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(Kazakhstan, Aktobe), e-mail: mukha.74.@mail.ru**THE IMPACT OF THE WORLD INTERATIONAL PROCESSES ON IMPROVING THE PROFESSIONAL COMPETENCE OF A UNIVERSITY TEACHER**

Abstract. Pedagogical competence is the most important professional and personal new formation. Pedagogical science identifies different options for classifications of competencies. As known, the coronavirus pandemic has made adjustments to the life of the world community. It also increased the importance of information and social technologies. Changes in the public and social world have influenced the expansion of the content side of the pedagogical competence of a university teacher.

This article reflects the results of a pedagogical study on the development of professional competence of a university teacher. For teachers who prepare future teachers for a general education school, the issue of studying the essence of professional competence in the context of recent world events is topical. The purpose of the article is to disseminate individual results of pedagogical research in terms of theoretical and methodological aspects. The methodological basis of the study is the scientific works of foreign and domestic scientists: M.V. Clarin, A.K. Markova, L.M. Mitina, A.A. Kalyuzhny, K.Zh. Kozhakhmetova, K.Zh. Turebaeva, B.K. Almurzaeva, Kibataeva N.K., et al. The experimental part of our study was carried out with the teaching staff of the Faculty of Education of Baishev University, consisting of 47 people (Departments of Pedagogy and Psychology, Primary and Preschool Education, English Philology) during the 2020–2021 academic years. The results of this study were a system of special work developed and adaptable to the conditions of the teaching staff of the faculty to develop the professional competence of a teacher. It was based on professionally oriented design and research work of teachers according to the specifics of the taught discipline or diploma specification, information and social technologies.

Keywords: pedagogical competence, teacher, work system, pandemic, mixed education, university, research, skills, knowledge, modern technologies.

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Университет оқытушысының кәсіби құзыреттілігін жетілдіруге әлемдік халықаралық үрдістердің әсері

Андатпа. Педагогикалық құзыреттілік – ең маңызды кәсіби және тұлғалық жаңа білім беру. Педагогика ғылымы құзыреттілік классификациясының әртүрлі нұсқаларын анықтайды. Белгілі болғандай, коронавирустық пандемия әлемдік қоғамдастықтың өміріне өз түзетулерін енгізді. Сондай-ақ ақпараттық және әлеуметтік технологиялардың маңыздылығын күшейтті. Қоғамдық және әлеуметтік әлемде болып жатқан өзгерістер университет оқытушысының педагогикалық құзыреттілігінің мазмұндық жағының кеңеюіне әсер етті.

Бұл мақалада университет оқытушысының кәсіби құзыреттілігін дамыту бойынша педагогикалық зерттеудің нәтижелері көрсетілген. Жалпы білім беретін мектепке болашақ мұғалімдерді дайындайтын жоғары оқу орындарының профессорлары үшін соңғы кездегі әлемдік оқиғалар контекстінде кәсіби құзыреттілік мәнін зерттеу мәселесі өзекті болып отыр. Мақаланың мақсаты – педагогикалық зерттеулердің жеке нәтижелерін теориялық және әдістемелік аспектілер тұрғысынан тарату. Аталмыш зерттеудің әдіснамалық негізін шетелдік және отандық ғалымдардың ғылыми еңбектері құрайды: М.В. Кларин, А.К. Маркова, Л.М. Митина, А.А. Калюжный, К.Ж. Кожаметова, К.Ж. Туребаева, Б.К. Альмурзаева, Н.К. Кибатаева және басқалар. Зерттеудің эксперименттік бөлімі 2020–2021 оқу жылында Бәйішев атындағы университеттің Педагогикалық факультетінің 47 адамнан тұратын профессорлық-оқытушылық құрамымен (Педагогика және психология, бастауыш және мектепке дейінгі тәрбие, ағылшын филологиясы кафедралары) жүргізілді. Зерттеудің нәтижелері оқытушының кәсіби құзыреттілігін дамыту үшін факультеттің профессорлық-оқытушылық құрамының жағдайына бейімделген арнайы жұмыс жүйесі болды. Ол оқытылатын пәннің немесе дипломның ерекшелігіне, ақпараттық және әлеуметтік технологияларға сәйкес оқытушылардың кәсіби бағдарланған жобалау-зерттеу жұмыстарына негізделген.

Кілт сөздер: педагогикалық құзыреттілік, мұғалім, еңбек жүйесі, міндет, аралас білім, университет, зерттеу, дағды, білім, заманауи технологиялар.

