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## **DETERMINATION OF THE LEVEL OF THE PROFESSIONAL COMPETENCE FORMATION OF A MODERN TEACHER: APPROACHES, METHODS, DISCUSSION**

**Annotation.** The formation of teachers' competencies within the framework of modern educational modernization, along with assessing their level of development and addressing existing shortcomings, is considered one of the key requirements of today. This article examines the issues of developing professional teacher competency and proposes methods for determining its level of formation. The relevance of methods for assessing the level of professional competency development and their evolution in modern times is discussed. Since the use of these methods can yield significant results, they provide a foundation for further development of such work, accelerating and sustaining the process, which is both a demand and necessity of the times. Based on studies by educational researchers, the authors propose evaluating the level of formation of teachers' basic competencies, which enable effective implementation of educational activities, in the following areas: personal qualities of the teacher; the ability to set tasks and goals for educational activities; motivation for learning activities; information competency; development of educational activity programs and decision-making in pedagogy; and competencies in organizing learning activities. Each area is briefly characterized. This approach will help identify problematic aspects of the teaching staff's activities, creating prerequisites for the development of new methods, programs, and their applications.

**Keywords:** professional teacher competency; education system; competency development level; teacher; competency areas; personal qualities of the teacher.

### *Introduction*

The politico-economical development in Kyrgyzstan sets tasks for revising the goals and responsibilities of education. As noted in the Education Development Program of the Kyrgyz Republic for 2021–2040 [1], the direction of education system development aims for accelerated progress in education compared to other societal sectors. This is because education is linked to the development of human potential while also preparing leaders and specialists to implement reforms in other areas of society. The need for the accelerated development of the education system, as is customary in developed countries, forms the foundation of the concept of a learning society and enables maintaining the highest level of development.



A clear indicator of the shift to a modernized educational framework is the departure from the passive participation of learners and the recognition of the proactive role of education. This paradigm shift facilitates the development of “students’ capacity to thrive and operate within an information-driven society” [2] and supports the establishment of personalized educational pathways.

As a result, the increasing demands for educational quality, its structural integration into the global academic landscape, and changing societal expectations about pedagogical efficiency are leading to transformative changes in the field of education.

It is widely recognized that the development of professional competencies in teachers, as well as the creation of tools to measure these competencies and their application in practical contexts with measurable outcomes, is a critical need of contemporary society.

A teacher’s role holds significant importance for societal progress, and society, in turn, imposes specific expectations on educators. A modern educator must understand that their personal attributes, combined with the depth of their professional expertise, are their most valuable resources. Teachers can only impart to their students the values, knowledge, and skills that they themselves possess. Consequently, teachers are not only central figures in the regulatory and legal frameworks of society but also active contributors to societal well-being through their daily responsibilities. The process of developing a teacher’s professional competence, from the beginning of their career to attaining a high level of expertise, spans a considerable period of their life [3].

#### *Materials and Research Methods*

The concept of “competence” and its development in teachers’ professional activities has been defined through various approaches. For instance, V.A. Adolf describes competence as a multifaceted construct encompassing a blend of knowledge, skills, personal attributes, and qualities that ensure flexibility, optimization, and efficiency in organizing the educational process. In his work [4], he states:

“The essence of developing professional competence in educators lies in addressing individual educational and professional gaps that emerge during their practice. This process not only enhances a teacher’s knowledge and skills but also prepares them for a new level of professional readiness, shaping an ideal image and identifying untapped potential as a foundation for further professional exploration and growth. Recognizing and assessing one’s professional competence helps an educator find their place within the professional community.”

Research has established effective foundations for fostering professional competence in aspiring teachers within the context of educational informatization, as well as pedagogical conditions for its advancement.

The Kyrgyz educator E. Mambetakunov emphasizes:

“The professional competence of a teacher, as an integration of experience rooted in knowledge across various domains and essential professional qualities, constitutes the potential of a creative educator. It demonstrates the interconnection between the categories of professional competence and pedagogical expertise” [5].

A teacher’s professional competence is determined by their actual performance, mastery of professional knowledge, and aptitude level. In essence, professional



competencies embody not only the teacher's professional stance and personal characteristics but also their ability to independently execute pedagogical activities [6]. More precisely, professional competence refers to a teacher's mastery of competencies, knowledge, skills, and work methods unique to them, along with their personal approach, enabling them to demonstrate proficiency in both subject matter and pedagogy [7].

