

### The formation of professional competencies of future specialists

Gulmira Pernebaevna Meirbekova, Saltanat Tynybekovna Nyshanova, Botagoz Talgatovna Kerimbaeva, Bakyt Kalzhanovich Mukhamedzhanov, Zhanali Erkinbaevich Daribaev, Parida Kuandykovna Iskakova

H.A.Yasawi International Kazakh-Turkish University, B. Sattarkhanov Avenue 29, 161200 Turkistan town, the main campus, South Kazakhstan region, Kazakhstan

[saltanur@inbox.ru](mailto:saltanur@inbox.ru)

**Abstract:** Teachers and Lecturers stipulates that teachers must possess academic qualifications, their educational background must be relevant to the subjects they teach and they must possess competencies which are necessary for teaching. In relation to this requirement the present study intended to investigate the pedagogic competencies of future specialists Republic of Kazakhstan. The development challenges give implications towards the important roles of education to produce qualified human resources. In today's rapidly developing technological society, there has been increasing demand for highly skilled and professionally qualified experts. The data were collected in 2011 by using questionnaires, focused group discussion. The results of data analysis show that the competencies of future specialists are not satisfactory yet. The teachers have relatively good competencies in making the lesson plans since their lesson plans have been based on the standard competencies and elaborated indicators. However, in terms of implementing the lesson plans, it is clear that they have not implemented competency-based teaching learning process yet. The teachers still dominated the class, and did not provide the students with sufficient opportunities to use the language. In terms of assessment, the teachers still implemented conventional paradigm of testing and did not understand how to apply competency based assessment. [Meirbekova G.P., Nyshanova S.T., Kerimbaeva B.T., Mukhamedzhanov B.K., Daribaev Z.E., Iskakova P.K. **The formation of professional competencies of future specialists.** *Life Sci J* 2013;10(8s):426-430] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 71

**Keywords:** future specialists, competency, professional competency, learning process.

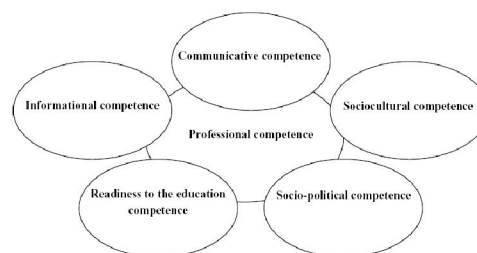
#### 1. Introduction

Nowadays the globalization era has affected peoples' lives which demand people to build networks across nations and languages as well as to build interdependencies. This era of information is not only occurring in terms of knowledge and technology but also in terms of politics, social economy, culture as well as education. These development challenges give implications towards the important roles of education to produce qualified human resources.

Analyzing the approaches of various scientists to the study of the concepts of «professional competence» and taking into account the specifics of the investigated theme, we came to the conclusion that the professional competence of future specialists of the engineering and technical professions, is a comprehensive description of personality, including the harmonious combination of professional, communicative and personal properties, to achieve the highest quality results in the process of solving typical tasks for the main types of professional activity[1]. The structure of professional competence in our opinion can be schematically presented, using circles Euler, as shown in figure 1.

In the centre of the system there is professional competence, which absorbs the elements of the five basic competencies, but not fully absorbs the past, as in their composition, of course, includes

components that are not related to professional activities. Outside interests do not overlap, not because denoted basic competencies have no points of intersection, but because in this work we are interested in their interaction with professional competence, and not with each other [2]. Of course, that this figure represents only a simplified model. In the reality of the «competence» is so complex and multifaceted concept, which is hardly possible to develop the scheme, which will reflect all the aspects of it.



**Figure 1.** The structure of professional competence

Throughout the history of higher pedagogical education the tendency to improvement of training of the future specialists took place. Trying to solve this problem, the scientists studied the link between theory and practice, ways to improve the independent work of students. Considerable attention was given to study

of different methods, means and forms of learning and education as a factor of improving the institutional training of the future specialists.

Conducted diagnostics of the indicators of professional competence found in the future specialists sufficient level of possession of the necessary volume of professional knowledge, abilities and skills. At the same time we showed the low level of the formation of reflection, pedagogical orientation of the personality and the ability to self-development, the absence of humane pedagogical position, the predominance of external motivation both in training and in the future professional activity [3].

Therefore, we are to some extent can speak about partial readiness of graduates for the future of the personality-oriented teaching (professional activity component), parameters of their personal and professional development are indicative of a lack of the formation of the other two components of professional competence and personal and communicative. On the stage of the study the effectiveness of the model of formation of professional competence of future specialists has been developed and experimentally tested. The forming stage showed that the development of integrative and development of technology of forming the professional competence was the leading concepts of organization of the educational process, implying the integrative, humanistic, cultural, competence [4].

