of self-education of the teacher's internal need for professional and personal self-development.
3. The ability to reflect. Reflection is the activity of an individual to comprehend his own actions, feelings, and states. The presence of reflective ability in a teacher is a necessary condition for effective self-analysis, ensuring constant assessment of one's activities and one's professional and personal qualities.
4. Application in practical activities of knowledge and experience acquired during self-education. This condition ensures testing and identification of the real practical value of newly acquired knowledge and experience, consolidation of successful experience in the professional activities of a teacher.

Practical activities for pedagogical self-education include:

- study and implementation of new methods and means of training and education;
- participation in professional exchange of experience: attending lessons and educational events conducted by other teachers; inviting colleagues to your lessons, extracurricular activities and events; participation in a collective discussion of lessons conducted and attended and educational events;
- periodic analysis of your professional activities;
- improving one's psychological, pedagogical, methodological and subject knowledge, developing erudition in the field of sciences related to the subject being taught;
- increasing general erudition, general and legal culture, awareness of events in social, economic, political and cultural life[7].

Pedagogical self-education and self-improvement

The results of an educator's self-education activities can be:

- improving the quality of their teaching activities, recorded in specific indicators;
- development of new methods and means of pedagogical activity (author's forms and techniques of teaching and upbringing, visual aids, presentations, tests, etc.);
- preparation of reports, speeches, exhibitions, seminars, master classes and other forms of presenting new knowledge and experience on their topic of self-education;
- development of methodological recommendations for the use of pedagogical technology studied and implemented during self-education;
- publication of methodological and educational manuals, original programs, articles, methodological developments;
- holding open lessons and educational events;
- creation of a complex of pedagogical developments, updating of the educational and methodological complex of the taught discipline.

An important role in the development and maintenance of an educator's professionalism at the appropriate level is played, in addition to improving pedagogical qualifications, by effective pedagogical self-education, self-improvement, and independent methodological work on the study of advanced pedagogical experience. The problem of pedagogical self-education should be solved not on a case-by-case basis, but purposefully and systematically.

Pedagogical self-education is reading, studying pedagogical literature, pedagogical periodicals, methodological developments and manuals, thinking through them, highlighting thoughts, ideas, statements, theoretical conclusions and recommendations that are useful for practical work, attending lectures, educational and book exhibitions, as well as introspection of their own experience, in the process of which the educator fixes as their own pedagogical skills. findings during classes, as well as mistakes and shortcomings [8].

Effective one's methods and forms promotions scientific and methodological support qualifications educators:

- systematic independent work (self-education) with the aim of deepening knowledge in the field of the science (discipline) taught, in psychology and pedagogy, in teaching methods;
- scientific and methodological work aimed at creating educational and methodological complexes for the subjects taught and at improving the content of methods and organizational forms of training;
- participation of educators in scientific and methodological conferences and seminars;
- joint attendance of classes with their subsequent analysis;
- study, generalize and implement best teaching practices;
- appeal to the history of pedagogy and experience in the field of higher education in our country and abroad;
- preparation and defense of dissertations (master's, candidate's and doctoral) on the topics of psychology, pedagogy and teaching methods;
- organizing seminars of pedagogical skills for young educators, giving them lectures on psychology and pedagogy of higher education;
- internship of educators in leading universities of the country and abroad;
- training of young educators at courses and faculties of advanced scientific and pedagogical qualification.

Ideally, then, educators should demonstrate the following competencies: The competencies of the modern educator:

1) effective classroom management, maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. A range of strategies should be employed to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities should ensure the active and equitable engagement of students in productive tasks.

2) effective teaching practices, representing differing viewpoints, theories, “ways of knowing” and methods of inquiry in the teaching of subject matter concepts. Multiple teaching and learning strategies should help engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities while helping them assume responsibility for identifying and using learning resources.

3) effective assessment, incorporating formal tests; responses to quizzes; evaluation of classroom assignments, student performances and projects, and standardized achievement tests to understand what students have learned. Assessment



strategies should be developed that involve learners in self-assessment activities to help them become aware of their strengths and needs and encourage them to set personal goals for learning.

4) technology skills, knowing when and how to use current educational technology, as well as the most appropriate type and level of technology to maximize student learning.

