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The correlation of a teacher's professional and research competence

Abstract. In the article the requirements for a teacher's competences containing in the national and international teachers' professional standards are analyzed. The features of competences in such regulatory documents as the European Qualification Framework for lifelong learning, the National Qualifications Framework of the Republic of Kazakhstan, teachers' professional standards of the Republic of Kazakhstan, the Russian Federation, Great Britain and the educational standard of higher education of the Republic of Belarus are discussed. In the article a teacher's work functions of the above-mentioned countries are distinguished. The professional competence of a teacher which is similar and different in content, professional and personal requirements for a teacher in the Republic of Kazakhstan, Great Britain, the Russian Federation and the Republic of Belarus are identified. The article reveals the main structural components of research competence in professional activities provided by Kazakhstani and foreign scientists.

Keywords: teacher's professional standard, professional competence, research competence, pedagogical activity, research activity, scientific work, higher education.

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Introduction. Modernization of the higher education system on the basis of the National Qualifications Framework is a priority for the development of education in the Republic of Kazakhstan in the global educational space. Gradually, the vocational education of the Republic of Kazakhstan accommodates to the countries of the Bologna process.

In the Lisbon Convention "On the Recognition of Qualifications Related to Higher Education in the European Region" (1997) the concept of international recognition of the results of education was formulated. After signing the Bologna Declaration (1999), criteria for the international recognition of the results of education began to be developed, the methodology of which was called as the competence approach. The Republic of Kazakhstan, becoming a member of the Bologna Process (2010), gradually began to integrate into the European system of higher education.

The aim of the article is to reveal the correlation between professional competence and research competence in modern professional standards of a teacher, developed by the countries participating in the Bologna process. Furthermore, to determine the place, scope and structure of a teacher's research competence, on the basis of which the research competence is described in the educational standard of higher education.

The National Qualifications Framework of the Republic of Kazakhstan (2016) corresponds to the European Qualifications Framework and education levels (2011). In these documents learning outcomes are specified in three categories: knowledge, skills and competence [1, 3 p.]. On the basis of the National Qualifications Framework of the Republic of Kazakhstan, a professional standard "Teacher" (2017) was developed that describes the competence of the corresponding level of education, serving as parameters for the assignment of qualifications in the field of professional educational activities.

Discussion. In the National Qualifications Framework of the Republic of Kazakhstan, professional competence is defined as "readiness and ability to act rationally in accordance with the requirements of the labor sphere, methodically organized and independently solve tasks and

problems, and self-assess the results of own activities” [2, 2 p.]. In this document, knowledge is defined as theoretical, skills as cognitive and practical, and competence as the ability to apply knowledge and skills in professional activities. The National Qualifications Framework provides a structural description of the requirements for personal and professional competence, knowledge, skills and competencies, their specification is carried out in professional standards.

In the professional standard “Teacher” of the Republic of Kazakhstan (2017) the following five labor functions are identified: training, educational, methodical, research, socio-communicative [3, 2 p.].

The first labor function involves the ability to design and conduct training sessions, to use new learning technologies, to learn to acquire knowledge independently.

The second function is educational that introduces students to the system of social values, builds the educational process taking into account national priorities, develops a favorable educational environment for the implementation of the cultural and language needs of students.

The third labor function examines the ability to provide methodological support for the educational process, to determine methods and techniques, to form general educational skills and abilities of students.

The fourth labor function is research, it is indicated that a teacher must be able to plan and conduct research of the educational environment independently, to know the research methods in pedagogy.

The fifth labor function of a teacher is a social-communicative that involves interaction with the professional community, the ability to initiate innovative ideas, and involve students in the system of additional education [3, 50 p.].

In the professional standard “Teacher” of the Republic of Kazakhstan, the following personal and professional competence are distinguished, a teacher:

1) shows the respect for the personality of the student and makes a positive contribution to the educational achievements of students;

2) understands the importance of friendly relations with colleagues during the teaching process;

3) is able work in the conditions of the pedagogical community of the school;

4) is able to reflect on his/her own practice and make changes;

5) adequately responds to constructive criticism and recommendations;

6) has an understanding of the aspects of personal professional development and constantly strives for improvement;

7) researches and evaluates innovative school practice and uses the results of research and other external evidential sources in order to improve its practice and the practice of colleagues;

8) knows the methodology of pedagogical research;

9) is able to analyze and reflect on his/her own practice;

10) takes responsibility for the planning process in order to achieve effective school practice;

11) collaborates with colleagues for professional growth;

12) is able to work in a team, tolerantly perceive social, cultural and personal differences;

13) shows the ability for successful and positive communication in the state and other languages [3, 62 p.].