Teachers always have the demand to up-date their knowledge and improve their professionalism. In their hands, the quality of human resources is trained and established which determine the future of the nation; so if teachers are not qualified and professional, it can not be imagined how qualified human resources can be produced. This reality virtually puts the role of teachers as one of paramount importance and becomes a real challenge which must be continuously improved [5].

The System of National Education in our republic states that teachers are professional educators. For that reason, they must have academic qualification and master the competencies as the agents of learning. Teachers must possess academic qualifications, their educational background must be relevant to the subjects they teach and they must possess competencies which are necessary for teaching. In relation to this requirement the present study intended to investigate the pedagogic competencies of future specialists in Kazakhstan. This study which involved teachers of A. Yassawi International Kazakh- Turkish University has never been done previously by other researchers. For that reason, the study is expected to be able to bring about beneficial significance towards the related institutions which are responsible for teacher quality.

## 2. Methods

Subjects of the study were twenty teachers of A. Yassawi International Kazakh- Turkish University, Turkistan who teach the third and fourth year students. The data were collected using questionnaires and followed by focused group discussions. Besides that, observations were also conducted in order to see the competencies of teachers in conducting the teaching learning process in the classroom. The whole data were then analyzed based on a descriptive qualitative method.

## 3. Results

In relation to the definition of the pedagogic competencies, the data were therefore classified into competencies of planning, implementing, and assessing the teaching learning process in the classroom.

Teacher planning is a major determinant of what is taught at the university. The curriculum as published is transformed and adapted to the planning process by additions, deletions, interpretations, and by teacher decisions about pace, sequence and emphasis. The teacher is responsible for planning decisions about what to teach, how long to devote to each topic, and how much practice to provide take on additional significance and complexity. Other functions of teacher planning include allocating instructional time for individuals and groups of students, composing student groupings, organizing daily, weekly, and term schedules, compensating for interruptions from outside the classroom and communicating with substitute teachers [6].

In order to assess the competencies of good teachers in planning the teaching and learning process, the teachers were asked to make lesson plans. The results of the analysis can be summarized as follows.

Based on the analysis toward the lesson plans made by the teachers, it can be stated that teachers' lesson plans are quite good. That assessment was based on several aspects (1) The ability of teachers in elaborating competencies into indicators; (2) The ability of teachers in developing materials; (3) The ability of teachers in providing learning experiences; (4) The ability of teachers in choosing the technique of teaching; AND (5) The ability of teachers in deciding the assessment.

Based on these aspects of analysis it can be stated that teachers are quite good in all aspects. However, there are still some things which need to be improved.

Elaborating competencies into operational indicators is an important aspect of a lesson plan. Looking at the lesson plans made by teachers, it can be concluded that their indicators have been operational and specific. However, the quality of the substantial contents needs to be improved. Some of

the indicators are not properly elaborated. In other words, the indicators are not developed based on how it should be but on how the teachers can easily assess the indicators [7]. So, in terms of the quality of the actions/behavior, it can be stated that their verbs are operational, but in terms the levels of competencies that must be performed by the students, most of the their indicators do not reflect the competencies of using the target language.

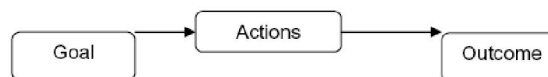
The competencies of teachers in developing materials seem sufficiently performed. When they were asked how they developed the materials, it was mentioned that they just quoted from the text books provided. This is quite understandable. However, the competencies of teachers in providing learning experiences seem not as good as developing material. The teachers mostly followed the steps provided in the text books. In other words, the teachers do not try to provide something innovative, but just copy the steps of the books instead.

Lack of creativity was also reflected in the kind of techniques chosen by the teachers. Analyzing from the teachers' lesson plans, almost all of them mentioned the 'three phase technique' as their techniques which consisted of pre, while and post activities. How those sub steps were arranged were still teacher centered. When the steps of the techniques were analyzed and compared with the order of the activities in the text book it is clear that the steps were exactly the same with the order of the textbook. This indicates that teachers do not try to arrange innovative and creative management for their teaching and learning situation in the classroom. Also, they did not try to modify their text book in order to suit it to their students' level of ability and understanding. In other words the teachers just follow the book as it is. Very often, it is found that the students struggled hard to understand some vocabulary provided in the book. Consequently, most of them easily felt bored in the classroom.

In terms of assessment, it can be said that teachers' competencies are limited to knowing the test techniques only, so in their lesson plans they only chose the tests for measuring the students' competencies. What is meant by competency-based assessment in fact was not entirely understood by the teachers. Through focused group discussion, it was revealed that the teachers know about portfolio, but they are not well informed with non-test techniques or other kinds of authentic assessments.