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Влияние мировых международных процессов на повышение профессиональной компетентности преподавателя вуза

Аннотация. Педагогическая компетенция является наиболее важным профессионально-личностным новообразованием. Педагогическая наука выделяет разные

варианты классификаций компетенций. Как известно, пандемия коронавируса внесла свои коррективы в жизнедеятельность мирового сообщества, усилив значимость информационно-социальных технологий. Изменения в общественно-социальном мире повлияли на расширение содержательной стороны педагогической компетенции преподавателя университета.

Представленная авторами статья отображает результаты педагогического исследования по развитию профессиональной компетентности преподавателя университета. Для преподавателей, которые готовят будущих педагогов для общеобразовательной школы, актуальным стоит вопрос по изучению сущности профессиональной компетенции в условиях последних мировых событий. Цель статьи – распространение отдельных результатов педагогического исследования с точки зрения теоретического и методологического аспектах. Методологическую основу данного исследования составляют научные труды зарубежных и отечественных ученых: М.В. Кларин, А.К. Маркова, Л.М. Митина, А.А. Калюжный, К.Ж. Кожахметова, К.Ж. Туребаева, Б.К. Альмурзаева, Н.К. Кибатаева и другие. Экспериментальная часть исследования проводилась с профессорско-преподавательским составом педагогического факультета Баишев университет в составе 47 человек (кафедры педагогики и психологии, начального и дошкольного обучения, английской филологии) в период 2020–2021 учебного года. Результатами исследования стала разработанная и адаптивная к условиям педагогического коллектива факультета система специальной работы по развитию профессиональной компетентности преподавателя. За ее основу были взяты профессионально ориентированные проектно-исследовательские работы преподавателей согласно специфике преподаваемой дисциплины или дипломной спецификации, информационно-социальные технологии.

Ключевые слова: педагогическая компетентность, преподаватель, система работ, пандемия, смешанное образование, университет, исследование, умения, навыки, знания, современные технологии.

Introduction

Global changes are taking place in the modern world community that have affected the Republic of Kazakhstan as well. The coronavirus pandemic, increasing demand for the use of information technology, transition from traditional to blended education, participation of research teams in international projects and academic mobility, the impact of social networks on the learning system – these and other reasons have changed the substantive aspect of the professional competence of the teacher. In this context, the position of the teacher considered in the educational process, his image, professional competence, authority among colleagues and students, stable emotional complex. American educator who researched adult learning, andragogy methodologist Malcolm Shepard Noulz has designated, that one of the main tasks of adult education is connected with «...production of competent people». They are professionals whose competence lies in the ability to «...apply your knowledge in a changing environment ...», «... in the ability to engage in constant self-learning throughout one's life » [1].

It should be noted that today's global integration processes dictate to the modern teacher to reconsider and expand his activity position. Researcher Adolf V.A. highlight pedagogical, methodological and social trends: revision of teacher education technologies, increase in the number of pensioners, formal approach to professional development, inertness to the changes taking place in the world and others [2].

For teachers who prepare future teachers for a general education school, the issue of studying the essence of professional competence in the context of recent world events is relevant. This was the reason for our pedagogical research.

Literature Review

In the scientific world of Kazakhstan and foreign countries, research on the theoretical and methodological definition of the essence of the professional competence of a teacher is common, but have issues that require careful study.

Let's consider the content aspect of competence in general didactic and methodological aspects. So, modern didactics in the education system highlights the competence-based approach [3]. And all Kazakhstani education is based on this and student-centered approaches. This means that the education system must form a set of competencies in a student or pupil. They form the basis of the functional literacy of the population of any country. In methodological terms, competence correlates with the systemic and practical functions of the learning process. Increasing attention to the indicated aspects corresponds to the order of society, indicated by the European Union, which is noted in the Bologna Convention. Materials of the Bologna process highlight the concepts «competence» or «competency». These concepts define global objectives and prospects in the higher education system, perform a connecting role between the content of education and the labor market, and help to adapt education to external changes that take place in society.

There are many definitions of the concept «competence». It originated in the 1970s in the USA, its founder is N. Chomsky. It should also be noted that at present, scientists involved in the study of this problem, trying to interpret their definition, enrich its content [4].