The list of personal and professional requirements for a teacher includes thirteen groups of competences, five of which are personal (1, 2, 5, 6, 12), eight are professional (3, 4, 7, 8, 9, 10, 11, 13).

In the professional standard “Teacher” of the Republic of Kazakhstan, the correlation of personal and professional requirements for a teacher is 40% – 60%. Among the professional requirements, an independent unit is the research activity of a teacher, which includes six require-

ments:

- 1) the ability to use the results of the diagnosis of students' individual characteristics;
- 2) the ability to identify needs and difficulties in learning;
- 3) the ability to use the methods of joint reflection with colleagues in the context of practice study, the ability to plan and conduct studies of the educational environment;
- 4) knowledge of the principles and research methods of the educational environment, educational research;
- 5) knowledge of research methods in pedagogy;
- 6) knowledge of psychological and pedagogical monitoring methods of students' activities [3, 52 p.].

A teacher's research activities in the Republic of Kazakhstan are regulated by a separate group of requirements, which equals to 50% of professional requirements.

The modern teacher's professional standard of the Republic of Kazakhstan is written in strict accordance with the international requirements for teaching, as evidenced by **the comparative content-analysis** of teacher's professional standards of the Russian Federation, the Republic of Belarus and Great Britain.

Analysis of scientific literature shows that the professional standard of a teacher (2011) in Great Britain is a document that defines the content, structure, and values of professional activity. This document reveals the following professional and personal requirements for a teacher:

- 1) demonstrates consistently the positive attitudes, values and behavior which are expected of pupils;
- 2) knows pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- 3) encourages pupils to take a responsible and conscientious attitude to their own work and study;
- 4) has a secure knowledge of the relevant subject(s) and curriculum areas;
- 5) demonstrates an awareness of the physical, social and intellectual development of children;
- 6) has a clear understanding of the needs of all pupils, including those with special educational needs;
- 7) makes use of formative and summative assessment to secure pupils' progress;
- 8) treats pupils with dignity, building relationships rooted in mutual respect;
- 9) has regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- 10) shows tolerance and respect for the rights of others;
- 11) does not undermine the fundamental British values;
- 12) has proper regard for the ethos, the policies of the school in which he teaches;
- 13) acts within the framework of the statutory framework, which set out their professional duties and responsibilities [4, 14 p.].

The list of personal and professional requirements for a teacher includes thirteen groups of competences, seven of which are personal (1, 3, 8, 9, 10, 11, 12), six are professional (2, 4, 5, 6, 7, 13).

Consequently, in the professional standard, the correlation of personal and professional requirements for a teacher is 50% – 50%. Among professional requirements as an independent unit does not stand out a teacher's research activity, its individual elements are included in the fifth point "demonstration an awareness of the physical, social and intellectual development of children" which represents 10% of professional requirements.

As in European standards a teacher's professional activities in the standard of the Russian Federation include the training function – the demonstration of subject knowledge and curricu-

lum; educational function – the determination of clear behavior rules in the class, mastering the forms and methods of educational work; and developmental function – the ability to control the dynamics of students' development, the ability to realize and implement individual development programs taking into account the personal and age characteristics of students [5, 11 p.]. The number of requirements in the professional standard of a teacher of the Russian Federation is fifteen:

- 1) to work with gifted students;
- 2) to work in the context of inclusive education programs;
- 3) to teach Russian to students for whom it is not native;
- 4) to work with students with developmental problems;
- 5) to work with deviant, dependent, socially neglected and socially vulnerable students with serious behavioral deviations;
- 6) readiness to accept different children, regardless of their real educational opportunities, peculiarities in behavior, mental and physical health;
- 7) willingness to interact with other specialists within psychological, medical and pedagogical consultation;
- 8) to be able to protect those who are not accepted in the children's team;
- 9) to demonstrate knowledge of the subject and curriculum;
- 10) to be able to plan, conduct lessons, analyze their effectiveness (self-analysis of the lesson);
- 11) to know forms and methods of training: laboratory experiments, field practice, etc.;
- 12) to use special approaches to learning in order to include all students in the educational process;
- 13) to be able to assess objectively the knowledge of students using different forms and methods of control;
- 14) to have ICT competences;
- 15) self-study and self-development in professional activities.

