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MAMBETAKUNOV E.

KNU n.a. J. Balasagyn, Bishkek

Mambetakunov U.

Adam University, Bishkek

Mambetakunova J.

KSU n.a I. Arabayev, Bishkek

МАМБЕТАКУНОВ Э.

КНУ им. Ж. Баласагына, Бишкек

Мамбетакунов У.

Университет Адам, Бишкек

Мамбетакунова Ж.

КГУ им. И. Арабаева, Бишкек

[esenbek2m\(a\)/nail.ru](mailto:esenbek2m(a)/nail.ru)

[umambetakunov\(a\)gmail.com](mailto:umambetakunov(a)gmail.com)

**The content and technology of forming the professional
competence of the university teacher**

**СОДЕРЖАНИЕ И ТЕХНОЛОГИИ ФОРМИРОВАНИЯ
ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ
ПЕДАГОГА В ВУЗЕ**

**ЖОЖдо мугалимдердин кесиптик компетенттуулуктөрдүн
калыптандыруунун мазмуну жана технологиялары**

***Annotation:** the article reveals the contents of the concepts of competence, establishes the links and relationship between the basic and the professional competencies of teachers.*

***Аннотация:** в статье раскрывается содержание понятий «компетенция» и «компетентность», установлены связи и отношения между базовыми и профессиональными компетентностями педагога.*

***Аннотация:** макалада компетенция жана компетенттуулукту шундуктунун мазмуну, педагогдун негизги компетенттуулугу менен кесиптик компетенттуулугунун ортосундагы байланыштар ачылып көрсөтүлгөн.*

***Keywords:** competence; competency building approach; special professional competence; training of the teacher of physics*

***Ключевые слова:** компетенция; компетентностный подход; специальная и профессиональная компетентность; подготовка учителя физики.*

***Негизги сөздөр:** компетенция; компетенттуу мамиле; атайын жана кесиптик компетенттуулук; физика мугалимин даярдоо.*

The changes in the world of education, which are related in particular to the global goal of ensuring the entry of a person into the social world, and its productive adaptation in this world, necessitates the formulation of the issue of providing a more fully personal and socially

integrated result of education. As the general definition of such an integral social-personality-behavioral phenomenon as the result of education taken together of motivational-value, cognitive and operational components, the concepts "competence" and "competency" were made.

Competent approach in this case, acts as a tool for advanced education. Its implementation will allow overcoming the narrow subject-oriented training, to enter the metasubject education level: identify the elements of timing during training to various academic disciplines, strengthen the fundamental knowledge in the course of development disciplines with metasubject character (social science, ecology, world culture, science, valueology etc.).

The course on implementing a competence approach to education is reflected in the "Strategy for the Development of Education in the Kyrgyz Republic for 2012-2020", the state educational standards for a new generation of secondary general and higher education in the Kyrgyz Republic.

The analysis of literary sources, dissertational research and normative documents shows that in general scientific terms the key competences are common for all specialties: personal, social, intercultural, communicative, informative, cognitive, etc. [1]

1) Social competence - the ability to assume responsibility, participate in the adoption of group decisions, non-violently resolve conflicts, participate in the maintenance and improvement of democratic institutions;

2) Intercultural competence - acceptance of differences, the ability to respect people of other cultures, languages and religions, live with them in peace and harmony;

3) Communicative competence - oral and written speech, more than one language;

4) Information competence - mastery of modern information technologies, understanding of their strengths and weaknesses and ways of critical judgments regarding information disseminated by mass media and advertising;

5) Cognitive competence - the ability to learn throughout life continuously, in the context of personal, professional, social improvement.

It is necessary to add more: personal competence.

In our opinion, for pedagogical specialties, it is necessary to differentiate key competences, which includes personal, social and activity competences [2].

Based on key competencies, we identified the basic professional competencies of the teacher (see Fig. 1) - secondary school teachers and teachers of primary, secondary and higher vocational schools in accordance with their functions.

