



«ÚZLIKSIZ BILIMLENDIRIW SISTEMASÍNDÁ ARALÍQTAN OQÍTÍWDÍN INTEGRACIYASÍ»

atamasındaǵı IV Xalıqaralıq ilimiy-teoriyalıq konferenciya

THE IMPORTANCE OF SKILLS AND COMPETENCIES IN THE PROFESSIONAL GROWTH OF TEACHERS

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Abstract: *The article discusses one of the ways to radically revise the training of a future specialist in higher education institutions, to improve the orientation of the pedagogical process in connection with changes in its content and structure -professional competence and the competence of a teacher. Based on the works of research scientists, the terms "competence", "professional competence" are analyzed, the formation of the qualities of scientific-methodological, professional-subject, self-education, professional development, creative work, activity, responsibility in the educational process of a teacher is outlined.*

Keywords: *professional skills, professional competence, self-education, improvement of one's knowledge, search, activity, creativity.*

Introduction. The changing societal attitudes, increased individualism, and socio-economic changes in our society have necessitated new approaches to training specialists in higher education institutions. The rapid growth in science and technology, the development of innovative teaching methods, and the digitalization of society require specialists in all fields to constantly update their skills.

In his annual addresses, the President of the Republic of Kazakhstan, K. Zh. Tokayev, emphasizes the need for universities to improve the quality of education and achieve international recognition [1]. This highlights the importance of starting the training of future specialists in higher education institutions.

The transition to the credit system in modern universities has raised the bar in terms of students' creative engagement, self-directed learning, and the professional development of teaching staff. This calls for the constant improvement of teaching methods, the adoption of new pedagogical technologies, and the ability to share these with others. The concept for the development of education in the Republic of Kazakhstan from 2023 to 2029 recognizes the need for continuous professional development of teachers, not just in pedagogical universities, but also through professional development programs at various stages of a teacher's career [2].

A distinct characteristic of modern youth is their thirst for knowledge, passion for life, and love for the teaching profession. These qualities are predominant among young individuals who have chosen a career in teaching.



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There are plans to enhance the workforce in the education industry by improving the training system, providing advanced training and certification, and increasing social status and wages. This will contribute to the social well-being and status of teachers through the creative nature of their work, the ability to choose teaching methods and technologies, increased wages, incentives, and expanded professional development opportunities.

At the university, it is widely recognized that creating opportunities is crucial for students to grow and develop their personal qualities. This includes offering a thorough and high-quality education that embraces innovative approaches and incorporates modern technology. It is essential for students to focus on acquiring business skills and knowledge that enable them to be engaged and confident contributors in society. By emphasizing personal growth, effective communication, and independent thinking, young people will cultivate qualities such as self-improvement, responsibility, creativity, critical thinking, and the ability to make informed decisions, ultimately leading to successful outcomes. Moreover, it is important for students to be familiar with national values and possess a high level of cognitive culture.

The discipline of “Children's literature” plays a crucial role in the curricula of higher education institutions. Its purpose is to showcase the historical heritage of our ancestors and utilize oral literature and children’s fiction to cultivate students’ interest in literature and artistic expression, as well as elevate their creativity. Through this discipline, students learn about the educational and developmental aspects of works by Kazakh poets and writers, such as proverbs, riddles, myths, fairy tales, and legends. These works contribute to the development of children’s language skills, morality, aesthetic sensibilities, and other positive qualities like kindness and generosity.

The improvement of education quality, aligning it with global educational standards, heavily relies on the professional competence, methodological skills, and pedagogical abilities of teachers. The formation of teacher competence is a crucial task in the field of education. It is widely recognized that the primary objective of higher education is to provide a result-oriented system that focuses on developing the competence of specialists capable of thriving in the global educational landscape.

Competence, derived from the Latin term «competens, competentis,» refers to someone's validity, capability, and competency. In the Russian context, it signifies an



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individual's knowledge in specific subjects or problems, while in Kazakh dictionaries, it pertains to the representation of a person or institution in relevant matters.

Regarding the concept of competence, N. Chomsky was among the first to define it as the «knowledge formed through the process of teaching, encompassing skills, flexibility, and the ability to perform specific actions.» V. M. Shepel adds that competence includes theoretical knowledge, practical experience, and flexibility gained through education.