The list of personal and professional requirements for a teacher includes fifteen groups of competences, eight of which are personal (1-8) [5, 5-6 p.], seven – professional (9–15) [5, 9 p.].

Thirteen competences coincide with British teacher's standard. Moreover, educational competence and information competence are distinguished separately. The appendix to the standard considers ICT competence and research competence of a teacher, that increase motivation for learning, the need to organize research, assist in preparing students for participation in competitions, research projects, conferences [5]. In addition, in the standard of the Russian Federation professional competences are considered in the amount of knowledge, skills and values. These include such professional skills as the ability to form and develop learning activities; the ability to shape patterns and values of social behavior; behavioral skills in the world of virtual reality and social networks; multicultural communication skills and tolerance, core competences according to international standards [5, 13 p.].

Thus, in the professional standard of the Russian Federation, the correlation of personal and professional requirements for a teacher is 50% – 50%. Among professional requirements, an independent unit is the research activity of a teacher, which includes thirteen requirements [5, 12-13 p.]:

- 1) the ability to identify a variety of children's problems associated with the peculiarities of their development;
- 2) the ability to provide targeted assistance to a pupil using pedagogical techniques;
- 3) the ability to read the documentation of specialists;
- 4) the ability to work out a program for the individual development of a child;
- 5) knowledge of the general patterns of personal development and personal characteristics, psychological laws of periodization and development crises, age characteristics of students;

6) the ability to use in the practice psychological approaches: cultural, historical, active and developing;

7) the ability to work out a psychologically safe and comfortable educational environment, to know and be able to carry out prevention of various forms of violence in school;

8) the ability to carry out psychological and pedagogical support of educational programs of primary and secondary general education, including additional education programs;

9) knowledge of elementary methods of psychodiagnostics of personal characteristics and age characteristics of students, together with the psychologist, monitor the child's personal characteristics;

10) the ability to compile the psychological and pedagogical characteristics (portrait) of the student's personality;

11) the ability to develop and implement individual development programs, taking into account the personal and age characteristics of students;

12) the ability to form and develop universal learning activities, patterns and values of social behavior;

13) knowledge of psychological and pedagogical technologies.

The requirements for a teacher's research activities are grouped into three subgroups: methodology of pedagogy (5, 6), pedagogical research methods (1, 2, 3, 9), methods of experimental work (4, 7, 8, 10, 11, 12, 13). In contrast to British teacher's standard, in the teacher's professional standard of the Russian Federation, research activities are regulated by a separate group of requirements, which make up 50% of professional requirements.

In the concept of the professional standard of a teacher of the Republic of Belarus (2015), there are requirements for the structure of the teacher's competences: academic, social-personal and professional. The academic competences of a specialist in the field of education include the possession of systemic and comparative analysis, the possession of research skills, the ability to work independently, the ability to generate new ideas, the ability to carry out teaching and research activities, the ability to regulate educational relations and interactions in the pedagogical process. Social and personal competences of a teacher are the possession of citizenship qualities, the ability to social interaction, the ability to interpersonal communication, the ability to implement self-education and self-improvement of professional activity, the ability to implement value-orientation activities [6].

On the basis of the standard requirements in the works of Belarusian scientists as E. A. Basharkina [7], O. L. Zhuk [8], the composition, structure and scope of competences, their classification, as well as their formation in the process of higher education are investigated. In the study of E. A. Basharkina, on the basis of the professional sphere and field of activity, five groups of competences are identified, the structure of which is described through the category of readiness for professional activity. "These include:

- social, providing value-semantic orientation of the personality, the formation of civil, valueological and psychological-pedagogical literacy and culture, the ability to social impact, as well as psycho-social adaptation;

- professional, associated with the mastery of project-reflexive skills, the ability and willingness to solve professional problems of a high degree of uncertainty, to master and develop innovations in the profession;

- communicative, including a culture of speech behavior, language literacy and the ability to productive communication and cooperation;

- informative, related to the search, storage, processing, presentation of information; computer literacy and information technology;

- educational (or academic), providing the ability and willingness to self-cognitive work, continuous self-education and self-improvement, professional growth, research activities" [7, 54

p.].