An analysis of the scientific literature made it possible to dwell on the opinion of Dodonov B.I. He highlights the psychological side of the concept «competence». In his interpretation, the author relies on the abilities of the individual, which interact with the system of knowledge, skills in the process of performing the learning activities of the student. Dodonov B.I. identifies as a determining factor the ability of a person, as they affect the performance of his cognitive activity [5]. Based on the specified psychological feature, we consider competence as a complex of activity acts, which form a certain skill (or specific competence) of a person. The formation of specific competence is carried out through forms, methods and techniques aimed at deep understanding and understanding of the actions performed in a particular direction or subject area. In our opinion, the process of formation of professional competence proceeds in the same way. In professional terms, the student performs special educational, profession-oriented actions. They help reinforce the theoretical background gained during the lectures. To these processes, the processes of education and self-education are launched, which are based on the existing abilities of the individual. They also require technological saturation.

Thus, competence is a continuously changing activity based on abilities, knowledge, skills and constant practical support. Professional competence is determined by the effectiveness of a special profile-oriented activity, which is based on education and self-education, self-improvement.

Research methods

The methodological basis of our research is the scientific works of foreign and domestic scientists: Clarin M.V. [6], Markova A.K. [7], Mitina L.M. [8], Kalyuzhny A.A. [9], Kozhakhmetova K.Zh. [10], Almurzayeva B.K. [11], Kibatayeva N.K. [12] and others. Their research is based on a professional-personal competence-based approach, imagology, the process of complex formation of professionally important competencies.

As we indicated above, the events in the system of Kazakhstani education associated with the virus revolution aroused scientific interest in the topic of the teacher's professional competence. In this regard, a pedagogical study was conducted on the basis of the Aktobe Regional University named after K. Zhubanov. Its purpose was to study the methodological aspect of the professional competence of teachers of the Faculty of Education. The diagnostic apparatus consisted of theoretical and empirical research methods. In our study, we relied on a set of diagnostic techniques: questionnaire, analysis, introspection of personal and professional qualities of teachers, expert evaluation of pedagogical «products», essay. In our study, we relied on the following methods (Table 1).

Table 1 – Methods for determining the professional competence of a university teacher

Diagnostic area	Technique
Theoretical and methodological base of the research	Analysis of scientific literature, Internet sources, educational documentation
Questionnaire	Questionnaire «Studying the professional readiness of teachers for innovative work», author Rogov E.I.
Analysis, introspection of personal and professional qualities of teachers	methods of V.I. Andreev «Assessing the needs for self-development and development»; sociological survey to identify the level of formation of IT competencies
Peer review of pedagogical «products» (information literacy)	Analysis of the educational and information field of the teacher (video conferences, social networks, YouTube channel)
Essay	The role of pedagogical competence in my profession

The presented article includes the results of the diagnostic methods indicated in table 1.

Results

The changes that are taking place in modern education highlight the professional competence of a teacher as a complex of universal human abilities, his professional orientation, moral and value behavior. The topic of professional competence is also reflected in the definition of the concept «Education». It was given in the Concept Notes on Education and the Pandemic, UN in 2020, taking into account pandemic changes: « Education is not just one of the basic human rights. This is a fundamental right on which the realization of all other human rights directly depends. Education is a global good for all, the most powerful driver of progress towards all 17 Sustainable Development Goals and the foundation for a just, equitable, inclusive and peaceful society. When education systems collapse, the task of building peace and a prosperous and productive society becomes impossible» [13]. As we can see, in this definition, professional competence is understood as a «productive society», which builds a prosperous world for the benefit of society. Professional competence and a productive society are the resultant characteristics of people's quality of life. The coronavirus pandemic, transition from innovative educational technologies to social, lockdowns and restrictions, changes in economic and social conditions, high human mortality has affected the fact that the human development index in 2020 fell so much that we did not observe even during the period of perestroika in 1991.

Even though the turmoil of the pandemic has brought enormous damage to the world, we have seen the other side – towards the rapid transformation of the education system and all participants in the pedagogical process. At the moment, we see that tasks that society did not perceive as their real implementation are now becoming feasible. They then became the basis for the development of professional competence.

Let's consider these tasks, designating them as the main trends in the field of education. We also believe that they should be the essential side of the teacher's professional competence.

Tendency 1. As technological progress intensifies, completely new professions appear, and hobbies cover previously unexplored areas. Many professions simply cease to be. The society is forced to adapt to these conditions of rapid changes.

