

## ASSESSMENT OF THE FORMATION OF GENERAL PROFESSIONAL ABILITIES OF FUTURE TEACHERS

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**Abstract.** This article describes the methodology of creation and the experience of conducting an independent assessment of the formation of general professional abilities of students (future teachers), built in accordance with the requirements of the professional standard of the teacher, are described. Attention is paid to the fact that as part of the modernization of pedagogical education, together with the participating universities, the system of independent assessment of the formation of professional competencies among students was tested twice. The method of determining the level of individual measures of reflexivity of A.V. Karpov V.V. Ponomareva and the methodology for diagnosing the motivation of studying at the university of T.I. Ilyina were used in the work. The formation of a future teacher as a subject of professional pedagogical activity is determined by the ability to professional reflection. It is noted that young teachers need professional support, since the process of entering the profession is associated with adaptive stress, which can distort the formation of professional pedagogical subjectivity. Based on a wide empirical material, the severity of the components of motivation for teaching students of various forms and levels of education, different courses of study, as well as their relationship with personal reflection, is shown. The analysis made it possible to build individual profiles of the formation of professional competencies among students. It is stated that the conducted assessment makes it possible to build a competence profile of a graduate-a future teacher and a profile for a study group, project; to assess the success of the university in preparing students for professional activity in accordance with the requirements of the professional standard of the teacher.

**Keywords:** modernization of teacher training programs, professional standard of a teacher, activity approach, new educational results, independent assessment of professional competencies, assessment of the quality of education, professional pedagogical subjectivity, future teachers.

### Main provisions

In the context of improving educational technologies and the globalization of education, there are new requirements for teacher training. Along with professional knowledge and skills, employers value such new competencies as leadership qualities, the ability to work in a team, a creative approach to the solution of educational problems, and the ability to learn and adapt to changes.

The fundamental mission of the teacher is to participate in the formation of the worldview and personality of students. The special social, historical responsibility of the teacher requires a strategic attitude of the state to pedagogical education. The vocational training of future teachers, implemented within the framework of higher education, is currently undergoing a serious transformation,

which is due not only to the specification of tasks, but also to a change in the technology of preparation for the profession [1;2]

### **Introduction**

In this way modern foreign scientists, like domestic scientists, pay special attention to the study of professional skills of teachers. However, unlike domestic research, where the professional competence of the teacher is considered as a subject of individual research, in foreign psychology this issue is the personality of the teacher (P.G.Ryans, R.K.Henson, G.Ghaith and K.Shaaban), professional formation (M.D.Crockett, Peter Knight, M.Clement and R .Vandenberghe), pedagogical sensitivity and competence (C.A.Klaassen).

Conceptual bases of professional education, in this way defined on the basis of the analysis of psychological and pedagogical literature, are developed by domestic Sh.T.Taubaeva, NNKhan and others. based on the works of scientists; Theory of developmental learning and individual-activity activity in the teaching and learning process Zh.Y. Namazbayeva, SM Dzhakupov, NB Zhiembayeva, OS Sangilbayev and others. studies.

In this way theoretical and methodological bases of formation of professional competence of future teachers are Kazakhstani (S.Zh. Praliev, B.A. Turgunbayeva, B.T. Kenzhebekov, G.Zh. Menlibekova, K.S. Kudaibergenova, K.M. Berkimbayev and others.) has been widely studied in the works of scientists.

The essence and content of theoretical and creative abilities on the problem of ability were analyzed in the works of KB Zharykbayev, SM Zhakypov, M. Mukanov, Zh.Y. Namazbayeva.

Among other things, the new educational standard of the teacher and the standard of school education determine an increased practical orientation as a factor catalyzing the formation of professional competencies. The future teacher should learn as effectively as possible to show complexity in designing his own activities and the activities of students, therefore, to build their professional subjectivity. The formation of the latter is possible in conditions of professional certainty, when the future profession is the result of a personal conscious choice. A student, a future teacher, should already be aware of his career prospects as related to the field of education during the learning process. If this is not obvious to him, then the question arises about the meaningfulness of learning, therefore, about the motives and successes in the formation of the required competencies. A student, a future teacher, should already be aware of his career prospects as related to the field of education during the learning process. If this is not obvious to him, then the question arises about the meaningfulness of learning, therefore, about the motives and successes in the formation of the required competencies. An important fact is the connection between successful implementation in the profession and consistent, systematic preparation for it within the framework of appropriate education.