In contrast to the above classification, in the study of O. L. Zhuk, a teacher's competence classification was made on the basis of an educational program for a teacher training. The scientist identifies three types of competences that relate to the educational modules of the educational program:

- special (subject), determining the possession of own professional activities;
- general professional (general subject), associated with several subject areas or types of professional activity;
- key, contributing to the implementation of socio-professional roles and functions based on the unity of generalized knowledge and skills, universal abilities [8, 89 p.].

Thus, an analysis of modern educational standards indicates that different countries have different requirements for teacher training. It should be noted that this difference is explained by the position is taken by the developers of standards and researchers. The competences are designed from two points of view: the first is from the professional field and activity to the educational standard (the Russian Federation), the second is from educational activity (the Republic of Belarus), the third is educational activity described on the basis of Dublin descriptors (Great Britain).

Table 1 shows a comparative analysis of the professional standards of a teacher in the Republic of Kazakhstan, Great Britain, the Russian Federation and the Republic of Belarus.

Table 1
Comparative analysis of the professional standards of a teacher

Standard	Year of approval	Sphere of professional activity	Teacher Competences
Professional standard "Teacher", the Republic of Kazakhstan	2017	1) training; 2) educational; 3) methodical; 4) research; 5) social and communicative	subject; ICT competences; communicative; research; linguistic
Teacher's standard, Great Britain	2011	1) the development and planning of training activities and training programs; 2) learning / teaching; 3) evaluation and reflection; 4) development of an effective learning environment; 5) professional development in subjects / disciplines	subject; ICT competencies; communicative; research; socio-cultural
Professional standard of a teacher, Russian Federation	2013	1) training; 2) educational; 3) developing	subject; ICT competencies; communicative; research metasubject;

The concept of professional standard of a teacher, the Republic of Belarus	2015	1) training; 2) educational; 3) developing; 4) value-orientation	subject; ICT competencies; communicative; re- search
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An analysis of a teacher's professional standards in the Republic of Kazakhstan, Great Britain, the Russian Federation and the Republic of Belarus shows that they have five competences that are similar in content. These include:

1) the main competences that the teacher should have are subject competences. These are knowledge, abilities, skills of a teacher in the field of the subject, the ability to use in practice modern pedagogical technologies;

2) having ICT competences is considered in all the listed standards. This is the knowledge of information technology and didactic teaching aids, the use of ICT to achieve educational results;

3) communicative competences mean the ability of a teacher to communicate with students and the teaching community effectively;

4) research competences mean knowledge of methodology, the ability to formulate a problem, the ability to project, the usage of research methods in teaching, the ability to do research;

5) socio-cultural shows the ability to work effectively with the adolescent community on the basis of taking into account their socio-cultural characteristics.

In addition, we revealed differences in these standards of a teacher. So, meta-subject competences in the professional standard of a teacher of the Russian Federation are included. In the professional standard "Teacher" of the Republic of Kazakhstan language competences are distinguished. The teacher is required to know the languages functioning in the educational environment for academic and professional purposes, to know the paradigm of learning languages and the ability to form language learning motivation in students, to use the technology of subject-language learning [3, 51 p.].

The study of the proposed competences leads to the conclusion that the knowledge, skills and abilities can be used by a specialist both in educational and professional activities of a teacher. Table 2 presents the professional and personal requirements for a teacher.