Tendency 2. Education acquires the status of lifelong knowledge of the world and confirms it. As we see the situation of today, it is necessary to engage in education and self-education during the full life of a person. If we do not feed our knowledge in a rapidly changing environment, and then we will simply find ourselves overboard in life events.

Tendency 3. The coronavirus pandemic has affected the emergence of new areas of human activity, they are based on obtaining new knowledge by including completely different technologies included in the learning process. Currently, we are witnessing the transition of forms of education

from classical lectures to research and project, which is the basis of blended learning. In the field of developing the functional literacy of students, the issue of information literacy has been updated. In this regard, the teacher must establish a dialogue, open relationship with students, expanding their professional research field of interaction; the student collaborative environment is being improved. Teamwork, consideration of cases, problem-thematic insights, creation of information projects in the direction of one's specification, the ability to work on the Internet - have become popular teaching techniques.

Tendency 4. The introduction of social networks and Internet technologies into the educational environment seriously changes the process of obtaining knowledge. It is easier for a modern student, like any student, to accept educational information if he is given the opportunity to use Internet resources. This will allow the student to increase the role of independence in finding the right educational material through social networks: YouTube, Telegram, Instagram and others, but under the guidance of a teacher. The presentation form in the usual mode is replaced by visual forms of transmission through social networks, video conferences.

Tendency 5. All spheres of social life, including education, are imbued with global changes. This gives grounds for an increase in morality in the world of people, ethical standards in the implementation of interpersonal dialogues, to accept and understand other cultures, customs and traditions.

This list indicates only the main trends, in our opinion, that were the result of changes in the life of world society. They also influence what criteria form in general competence and also professional competence as the basis of the life of any person.

The experimental part of our study was carried out with the teaching staff of the pedagogical faculty of Aktobe Regional University named after K. Zhubanov, consisting of 47 people during the 2020–2021 academic years.

At the beginning of the experiment, with teachers was conducted a questionnaire to determine their professional readiness to work in an innovative mode. Its purpose was to identify at the beginning of the study, at what level they have formed professional research competence. Respondents had to determine their level of readiness according to the following criteria: 1 – don't know; 2 – partially; 3 – own.

The presented diagram shows that all participants in the experiment have a positive attitude towards innovations in the pedagogical process. They are ready for transformations in their activities, and none of the teachers checked the box «I don't know» (Figure 1).

The results of the survey made it possible to determine the readiness of all selected teachers for innovative processes. We consider that this is a consequence of the coronavirus pandemic, when all educational organizations from March 2020 to September 2021 switched to distance learning with the use of Internet technologies, social networks: Instagram, WhatsApp, and Telegram. We also see that 82.7% of those surveyed are ready for innovation processes partly. 17.3% of teachers are fully aware of the importance and role of innovation in human life, are engaged in self-education, they are interesting in the teaching staff, sees there is a high prestige from students and colleagues. It should also be noted that it is this percentage of teachers who are active in the research aspect.

To identify the level of assessment of one's own need for self-development, the method of V.I. Andreev «Assessing the needs for self-development and development», where respondents had to conduct self-analysis, taking into account a five-point rating scale [14]. Of the 47 teachers surveyed, 34% have a need for self-development at a high level, 57% – on sufficient and 9% – on low. A low level was shown by teachers who are either a young specialist or the teacher is a pensioner. Also included in this category are three people who give preference to personal interests.