From those explanations it can be stated that in fact the teachers' competencies in terms of making the lesson plans are sufficiently performed but clearly need to be improved for better performances. Analyzing the aspects of the lessons plans, it can be stated that the planning made by the teachers is a kind

of Rational-Linear Planning Model. The teachers put the focus on goals (competencies that must be achieved) as the first step in a sequential process. Modes of action and specific activities are then selected from available alternatives and designed to accomplish prespecified ends, and careful measurement of outcomes, particularly students' achievement picture



The results of the interview with the teachers, it was found that this kind of planning has consequences for what students learn. But it was not clearly proven that beginning teachers and experienced teachers plan differently, and that experienced teachers do not always plan as expected. Some teachers have positive opinions about this. For them, planning processes initiated by teachers can give both students and teachers a sense of direction and can help students become aware of the goals implicit in the learning task they are asked to perform. However, there are also teachers who have a different perspective. In their opinion, planning is not necessarily written down but kept in their heads; and all plans certainly will not be applied as written down because it may need to be changed or modified based on the situation of the classroom. Besides that, there is an indication that making lesson plans every time before they teach is considered as another burden for the job of teachers which they admitted was already overwhelming. So for them, making lesson plans is mostly for the sake of administration requirements.

### 3.1. Competencies in conducting the teaching

#### learning process and assessing students' outcomes

Based on the observations conducted towards teachers' competencies in the teaching learning process, it can be stated that most of them are still teacher centered.

The teacher started the lesson by greeting the students as usual, and after that, asked the students to open their books and look at a chapter on a certain page in the students' book. The students were asked to read the passage and answered the questions provided in the book. After all the tasks provided in the worksheet were answered by the students, the teacher checked the students' answers. These are the rituals which are usually done by most teachers. The teacher mostly used direct instruction and was the centre of attention along the process in the classroom. Even though he tried to make some variations, they were limited to asking students to do the tasks in groups. However, it was clear from the observation that the teacher did not do any significant innovation in terms of substantial elements of teaching.

Observing the situation of that class, it was clear that the classroom was passive, and after the teacher asked them to discuss and work in group, they were busy but were not given any opportunities to exchange interactions and information between or among students or between students and teacher to use the target language.

The academic and social tasks and activities planned by teachers determine the kinds of work students carry out in the classroom [8]. Based on the observation toward the classroom situation, it was clear that what is expected from students was limited to completing the tasks and not being able to communicate using the target language. The cognitive and social demands placed upon students did not significantly make them competent in using the language.

Clarity of presentation positively influences student achievement. From the observation, the teacher needs to improve his skills in explaining concepts. The concepts explained were not easily understood by students even though the teacher tried to repeat his explanation. However, he did it without trying to simplify the concept, make analogy to the things around the students, or relate the concept to things the students are familiar with. As a consequence, most students looked blank and could not catch the main idea of the explanation.

Variability is also another concern of the teachers' classroom situation. In order to positively influence student achievement, the teacher can make deliberate and effective changes when presenting a lesson, like using different questioning strategies, giving different types of reinforcement, varying student activities or using different types of instructional materials. These changes help to sustain both student attention and interest, and keep students engaged in learning.

Although task orientation by the teacher provides opportunity for students to learn, it does not guarantee that the students will be actually engaged in learning throughout the lesson. Lack of student involvement with learning or disengagement from learning during the lesson can be the result of emotional or mental detachment from the lesson, and may or may not be obvious to the teacher. Successful task orientation is primarily a matter of classroom management. From the observation, it seems that the teacher needs to improve the techniques for maximizing student engagement [9]. During a month of observation, the teacher always had the same classroom management, the teachers were always in front of the class, and students' seats were all arranged in rows facing the teacher. This reflected a concept that the teacher is the centre of information and students can only have chances to learn from their

teacher not from peers or friends. What was worse was that the teacher did not try to use many kinds of media in order to facilitate students' understanding.

The results of the interview reveal that the teachers in fact had a lot of experience to attend seminars or training organized by local governments. The training was intended to improve the teachers' competencies. However, the training was mostly theoretically oriented and lacking in practical guidance. This kind of training frequently brings about teachers' reluctance because they often find the knowledge gained from the training does not suit their needs and can not solve their problems in the field [10]. As a result, the teachers can not apply their new knowledge and prefer to come back to their conventional rituals/habits of teaching. This reality is often difficult to be officially recorded because the training provided is rarely followed by any follow-up activities or any kind of monitoring or evaluation attached to the previous training. So if the training is finished, the responsibility is considered finished too. Nobody really pays any attention to this part, so when teachers are supposed to apply the new knowledge in the classroom, nobody guarantees that they will do so and change their habits of teaching; because once they close the door, nobody will really see and care what is going on inside the classroom. This kind of phenomena will not assist teachers to improve their quality regardless of a lot of theoretical training they have attended.