Table 2

Professional and personal requirements for a teacher

	Great Britain [9, 3 p.]	the Republic of Kazakhstan [3, 50-62 p.].	the Russian Federation [5, 9-13 p.].	the Republic of Belarus [6, 7-9 p.].
Areas of Activity	A1 – design and plan learning activities and/or programs of study;	- planning learning activities taking into account the linguistic needs of students; - planning learning sessions with the principles of integration and continuity of study	- ability to plan lessons	- organization of learning activities of various types
	A2 – teach and/or support learning	- conducting standard learning sessions, using didactic knowledge in integration with knowledge in a special area	- ability to conduct lessons	- conducting learning sessions of various types; - effective implementation of learning activities
	A3 – assess and give feedback to learners	- research and evaluation of innovative educational practices	- ability to objectively assess the knowledge of students using different forms and methods of control	- ability to assess and criticize
	A4 – develop effective learning environments and approaches to student support and guidance	- ability to work in a team, tolerantly perceive social, cultural and personal differences; - ability for successful and positive communication	- use of special approaches to learning: the inclusion in the educational process of students with special educational needs	- teamwork skills; - ability to social interaction
	A5 – engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	- knowledge of the classical school didactics in integration with the theoretical concepts of the special field (academic subjects, educational areas); - knowledge of new achievements in the field of psychological and pedagogical sciences	- having ICT competences	- doing research activities

Core Knowledge	K1 – subject material;	- knowledge of the potential of academic subjects (learning areas)	- knowledge of the subject and curriculum	- knowledge of academic discipline
	K2 – appropriate methods of teaching, learning, assessing in the subject area and at the level of the academic program	- knowledge of the development of students' research skills; - knowledge of the principles and methods of students' professional competencies formation	- knowledge methods and forms of education	- use of optimal methods, forms, means of teaching
	K3 – how students learn, both generally and within subject/disciplinary area(s)	- psychological and pedagogical monitoring of students' activities	- monitoring students' development dynamics	- ability to assess the level of students' development
	K4 – the use and value of appropriate learning technologies	- use of subject-language learning technology; - the use of new learning technologies (ICT)	- knowledge of psychological and pedagogical technologies	- effective usage of teaching technologies;
	K5 – methods for evaluating the effectiveness of teaching	- research the educational environment	- designing a comfortable educational environment	- evaluation of students' educational achievements
	K6 – the implications of quality assurance and the quality enhancement for academic and professional practice with a particular focus on teaching	- planning and carrying out monitoring studies, - knowledge of methods for the development of pedagogical monitoring programs; - planning to improve the skills	- ability to make a program of individual development of the child; - ability to carry out psychological and pedagogical support of educational programs	- ability to regulate educational relations and interactions in the pedagogical process - increase the skills throughout life
Professional values	V1 – respect individual learners and diverse learning communities	- ability to work in the conditions of pedagogical school community; - interact with students and other subjects of the educational process	- ability to communicate with children, recognizing their dignity, understanding and accepting them; - comprehensive assistance and support the organization of student self-government bodies	- ability to interpersonal communications; - formation of the basic components of the students' personal culture; - implementation of professional activities in accordance with ethical standards
	V2 – promote equality of opportunity for learners;	- ability to withstand any type of discrimination; - tolerant attitude to another culture	- promote the development of students, regardless of their origin, abilities, character	
	V3 – use evidence-informed approaches and the outcomes from research	-----	-----	-----
	V4 – recognizing the implications for professional practice	- ability to analyze and reflect on practice	- to value academic knowledge	- value-orientation activities

Having analyzed the professional and personal requirements for a teacher, presented in the professional standards of a teacher in the Republic of Kazakhstan, Great Britain, the Russian Federation and the Republic of Belarus, we found out that the main competences to carry out professional activities of a teacher are subject, ICT competence, communicative, research and socio-cultural.

In the professional standards of a teacher of the Republic of Kazakhstan, the Russian Federation, research competence is part of the professional competence of a teacher, in the standard of the Republic of Belarus research competence refers to academic competences, and in British standard refers to the core competences of a teacher.

The content, the structure of competences, its classification shows that the professional activity of a teacher is connected with creativity and research. Therefore, research competence is either an independent structure, or is included in other groups of competences. In the study of the Turkish scientist K. Selvi, who systematized the competences for the professional standard of a teacher of the Republic of Turkey, proves the expediency of separating the research competence into a separate group. The following competences in a teacher's professional standard of the Republic of Turkey are defined: field competences; research competences; curriculum competences; lifelong learning competences; socio-cultural competences; emotional competences; communication competences; ICT competences; environmental competence. According to K. Selvi, "research competences include the competences of research methods and techniques, designing and carrying out research in teachers' fields. The research competences of teachers are of great importance for students in gaining the scientific thinking and scientific process skills. The research competences help to improve all the teachers' competences" [10, 169 p.].