Russian scientist N. V. Kuzmina argues that competence is the knowledge and qualities possessed by a teacher, which can be the basis for developing another individual [3]. M. V. Ryzhakov suggests that competence is the communicative environment that exists between an individual's knowledge and practical actions [4]. In essence, competence entails an individual's own knowledge and their ability to proficiently carry out specific tasks within their profession using their qualifications and skills. Researchers such as Kh.Sh. Kurmanalina, B. T. Kenzhebekov, G. Zh.Menlibekova, B. Kaskataeva, and M. V. Semenova have studied the theoretical and practical aspects of competence formation in Kazakhstan. B. T. Kenzhebekov defines professional competence as a combination of comprehensive fundamental knowledge, abilities, qualifications, and professional qualities. It also encompasses a high level of technological knowledge, cultural awareness, practical competence, and readiness for self-development [5]. G. Zh.Menlibekova focuses on social competence, which involves an individual's understanding of social reality as a value, specific social knowledge for managing actions, and subjective ability to determine oneself and employ social technology [6].

The results of the study. Competence is not dependent on the type of activity performed by students as a whole, but rather on the basic academic disciplines and their main components. Therefore, to determine the function of educational competence, it is essential to understand its composition and hierarchy.

The professional skills of a teacher directly rely on their willingness to continuously develop themselves. The process of a teacher's professional growth involves recognizing the need for personal and professional formation, as well as constantly updating their knowledge and skills in the field. Progress in the professional realm can be observed through the teacher's personal and pedagogical level of development. To enhance their professional knowledge, teachers actively engage in creative works that aim to improve their abilities. In this process, the



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teacher's level of self-realization, orientation, and assimilation is determined by their close relationship with students and their fulfillment of their requirements.

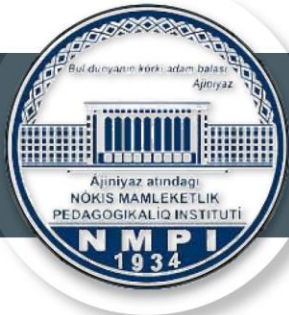
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When reading these works to children, teachers utilize various vocal techniques to enhance the experience and engage their imagination. It is important for educators to have a deep understanding of child psychology and perception, in addition to mastering expressive speech techniques. In order to make the works clear and engaging for children, teachers must also possess knowledge of speech mechanics, pronunciation, and reading aloud. This emphasis on expressive speech and the traditions of the Kazakh people highlights the importance of oral storytelling and recitation [7].

Teachers of children's literature should have a strong understanding of various genres and methods of reading aloud. They should also be skilled in selecting and analyzing appropriate texts that align with specific program goals. This includes the ability to effectively tell stories and read with style.

In Mirzhakip Dulatov's poem «Men zhastarga senemin» (I Believe in Youth), it is acknowledged that the future of the country lies in the hands of the younger generation, and the fate of the younger generation rests on the shoulders of teachers. With the social and economic changes happening in our society today, there is a need to incorporate innovative technologies in the educational process, with a focus on fostering creative thinking in young people.

Self-education is a deliberate and systematic cognitive activity that individuals engage in independently to improve their professional skills and satisfy their cognitive interests. It serves as the foundation for the development of skills and knowledge. These abilities are not inherent, but rather result from purposeful educational efforts and the performance of various tasks, which in turn facilitates continued learning. Without the ability to engage in self-directed inquiry, individuals



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cannot continue their education or enhance their professional expertise. Therefore, self-education entails a deepening, refining, and expanding of the teaching methodology for a given discipline.

In order to perceive information effectively, it is crucial for professionals to possess qualities that are intertwined with their expertise. This includes personal, professional, and moral characteristics, as relationships within any collective setting are multifaceted. The professional maturity of a specialist is demonstrated by their continual acquisition of subject knowledge, the improvement of their business and methodological skills, and the mastery of their own capabilities[8].

Education systems of all levels must adapt to meet new requirements. In a market-oriented economy, the appointment of new types of managers is necessary. These individuals must possess an innovative mindset, problem-solving abilities in a managerial context, mastery of new technologies, effective teamwork skills, a sense of responsibility for their actions, and a high level of communication etiquette.

Conclusions. Currently, there is a focus on making significant advancements in the development and enhancement of teachers' professional and pedagogical qualities. This entails implementing a comprehensive and continuous approach across various levels of education, from schools to higher educational institutions. The aim is to integrate scientific, practical, and methodological approaches in order to foster qualities such as unity, consistency, flexibility, and dynamism within the system of continuous pedagogical education.

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