#### **4. Discussion**

Assessment is the process of making judgment about the quality and value of the teaching. Assessment must be closely linked to the outcomes the teachers want to achieve. The main purpose of the assessment will be to determine what it is the students can do or understand that they could not do before the lesson.

Based on the observation toward the teaching learning process and the analysis toward the lesson plan made by the teachers, it is likely that most teachers still emphasized most on recognition tests. Their understanding is limited to the techniques of testing to measure students' understanding on recognizing correct responses, so the outcomes of learning was limited to 'knowledge' level or was only limited to the level of understanding. So it is a wide discrepancy between what is assessed by teachers and what is expected by the curriculum. This situation demonstrated the fact that the teachers' understanding and interpretation about competencies and the expectation of the curriculum about competencies is still mismatched. Competencies are what the learners can actually do, say, express with what they know and have learned - they are tangible applications of what has been learned and it is emphasized that competency

is a major step beyond just *knowing*. So in order to display their competencies, learners need to be able to demonstrate *understanding performance* that take students beyond what they know. This is the point which is hardly touched by teachers in this era of competency-based curriculum. In fact, this is the root problem which is faced by teachers nowadays.

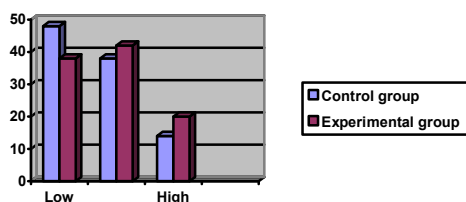
Formation of professional competence of future specialists also due to the introduction of integrated system of formation of readiness of future specialists for professional self-improvement in the educational process at the University. In each of the areas of educational work, we have identified three main blocks contributed to the professional self-improvement: theoretical training, practical training, psychological training.

Theoretical preparation unit includes the following issues: the role of self-education in the professional formation, the main directions of work of self-education teacher.

Practical preparation unit included a student's creative tasks and jobs that we have classified as methodological, theoretical, methodological and practical. The third area of training activities contributed to the development of professional identity of future professionals. Upon completion of the formative experiment for testing the effectiveness of the research program conducted checks sections that sought to determine the levels of formation of professional competence future professionals. The result of the formative experiment was certain growth level of formation of professional competence of future specialists (see Table 1).

**Table 1.** Levels of formation of professional competence of future specialists

Groups	Levels		
	Low	Medium	High
Control groups	48	38	14
Experimental groups	38	42	20



## 5. Conclusion

Summarizing from the findings above, it can be stated that competency-based curriculum is not

entirely applied by most of the teachers under observation. The 'competency' is applied in the level of lesson plans and even though it is applied in the classroom, the application only touched the 'surface' level and did not really touch the intended level expected by the curriculum, yet. Based on this reality, it can be stated the professional competencies of the teachers were not adequately performed. For that reason it is suggested that the teachers' competencies need to be continuously improved not by theoretical training only but also by providing them with concrete models and examples through workshops.

### Corresponding Author:

Dr. Nyshanova,  
H.A. Yasawi International Kazakh-Turkish  
University, B. Sattarkhanov Avenue 29, 161200  
Turkistan town, the main campus, South Kazakhstan  
region, Kazakhstan. [saltanur@inbox.ru](mailto:saltanur@inbox.ru)

### References

- Gallic, N.D., 2004. Modern methods of teaching foreign languages. Moscow, pp:258.
- Kuzmenkova, J.U., 2006. Possibilities of planning English lessons. Foreign languages at the university, 2(3):41-46
- Rodriguez, R.J. and R.N.White, 2003. From role play to the real world. Rowley, Newbury House Publishers, pp:155.
- Mishneva, E.K., 2005. About the development of university students' abilities in a course of mastering a foreign language at an average grade level. Foreign languages at university, 5(8):5-11.
- Nguyen Thi Thanh Huyen, 2003. Learning Vocabulary through games. Asian EFL Journal, 5(6):47-51.
- Nyshanova, S.T., K.M. Berkimbaev and B.T. Kerimbaeva, 2012. To the problem of training future specialists of electroengineering by using information technology in the process of teaching English. International journal of experimental education, 8(4): 9-12.
- Jonassen, D.H.,1999. Constructing learning environments on the web: Engaging students in meaningful learning. Educational technology conference, pp: 45-48.
- Berkimbaev, K.M., S.T. Nyshanova, B.T. Kerimbaeva and G.P. Meirbekova, 2012. Formation of information competence of future teachers. New Educational review, 30(4):271-278.
- Greenburg, L. J., 2005. Effective Use of the Internet Class Instruction. The Internet TESL Journal, 2(5):55-61.
- Smith, D.G., and E. Baberowsky, 2005. Teaching English with Information Technology Modern English Publishing, pp:181.

7/30/2013