A. D. Syzdykbaeva [11], I. V. Bogovskaya [12], O. L. Zhuk [8], Y. V. Ryndina [13], A. M. Kamensky [14] suppose that research competence consists of several components. It includes value-semantic and motivational component as a positive attitude and interest in professional activities, recognition of the value and meaning of the study.

The cognitive or theoretical-methodological component, according to scientists, includes a system of methodological knowledge, general scientific methods of cognition, a synthesis of the results of creative experience.

The activity-based or operational activity or technological component consists of creative and research skills, the use of knowledge gained for the design and organization of research activities.

Researchers distinguish the reflexive or reflexive-evaluative component as an obligatory component, aimed at a teacher's understanding of his/her own actions.

The data obtained allow us to formulate the definition of "research competence" as an integral quality of an individual in professional activities, and in our study we consider research competence as a teacher's readiness to carry out research activities in a particular field of activity.

Conclusion. Thus, the competence model is understood as a model of professional activity in the practice of learning. On the basis of this model mentioned in the professional standard, the state educational standard of teacher preparation by levels is developed: bachelor, master, doctoral.

Professional and personal requirements for the teacher allows to determine the composition, volume and structure of competences necessary for the professional activity. In accordance with the professional standards of a teacher of the Republic of Kazakhstan, Great Britain, the Russian Federation and the Republic of Belarus, a teacher should have such competences as subject, ICT competences, communicative, research and socio-cultural competences.

A research competence of a teacher is a complex object consisting of several interrelated components: value-semantic, motivational, cognitive, activity-based and reflexive.

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Мұғалімнің кәсіби және зерттеу құзыреттіліктерінің арақатынасы

Аннотация. Мақалада мұғалімнің отандық және халықаралық кәсіби стандарттарында қамтылған, мұғалімнің құзыретіне қойылатын талаптарының талдауы өткізілген. Өмір бойы оқытудың Еуропалық біліктілік шеңбері, Қазақстан Республикасының Ұлттық біліктілік шеңбері, Қазақстан Республикасының, Ресей Федерациясының және Ұлыбритания мұғалімнің кәсіби стандарттары, Республика Беларусьтің жоғары білімнің жалпы білім беру стандарты осындай нормативтік құжаттарында құзыреттің ерекшеліктері қарастырылады. Осы жұмыста жоғарыда аталған елдердің мұғалімнің еңбек функциялары анықталған. мазмұны бойынша ұқсас және әртүрлі мұғалімнің кәсіби құзыреттіліктері, Қазақстан Республикасы, Ұлыбритания, Ресей Федерациясы және Беларусь Республикасы мұғалімге қойылатын кәсіби және жеке тұлғалық талаптары анықталды. Мақалада қазақстандық және шетелдік ғалымдарымен ұсынылған кәсіби қызметінде зерттеу құзыреттілігінің негізгі құрылымдық компоненттері анықталды.

Түйін сөздер: мұғалімнің кәсіби стандарты, кәсіби құзыреті, зерттеу құзыреті, педагогикалық қызметі, зерттеу қызметі, ғылыми жұмысы, жоғары білім.

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Соотношение профессиональной и исследовательской компетенций педагога

Аннотация. В статье проведён анализ требований к компетенциям педагога, содержащихся в отечественном и международных профессиональных стандартах педагога, рассматриваются особенности компетенций в таких нормативных документах, как Европейская квалификационная рамка для обучения в течение всей жизни, Национальная рамка квалификаций Республики Казахстан, профессиональные стандарты педагога Республики Казахстан, Российской Федерации и Великобритании, общеобразовательный стандарт высшего образования Республики Беларусь. В данной работе выявлены трудовые функции педагога вышеупомянутых стран. Установлены схожие и различные по содержанию профессиональные компетенции педагога, профессиональные и личностные требования к педагогу Республики Казахстан, Великобритании, Российской Федерации и Республики Беларусь. Определены основные структурные компоненты исследовательской компетенции в профессиональной деятельности, предложенные казахстанскими и зарубежными учёными.

Ключевые слова: профессиональный стандарт педагога, профессиональная компетенция, исследовательская компетенция, педагогическая деятельность, исследовательская деятельность, научная работа, высшее образование.

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