### **Materials and methods**

The assessment provided for the use of testing formats and case solutions aimed at verifying the formation of general professional competencies in terms of

knowledge (test) and skills (case) in accordance with the passports of general professional competencies ("Education and Pedagogical Sciences")

In order to verify the formation of one general professional competence.:

\* a test consisting of 20 tasks with a choice of one answer option lasting 30 minutes. Each test task was given 1.5 minutes to solve;

\* two structured case studies with the choice of one correct answer or an arbitrary number.

Readiness to perform such professional tasks as "Monitoring and evaluation of the formation of educational results among students, identification and correction of learning difficulties", "Interaction with participants in educational relations" and "Educational activities" were tested using structured case studies. The professional task "Monitoring and evaluation of the formation of educational results in students, identification and correction of learning difficulties" assumed the solution of a subject case or a case for assessing the formation of universal educational actions. Readiness to perform other professional tasks was assessed using a test consisting of 20 tasks randomly selected from a bank of materials within the framework of the tested general professional competence and level of education [3].

### **Research results**

Assessment of the formation of competencies was carried out within the framework of the study group based on the results of students. Depending on the general professional competence and the level of education, the data for analysis were the number of points received for correctly completed test tasks, or the average score based on the results of two case tasks. When analyzing the results of the independent evaluation, comparison methods were used: the t-Student criterion for independent samples, the Mann-Whitney U criterion, one-factor analysis of variance (ANOVA), frequency analysis. Statistical analysis of the results of the independent assessment was carried out using Python, as well as the PASW Statistics 18.0 application. To assess the impact of modernized educational programs on the success of mastering general professional competencies, the sample was divided into experimental and control. The sample sizes differed by no more than 20% [4; 5].

The formation of the general professional competence of the OPK-1 "Is able to carry out professional activities in accordance with the normative legal acts in the field of education and the norms of professional ethics" for undergraduate students, a test consisting of 20 closed-type tasks with a choice of one correct answer out of four was used to assess the formation of the OPK-1. The task bank consisted of 72 test tasks. The formation of a set of test tasks was carried out randomly from a common bank. Randomization of tasks and answer options was also provided.

As part of the approbation of the modernization of pedagogical education, computer testing of students of participating universities was conducted. Six packages of tools were tested in two areas of training (pedagogical education, psychological and pedagogical education). 38 participants took part in the testing of the toolkit. The developers of the participating universities determined for each educational module a set of labor actions of a professional standard that students master in the process of learning the module. During the testing of the tools in each

group of university students, only those labor actions that they were taught in the project module were checked. During the testing of the tools in each group of university students, only those labor actions that they were taught in the project module were checked.

The qualification test included passing tests and case studies. The professional test was aimed at assessing the formation of professional knowledge, skills and competencies in accordance with the standard of a teacher (teacher-psychologist). The control tasks of the professional test were presented with test tasks with multiple answer options. Collection of cases. The implementation of the case was aimed at assessing the formation of professional competencies necessary for the implementation of several labor actions in accordance with the Professional standard of a teacher (teacher-psychologist). The collection of cases was presented by structured cases. Picture 1 shows the scheme and stages of an independent assessment. The qualification test was carried out in an information system in which the student's personal account contained information about the university, profile and training program, form of study, as well as information about the project and modules in which he studied. Each group of students performed tests corresponding to the modules that students studied in 2020-2021, but no more than three tests. One test contained up to 20 tasks, which took up to 30 minutes to complete, and up to 1.5 hours for three tests. Then the students completed two cases, according to the modules in which the training took place. It took 30 minutes to complete one case. Thus, the qualification test lasted from 1.5 to 2.5 hours.

Pic. 1

Program / Profile	Students who have solved at least 1 test	Students who have solved at least 1 case	Students who have solved a case or test
Teacher of basic general education	<b>18</b>	<b>13</b>	<b>19</b>
Teacher-psychologist	<b>19</b>	<b>12</b>	<b>19</b>
Total	<b>37</b>	<b>25</b>	<b>38</b>

The qualification test was aimed at assessing the formation of professional competencies of students, in accordance with the specifics of labor actions of the standard of professional activity of a teacher (teacher-psychologist).