Local scholars T.A. Abdyrahmanov and M.A. Nogayev define competence as an individual's mastery of relevant competencies, including their personal perspective on and approach to their field of activity. Competency, by contrast, represents a set of interrelated approaches to specific subjects and processes, along with the personal attributes (knowledge, skills, abilities, and methods of activity) essential for producing high-quality and efficient work [8].

Educators derive competencies from their teaching practice, life experience, and professional activities, ultimately achieving competence through self-development. Thus, teachers must engage in continuous self-improvement.

In conclusion, professional competence is a high level of pedagogical effectiveness, characterized by the independent execution of activities and the achievement of meaningful results in educating and developing students.

Russian scholar N.V. Kuzmina [9] identifies the following essential areas of professional-pedagogical competence:

- Subject and professional competence related to the discipline being studied;
- Methodological competence in the skills of forming students' knowledge and abilities;
- Socio-psychological competence in communication and relationships;
- Differentiated psychological competence in students' abilities, orientation, and motivation;
- Autopsychological competence in assessing the strengths and weaknesses of one's personality in professional activities.

D.B. Babaev [10] notes:

"The professional competence of a teacher is the combination of abilities, systematized scientific and practical knowledge necessary to solve educational and pedagogical tasks." He suggests assessing a teacher's professional competence through three main areas:

1. The teacher's knowledge of their specialty disciplines;
2. The ability to manage the learning process;
3. Competence in the education system and its sectors.

Thus, professional competence is a generalized professional-personal characteristic of a teacher that determines the quality of their work. The teacher's ability to act appropriately, independently, and responsibly in a constantly changing professional environment reflects their readiness for self-assessment and self-development, allowing the evaluation of the level of their professional competence.

#### *Discussion of Results*

Based on the works of the aforementioned researchers and educators, we consider it appropriate to define the level of formation of teachers' basic competencies



that enable them to effectively perform pedagogical activities across the following six areas, with brief descriptions:

1. Personal qualities of the teacher

This competence highlights the humane nature of the teacher. It reveals students' potential and outlines the teacher's primary tasks. This competence reflects the teacher's attitude toward students' achievements. Belief in students' abilities excludes blame and instead demonstrates the teacher's willingness to find methods and ways to encourage them, monitor their progress, and show love for them. Knowledge of students' personal and age-specific characteristics informs all aspects of the teacher's work, enabling the creation of a concept for effective and fruitful pedagogical activity based on confidence in their abilities and knowledge. This competence fosters positive relationships with colleagues and students.

2. Ability to set goals and objectives in pedagogical activities

This is the teacher's ability to turn a lesson topic into a pedagogical task. The primary competence ensures effectively set goals in the learning process, aiming to guide students toward subjective activity and ensure the realization of subject-to-subject relations. This involves setting educational goals and objectives that align with students' age and individual characteristics.

3. Motivating educational activities

This competence enables students to believe in their abilities and gain confidence in the eyes of others. It acts as a catalyst for positive change, one of the primary drivers in the educational process. It contributes to the humanization of education and fosters high academic activity. Evaluation in education serves as a key tool for identifying students' successes or gaps, shaping their educational trajectory and personal significance of learning goals.

4. Information competence

Along with the teacher's general culture, this competence includes profound knowledge of the subject taught and methodological literacy in presenting material. Methodological literacy allows for effective learning of program content, skill formation, and fostering creativity through an individual approach. It ensures creativity in pedagogical activities and the teacher's professional growth. The rapid expansion of subject fields and the emergence of innovative teaching technologies necessitate continuous knowledge and skill updates, emphasizing independent learning and information seeking.

This structure not only provides a clearer understanding but also aligns with international research standards.

Materials and Methods of the Study

5. Development of a Pedagogical Activity Program and Making Pedagogical Decisions

The ability to design educational programs, select teaching aids, and develop educational complexes is fundamental within the system of professional competencies. This involves implementing the principles of academic freedom through individualized educational programs. A teacher must continuously make decisions, which form the foundation of pedagogical activity. Problem-solving may involve standard or creative



solutions, as well as intuitive decision-making. This reflects the teacher's ability to make informed decisions in various educational situations.

#### 6. Competencies in Organizing Learning Activities

This competency establishes “subject-subject” relationships. In modern education, it is impossible to creatively organize the learning process without skills in designing educational programs. Educational programs serve as a targeted means of influencing student development. Competence in creating such programs allows teaching students with varying levels of readiness and fostering their progress. Achieving an understanding of educational material is the teacher's primary goal. This task can be addressed by introducing new material based on previously acquired knowledge or skills and demonstrating its practical applications.