Conclusion

To be competent means to be able to accumulate and apply your knowledge, abilities, skills, and experience in this situation, that is, to mobilize trends and actions in accordance with a specific situation. Thus, the nature of the emergence and consolidation of the concepts of competence and competence in the field of education becomes two-sided. First of all, this is due to social and personal reasons (personally significant). This opens the way to the development of the individual's capabilities and satisfies the goals of both society and the individual. Then, depending on the goals of educational work. In higher education institutions, the goal is to train a specialist who is inclined to the labor market and has psychological preparation for professional activity.

A great influence on the personal qualities of a student is exerted by the development of a special component – pedagogical culture, pedagogical abilities, professional and pedagogical skills, the activity component-professional improvisation, readiness for pedagogical activity. Taking into account these characteristics, it can be concluded that mastering pedagogical competence allows an educator to perform their professional duties in the context of qualification.

For educators, self-education becomes a powerful tool for professional growth and improvement of teaching effectiveness. Continuous training in new trends in education, use of modern educational technologies and self-critical reflection on their own practice enable educators to remain inspired and responsive to the changing needs of their students.

The result of the process of forming the professional competence of a future teacher is their ability to organize and carry out productive communication with participants in the educational process, integrate general cultural knowledge, personal experience, and speech skills to solve specific pedagogical tasks. Professional competencies of a specialist in the field of education are becoming increasingly important due to the complexity of the acquired social experience, the emergence of new and completely different ways of obtaining and processing information, and the growing demands for teacher preparation set by society for university graduates.

Thus, mastering the basics of self-education is a fundamental aspect of professional training in the educational field. These foundations not only develop self-development skills in students and educators, but also help create a learning environment that is open to continuous growth and inspires innovation in education.

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РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ
ПРЕПОДАВАТЕЛЯ ВУЗА

Аннотация. Основной целью статьи является – рассмотреть развитие профессиональной компетентности педагога высшей школы. В статье исследуются вопросы: уровня профессионального роста педагога; педагогической культуры современного педагога; педагогических инноваций и профессиональной компетентности педагога. Выявлена необходимость развития уровня профессиональной компетентности педагога высшей школы. В статье предложены методические рекомендации для преподавателя вуза по развитию профессиональной компетентности. Подробно описаны совокупность компонентов профессиональной компетентности; основные элементы профессиональной компетентности; критерии эффективности педагогической деятельности; основные условия эффективного самообразования; эффективные методы и формы повышения квалификации преподавателя. Подводя итог, следует отметить, что большое влияние на личностные качества обучаемого оказывает развитие специального компонента – педагогической культуры, педагогических способностей, профессионально-педагогического мастерства, деятельностного компонента - профессиональной импровизации, готовности к педагогической деятельности.

Ключевые слова: развитие; профессиональный; компетентность; педагог; образование; обучение; инновационные методы, совершенствование; самообразование; практическая деятельность; методический подход; мастерство педагога.

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ЖОО ПЕДАГОГЫНЫҢ КӘСІБІ ҚҰЗЫРЕТТІЛІГІН ДАМУ

Аңдатпа. Бұл мақаланың негізгі мақсаты – университет оқытушысының кәсіби құзыреттілігін дамытуды қарастыру. Қазіргі уақытта біз мына мәселелерді зерттедік: педагогтың кәсіби өсу деңгейі; қазіргі педагогтың педагогикалық мәдениеті, педагогикалық инновациялар және кәсіби педагогикалық құзыреттілік.



Жоғары мектептің кәсіби құзыреттілік деңгейін дамыту қажет екені анықталды. Мақалада университет оқытушысына кәсіби құзыреттілігін дамыту бойынша әдістемелік ұсыныстар ұсынылды. Кәсіби құзыреттіліктің құрамдас бөліктерінің толық сипаттамасы; кәсіби құзыреттіліктің негізгі элементтері; педагогикалық іс-әрекет тиімділігінің критерийлері, өзін-өзі тиімді тәрбиелеудің негізгі шарттары; тиімді әдіс-тәсілдері мен тәрбиешінің біліктілігін қалыптастырады. Қорытындылай келе, оқышының тұлғалық қасиеттеріне ерекше құрамдас – педагогикалық мәдениет, педагогикалық қабілет, кәсіби-педагогикалық шеберлік, іс-әрекет компоненті-кәсіби импровизация, педагогикалық іс-әрекетке дайындығының дамуы үлкен әсер ететінін аяқтау.

Кілт сөздер: дамыту; кәсіби; құзыреттілік; оқытушы; білім; оқыту; инновациялық әдістер, жетілдіру; өзін-өзі тәрбиелеу; практикалық іс-әрекет; әдістемелік тәсіл; педагог шеберлігі.