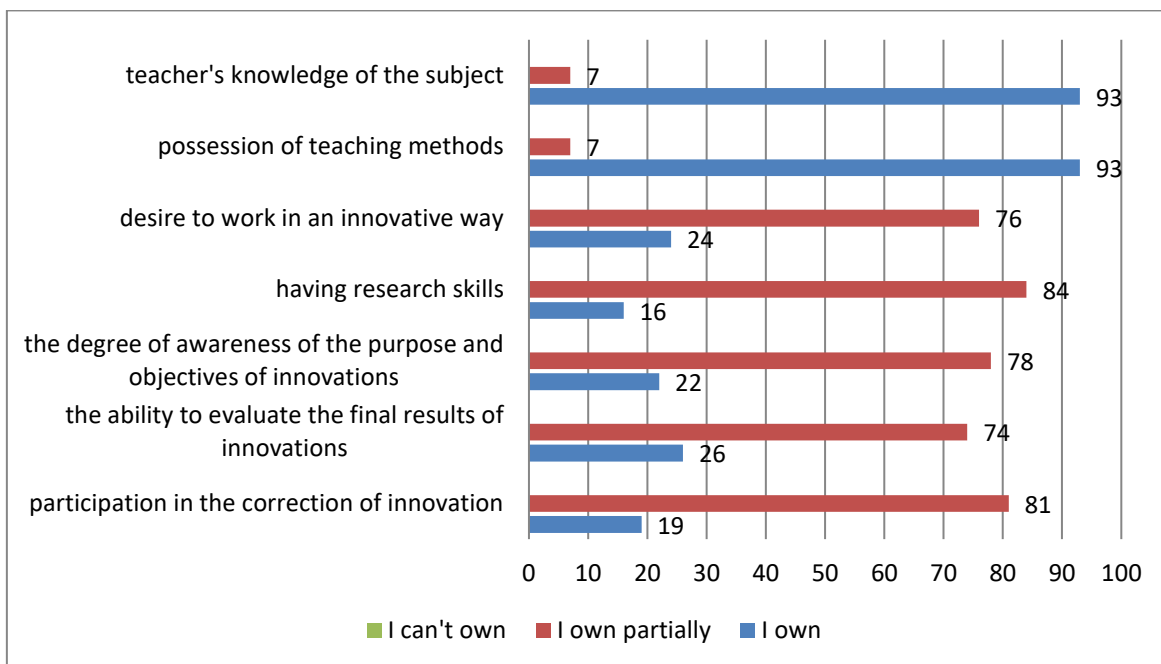


Figure 1 – Questionnaire «The study of the teacher's professional readiness for innovative work»

In the light of recent world events, we conducted a sociological survey on what technological level they have. Respondents had to answer three questions that determine the degree of development of IT competence:

- using new technologies randomly (about 13%);
- forced to use IT technologies (about 75%);
- groups of innovators (about 12%) (Figure 2).

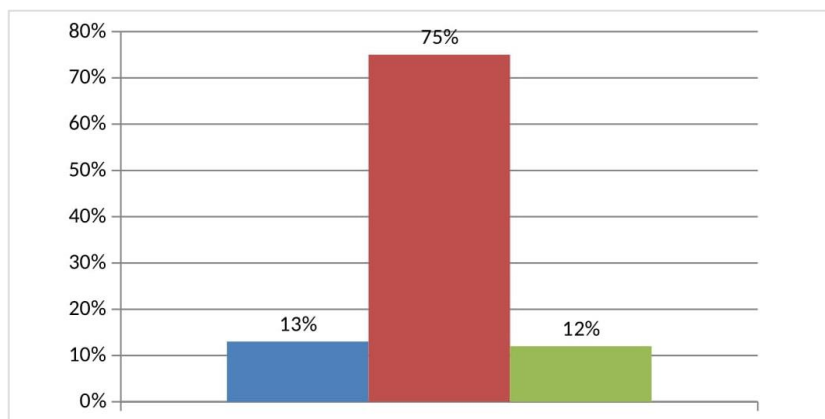


Figure 2 – The results of a sociological survey of teachers to identify the level of formation of IT competencies

According to the results of this survey, then a group of teachers who are forced to use IT technologies in their teaching activities cause great anxiety, and some of them generally use innovative technologies by accident. This is also an indicator of their weak information literacy, despite their pedagogical activity. This category is mainly made up of teachers who are close to retirement age or pensioners.

We also carried out an analysis of the educational and information field of the teacher. It consisted in the ability to organize and conduct a video conference, the ability to use social networks with students, as well as the creation of an author's YouTube channel. It should be noted that during the time of work in remote mode, all teachers are able to organize and conduct video conferences, use chats in WhatsApp and Telegram, Instagram is used for personal purposes, it is also open only to 87% of respondents. More difficult was the issue related to the creation of the author's YouTube channel, since teachers during the first wave of the pandemic recorded video explanations for classes, but they were not posted on YouTube. The main reason was that they simply did not take this method for a methodical technique, but as a necessary measure, also engaged in the process of finding the right video as didactic material. Teachers were shifted focus on this opportunity, what aroused pedagogical interest in creating a video channel with their own educational videos.

Analysis of an essay on a topic «The role of pedagogical competence in my profession» showed that the majority of teachers (81%) believe, that competence is an important component of the teaching profession, another group of participants in the experiment identifies basic knowledge and natural prerequisites as a separate category (makings and abilities), who, in parallel with the formed competence, develop the professional position of the teacher. In general, all participants in the study recognize the role of competencies in human life, its significance for adapting to the changes taking place in the world. Many note that against the backdrop of today's world chaos, learning new social skills is interesting, informative, and useful.