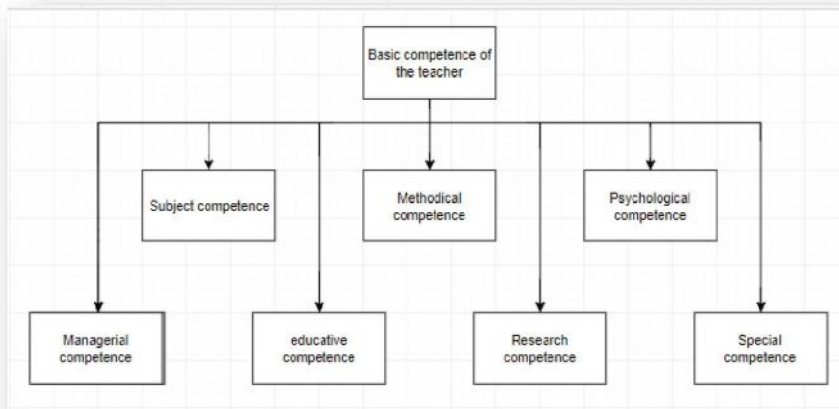


Fig. 1. Basic professional competencies of the teacher

Subject competence. Achievements, ways to comprehend the prospects, methods of science and the sectors of the economy and social sphere served by it. Educating and developing the potential of the subject (science and field of activity).

Methodical competence - approaches, methods of constructing the learning process and monitoring its results.

Psychological competence - understanding of internal mechanisms of information transformation into knowledge, attitudes, beliefs, age and individual patterns of personality development, possession of ways of their formation and regulation, ways of productive communication, work in a team.

Managerial competence is the ability to anticipate and design the process of education and upbringing, to achieve mutual understanding and interaction between the participants in the educational process.

Educative competence includes socio-communicative, value-world-view, personality-valueological competence.

Research competence is compulsory for a university teacher, but increasingly entering the orbit of the activity of a creative teacher involved in the processes of updating preschool, school and higher education. It includes knowledge of methodological culture and methods of research.

Special competencies: teachers of physics, mathematics, chemistry, biology, educator, social teacher, etc.

As a result of many years of research work on preparing a physics teacher at the university, we came to the conclusion that the core competencies can be divided into four groups: social and humanitarian, specifically scientific, psychological, pedagogical, and vocational [3].

Competent approach implies the transition from subject teaching and learning to integrative learning, a holistic educational process and

continuous self-education; from the subject to a comprehensive diagnosis of the educational and practical success of students; from fixing "residual" knowledge to determining the level of qualifications, readiness for further continuous education, the level of professionalism, readiness for action (value-orientation, psycho-logical, practical), self-realization, competitiveness in the labor market, and the degree of social and professional mobility.

Mastering the competence approach is designed for the future, but already today, especially in connection with the development of the third generation of higher education standards, it is possible and necessary to gradually implement it, which is already being implemented to some extent in the KNU named after Jusup Balasagyn and KSU named after I. Arabaeva.

We indicate the priority areas of this work as follows:

1. Develop a list and content of special and professional competences of the teacher of physics.

2. Organic connection of traditional approaches of communicating education and methods of developmental learning (educational dialogue and polylog, method of incidents, research works, problem training, contextual training, methods of synergetics, etc.).

3. Strengthening, within the framework of subject teaching, the elements of integration, the formation of a social, natural-science, and then general scientific picture of the world.

4. Development of methodological complexes for self-study of topics or sections of program courses using computer programs, Internet resources, satellite communications, so that lecture classes, seminars, interviews would become the basis and continuation in systematic independent work of students.

5. Expansion of training (real and virtual) and production practices, context-situational training, design and gaming techniques, internships on the basis of institutions and enterprises mastering advanced technologies.

6. The transition to a comprehensive diagnosis of the readiness of applicants to study at a university and to a system of comprehensive monitoring of the success of university training at the undergraduate and graduate stages with a differentiated account of all components of the necessary competencies of graduates.

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