Teachers should encourage active engagement during lessons, create conditions for self-assessment, help students develop their personal “self,” and inspire creativity. Constructive evaluation by the teacher can guide students towards self-assessment in their educational journey. The teacher's ability to evaluate others should align with their self-assessment.

#### *Conclusion*

Based on the results derived from analyzing answers to survey questions (tests, questionnaires, interviews) addressing the six competencies and their components, it is possible to categorize the formation levels of basic pedagogical competencies as follows: high (yes), critical (partially), and low (no). We believe that identifying problematic areas within a teaching team's activities can create opportunities for developing new methods, programs, and their applications.

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### **ҚАЗІРГІ МҰҒАЛІМНІҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ ДЕҢГЕЙІН АНЫҚТАУ: ТӘСІЛДЕР, ӘДІСТЕР, ТАЛҚЫЛАУ**

**Аңдатпа.** Заманауи білім беруді модернизациялау аясында мұғалімдердің құзыреттілігін қалыптастыру, олардың даму деңгейін бағалаумен және бар кемшіліктерді жоюмен қатар, бүгінгі күннің басты талаптарының бірі болып саналады. Бұл мақалада мұғалімнің кәсіби құзыреттілігін дамыту мәселелері қарастырылып, оның қалыптасу деңгейін анықтау әдістері ұсынылған. Қазіргі уақытта кәсіби құзыреттіліктің даму деңгейін және олардың эволюциясын бағалау әдістерінің өзектілігі талқыланады. Бұл әдістерді қолдану айтарлықтай нәтиже бере алатындықтан, олар мұндай жұмысты одан әрі дамытуға, процесті жеделдетуге және қолдауға негіз болады, бұл уақыттың талабы да, қажеттілігі де болып табылады. Білім беру саласындағы зерттеушілердің зерттеулеріне сүйене отырып, авторлар келесі бағыттар бойынша білім беру қызметін тиімді жүзеге асыруға мүмкіндік беретін мұғалімдердің негізгі құзыреттіліктерінің қалыптасу деңгейін бағалауды ұсынады: мұғалімнің жеке қасиеттері; оқу іс-әрекетінің міндеттері мен мақсаттарын қоя білу; оқу іс-әрекетін ынталандыру; ақпараттық құзыреттілік; педагогикада білім беру іс-әрекетінің бағдарламаларын әзірлеу және шешім қабылдау; және оқу іс-әрекетін ұйымдастырудағы құзыреттілік. Әрбір аймақ қысқаша сипатталады. Бұл тәсіл профессорлық-оқытушылық құрам қызметінің проблемалық аспектілерін анықтауға, жаңа әдістерді, бағдарламаларды, оларды қолдануды әзірлеуге алғышарттар жасауға көмектеседі.

**Кілт сөздер:** кәсіби мұғалімнің құзыреттілігі; білім беру жүйесі; құзыреттіліктің даму деңгейі; мұғалім; құзыреттілік салалары; мұғалімнің жеке қасиеттері.

**Токтокан Курамаева**

### **ОПРЕДЕЛЕНИЕ УРОВНЯ СФОРМИРОВАННОСТИ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ СОВРЕМЕННОГО ПЕДАГОГА: ПОДХОДЫ, МЕТОДЫ, ОБСУЖДЕНИЕ**

**Аннотация.** Формирование компетенций учителей в рамках современной модернизации образования, наряду с оценкой уровня их развития и устранением существующих недостатков, считается одним из ключевых требований сегодняшнего дня. В данной статье рассматриваются вопросы развития профессиональной компетентности учителя и предлагаются методы определения уровня ее сформированности. Обсуждается актуальность методов оценки уровня развития профессиональных компетенций и их эволюция в наше время. Поскольку использование этих методов может дать значительные результаты, они



закладывают основу для дальнейшего развития такой работы, ускоряя и поддерживая процесс, что является требованием времени. Основываясь на исследованиях исследователей в области образования, авторы предлагают оценивать уровень сформированности базовых компетенций учителей, позволяющих эффективно осуществлять образовательную деятельность, в следующих областях: личностные качества учителя; умение ставить задачи и цели образовательной деятельности; мотивация к учебной деятельности; информационная компетентность; разработка программ образовательной деятельности и принятие педагогических решений; а также компетенции в организации учебной деятельности. Кратко охарактеризована каждая область. Такой подход поможет выявить проблемные аспекты деятельности преподавательского состава, создав предпосылки для разработки новых методов, программ и их применения.

**Ключевые слова:** профессиональная компетентность педагога; система образования; уровень развития компетенций; преподаватель; области компетенций; личностные качества преподавателя.