The obtained diagnostic results were announced at the expanded Scientific and Methodological Council of the faculty, which aroused pedagogical interest. The result of the diagnostic effectiveness was the question of choosing the methodological problem of the faculty, which was associated with the definition of a group of competencies for teachers of the pedagogical faculty, taking into account the functioning departments and graduating specialties. Thus, competencies were proposed for consideration by the teaching staff, which were to be discussed at the departments, taking into account their specifics, and to develop methodological recommendations as an instruction for education and self-education.

Let's introduce this group of competencies. In our opinion, the system of competencies that we have identified forms the pedagogical one in the perspective of the “competence of an employee of the education system”. Consider them:

1. Sociocultural competencies: civil, socio-communicative, information technology, valeological, environmental;
2. Integral personal competencies: creative and value-semantic, cognitive;
3. Professional and pedagogical competencies: professional and communicative, diagnostic, intellectual, acmeological, design and constructive, research, subject.

In general, all departments agreed that teachers should intensify work on the development of information technology, acmeological, design and constructive, research competencies. Each department, according to its specifics, has developed a system of special work to enhance pedagogical activity. Based on the compiled departmental and faculty systems of work, each teacher built an individual trajectory of professional development.

As a result of the special work, the respondents who participated in the pedagogical experiment developed the following competencies: information and technological, acmeological, project and construction, research. All of them form the basis of the professional competence of a university teacher. Consider the indicators for the specified competencies (Table 2).

Table 2 – Comparative indicators for the main components of professional competence

Name	Beginning of the experiment	Completion of the experiment
information and technological	21 person	45 person
acmeological	14 person	37 person
project and construction	7 person	29 person
research	17 person	41 person

The indicators in Table 2 show the impact of global integration processes on the improvement of the professional competence of a university teacher. So, we can observe the dominance of information technology and research competencies. Acmeological and project and constructivist competences are inferior to them. Despite the great variety of activities associated with the acmeological training of a teacher, we must note such a factor as lack of time. In this aspect, we highlight their daily preparation for classes and concentration in the field of information and communication technologies. A positive aspect is the fact that with the introduction of blended learning and within the framework of world events, we observe the mutual integration of these competencies.

In this article, we singled out information technology competence, as it is relevant in the light of recent world events and includes the synthesis of the above components of the professional competence of a university teacher. The coronavirus situation, the introduction of blended learning, the opening of branches of the world's leading universities in Kazakhstan, the increased relocation of IT companies, the internationalization of higher education, and the affordable international academic mobility of university teachers have served as a great impetus to the development of this competence.

Discussion

The conducted pedagogical research on the formation of professional competence made it possible to take a fresh look at the process of professional and personal formation of the teaching staff of the faculty, change the trajectory of scientific and pedagogical work, and modernize pedagogical management. Ranking the forms of work, teachers settled on the choice of individual works, taking into account the specifics of the taught discipline or diploma specification. As technical support, social technologies were identified as the most suitable for the establishment of blended learning.

Of course, Kazakhstan, as a young, successfully developing independent state, is included in the global educational community. Therefore, changing the education system, where, first of all, the teacher himself, his professional position, his competence must change.

Conclusions

In the course of the research activity, we carried out a classification of pedagogical competencies. Also, the analysis of scientific literature made it possible to identify different author's classifications of competencies. Thus, the National Research Faculty of the Higher School of Economics has developed a Unified Classification of Competences. According to his classification, all competencies are divided into systemic and professional, which include pedagogical. O. Solomennikova and Yu. Gladkova proposed their own classification. It consists of general cultural, legal, communicative, gnostic, informational, technological, and social and design (prognostic) competencies. The authors also developed a professiogram for introspection of the professional achievements of the teacher.

In general, it should be noted that all ongoing studies have different definitions, but in terms of semantic purpose is identical basis – correlation with the labor market and social policy of society. Based on these two parameters, it should be noted that the content side of any competence

is determined by the indicated ones, based on the mental and biological characteristics of the individual.

Thus, pedagogical competence is an acquired competence in the system of other significant. It should be noted a wide range of definitions and classifications of competencies, also, this concept is the most common among educators-researchers, whose work is directly or indirectly related to it.

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