### **Discussion of the results**

The conducted testing of the tools and the implementation on its basis of the assessment of the formation of general professional competencies among students of pedagogical education programs allows us to draw a number of important conclusions.

1. The developed tools are generally adequate enough to assess the readiness of the future teacher for professional activity in accordance with the requirements of the state educational standards of general education and the professional standard of the teacher.

2. The conducted assessment of the formation of general professional competencies also makes it possible to assess the success of the university in the

training of teaching staff and can be used to build a system of independent evaluation of the quality of pedagogical education programs.

3. An independent assessment of the formation of professional competencies among graduates can also be used in the general education system to assess the readiness of a future teacher to solve professional tasks in an educational organization and to build a program of support for a young specialist at the stage of entering professional activity. A significant limitation of the tools used and the results obtained on its basis was the inability to use the analysis of a video case demonstrating proficiency in professional actions in real conditions, which was due to the objective limitations of the project[4;5;6].

Limitations in assessing the results of the formation of professional competencies among students are the following features of the course of project implementation. 1. The lack of preliminary diagnostics of professional competencies among students, which did not allow to assess the dynamics and unambiguously interpret high results as a consequence of the high efficiency of training according to the developed modules. 2. Differences in the results of the study groups of students, which may be associated not only with the development or non-development of professional competencies during training in the upgraded modules, but also with the specifics of those areas of training in which students participating in the approbation study, and different amounts of professional knowledge obtained before the start of the approbation.

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## **Conclusions**

The testing of the toolkit has shown its high potential for further development of an independent assessment of the professional competencies of graduates, which will further provide objective and reliable information about the quality of the developed modules and teacher training programs. The testing of the toolkit has shown its high potential for further development of an independent assessment of the professional competencies of graduates, which will further provide objective and reliable information about the quality of the developed modules and teacher training programs. On the study of pedagogical abilities, paying special attention to the fact of historical conditionality, the study of this phenomenon (its essence, composition, nature, content, laws of formation and development, individual orientation of the teacher to this process, understanding of its motivational features, determination of

teacher skills to professional abilities). It is the most pressing issue of modern scientific research.

In this way the success of a teacher's professional activity is not determined by a single skill. To do this, it is necessary to accumulate a complex of corresponding abilities and create a synergy effect. Thanks to the above research, it was clarified that the teacher's subject abilities and pedagogical abilities are interrelated.

In short, a talented, gifted, creative person is always considered to be an individual. The formation of the individuality of the teacher contributes to the creative upbringing of the child's personality. The features of the individual style of pedagogical activity are reflected in his abilities, temperament, choice of teaching methods, choice of educational tools, style of pedagogical communication, style of behavior, use of tools of psychological and pedagogical influence on the student.

In this way teachers with different personalities choose only one of the many teaching and learning tasks, but implement it in different ways. The teacher should not copy the pedagogical experience of another teacher. The teacher must always be a clear teacher. This increases the effectiveness of education and training of children.

In order to improve the organization of this procedure, it is necessary to finalize it as a final assessment of professional competencies in accordance with the professional standard, regardless of the selected training models and the mastered content of educational modules. In this way the identified groups of test tasks and cases of varying complexity will allow differentiated assessment of mastered professional competencies at 3-4 levels of complexity in the development of a system of independent assessment of professional competencies of graduates of teacher training programs.

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## **БОЛАШАҚ МҰҒАЛІМДЕРДІҢ ЖАЛПЫ КӘСІБИ ҚАБІЛЕТТЕРІН ҚАЛЫПТАСТЫРУЫН БАҒАЛАУ**

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**Аңдатпа.** Мақалада педагогтың кәсіби стандарты талабына сәйкес, білімгерлердің (болашақ педагогтардың) жалпы кәсіби қабілеттерін қалыптасуына тәуелсіз баға беруді жүргізудің тәжірибесі мен құралу әдіснамасы көрсетілген. Қатысушылардың кәсіби компетенцияларын қалыптастырудағы тәуелсіз бағалау жүйесі жоғарғы оқу орындарының қатысушыларымен екі рет апробацияланып, педагогикалық білім беруде өзгертіп, жаңашалауға көңіл бөлінген. Жұмыста жеке тұлға рефлексиясының деңгейін анықтауға А.В.Карповтың, В.В.Понамареваның әдістемелері қолданылды. Сондай-ақ, жоғарғы оқу орнында оқуға мотивация диагностикасын зерттеуге Т.И.Ильина әдістемесі де жүзеге асты. Болашақ педагогтың кәсіби педагогикалық әрекет субъектісі болып басқа әрекеттермен қатар кәсіби рефлексиямен де қаралып, зерттеліп анықталады. Жас педагогтар, көп жағдайда, кәсіби педагогикалық қалыптасуға әсер ететін бейімделу стрессімен кезігеді және оны жеңу үшін кәсіби тұрғыда қолдауды қажет етеді. Кең эмпирикалық материал негізінде түрлі форма, білім беру деңгейіндегі және тұлғалық рефлексия негізіндегі білімгерлердің оқуға деген ұмтылысы, қызығушылығы мотивацияларына айқындылығы көрсетілген. Жүргізілген жиынтық, топшылау, талдау, жекелеу, жинақтау анализы білімгерлердің кәсіби құзыреттіліктерінің қалыптасуын жекеше құруға мүмкіндік берді. Бағалау бойынша болашақ мұғалімнің құзыреттілік профилін және оқу тобына, жобаға бейінін құруға мүмкіндік береді деген пікір бар; оқытушының кәсіби стандартының талаптарына сәйкес студенттерді кәсіптік қызметке дайындаудағы университеттің жетістігі айқындалған. Сонымен, қойылған мақсатқа сәйкес, оқуда әлеуметтік және психологиялық тренинг әдісін қолдану білімгерлердің кәсіби қабілет деңгейін көтереді. Бұл зерттеу нәтижелері жоғарғы оқу орындарының оқытушыларына, білім жетілдіру орталықтарына, білім берудің педагогикалық кәсіби білімгерлеріне ұсынылады.

**Тірек сөздер:** мұғалімдерді даярлау бағдарламаларын жаңғырту, мұғалімнің кәсіби стандарты, әрекеттік тәсіл, жаңа білім беру нәтижелері, кәсіби құзыреттіліктерді тәуелсіз бағалау, білім сапасын бағалау, кәсіби педагогикалық субъектілік, болашақ мұғалімдер.

## **ОЦЕНКИ СФОРМИРОВАННОСТИ ОБЩЕПРОФЕССИОНАЛЬНЫХ СПОСОБНОСТЕЙ У БУДУЩИХ ПЕДАГОГОВ**

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**Аннотация.** В этой статье описаны методология создания и опыт проведения независимой оценки сформированности общепрофессиональных способностей у студентов (будущих педагогов), построенной в соответствии с требованиями профессионального стандарта педагога. Обращается внимание на то, что в рамках реализации модернизации педагогического образования совместно с вузами-участниками была дважды проведена апробация системы независимой оценки сформированности профессиональных компетенций у обучающихся студентов. В работе использовались методика определения уровня индивидуальной меры рефлексивности А.В. Карпова, В.В. Пономаревой и методика диагностики мотивации обучения в вузе Т.И. Ильиной. Становление будущего педагога субъектом профессиональной педагогической деятельности определяется в числе прочего способностью к профессиональной рефлексии. Отмечается, что молодые педагоги нуждаются в профессиональном сопровождении, так как процесс вхождения в профессию связан с адаптационным стрессом, который может исказить становление профессиональной педагогической субъектности. На широком эмпирическом материале показывается выраженность составляющих мотивации к обучению студентов различных форм и ступеней образования, разных курсов обучения, а также их взаимосвязь с личностной рефлексией. Проведенный анализ позволил построить индивидуальные профили сформированности профессиональных компетенций у студентов. Утверждается, что проведенная оценка позволяет построить компетентностный профиль выпускника-будущего педагога и профиль по учебной группе, проекту; оценить успешность вуза в подготовке обучающихся к профессиональной деятельности в соответствии с требованиями профессионального стандарта педагога. Таким образом, в соответствии с поставленной целью было определено, что использование метода социально-психологического тренинга повышает уровень профессиональных способностей студентов. Результаты данного исследования могут быть рекомендованы преподавателям вузов и центров повышения квалификации, студентам педагогического профиля образования.

**Ключевые слова:** модернизация программ подготовки педагогических кадров, профессиональный стандарт педагога, деятельностный подход, новые образовательные результаты, независимая оценка профессиональных компетенций, оценка качества образования, профессиональная педагогическая субъектность, будущие учителя.

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