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## COMPETENCY-BASED APPROACH TO LEARNING IS A NEW TREND IN EDUCATION

Training of competitive specialists who meet the requirements of the society is a requirement of the time. One of the components of the professional success of a modern teacher is continuous education and development of professional competence within the framework of mastering new means of ensuring professional excellence. Every teacher should strive to achieve success in addition to imparting the required level of knowledge to the student. The article reveals the competency-based approach to teaching and its role in teaching language disciplines. The issues of creating social conditions for the formation of professional competencies of the personality of a future specialist are raised. The concepts of “competence” and “competency” are analyzed and the system of competencies and competencies operating in modern education is determined. The differences in the meaning of the concepts “competence” and “competency” are shown. Characteristics of the content and types of competencies in practice in different countries of the world are given, and the experience of Kazakhstan is analyzed. The importance of teaching the native language in the context of intercultural communication and multiculturalism is confirmed. The content of key competencies required in a modern knowledge society has been clarified. The importance of language disciplines in the formation of these competencies is emphasized. 75 students of Faculty of Philosophy and Political Science of Al-Farabi Kazakh National University took part in the practical part of the study.

**Keywords:** competency, competence, language subjects, social and ethical competence, linguistic competence, intercultural communication.

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### Құзыреттілік тұрғысынан оқыту – білім берудегі жаңа үрдіс

Қоғам талаптарына сай келетін бәсекеге қабілетті мамандарды даярлау - заман талабы. Заманауи педагогтың кәсіби жетістігінің құрамдас бөліктерінің бірі кәсіби шеберлікті қамтамасыз етудің жаңа құралдарын меңгеру аясында үздіксіз білім алу және кәсіби құзыреттілікті дамыту болып табылады. Әрбір мұғалім білім алушыға қажетті білім деңгейін берумен қатар, жеістікке жетуге де ұмтылуы керек. Осы орайда, мақалада болашақ маманның кәсіби құзыреттілігін қалыптастыру мәселесі талданады. Ғылыми талдау барысында оқытудың құзыреттілік тәсілі және оның тілдік пәндерді оқытудағы рөлі ашылады.

Болашақ маман тұлғасының кәсіби құзыреттілігін қалыптастыру үшін әлеуметтік жағдай жасау мәселелері көтеріледі. «Құзырет» және «құзыреттілік» ұғымдары талданып, қазіргі білім беруде әрекет ететін құзыреттер мен құзыреттер жүйесі анықталды. «Құзырет» және «құзыреттілік» ұғымдарының мағынасындағы айырмашылықтар көрсетілген. Әлемнің әртүрлі елдеріндегі тәжірибедегі құзыреттілік түрлері мен мазмұнының сипаттамасы беріліп, Қазақстанның тәжірибесіне талдау жасалды. Мәдениетаралық қарым-қатынас пен көпмәдениеттік жағдайында ана тілін оқытудың маңыздылығы дәлелденді. Қазіргі білім қоғамында талап етілетін негізгі құзыреттердің мазмұны нақтыланды. Бұл құзыреттіліктерді қалыптастыруда тіл пәндерінің маңызы ерекше атап өтіледі. Зерттеудің практикалық бөліміне әл-Фараби атындағы ҚазҰУ-дың философия және саясаттану факультетінің 75 студенті қатысты.

**Түйін сөздер:** құзырет, құзыреттілік, тілдік пәндер, әлеуметтік-этикалық құзырет, лингвориторикалық құзыреттілік, мәдениетаралық коммуникация.

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### Компетентный подход в обучении - новая тенденция в образовании

Подготовка конкурентоспособных специалистов, отвечающих требованиям общества-требование времени. Одной из составляющих профессионального успеха современного педагога является непрерывное образование и развитие профессиональных компетенций в рамках освоения новых средств обеспечения профессионального мастерства. Каждый учитель должен стремиться не только дать обучающемуся необходимый уровень знаний, но и достичь совершенства. В статье раскрывается компетентный подход обучения, его роль в преподавании языковых дисциплин. Поднимаются вопросы создания социальных условий для формирования профессиональных компетенций личности будущего специалиста. В статье проводится анализ понятий «компетенция», «компетентность» и определяется система компетенций и компетентностей, действующих в современном образовании. Показаны различия значения понятий «компетенция» и «компетентность».

Дается характеристика содержания и видов компетенций в практике разных стран мира, анализируется опыт Казахстана. Подтверждается значимость преподавания родного языка в условиях межкультурной коммуникации и мультикультуры. Уточнено содержание ключевых компетенций, необходимых в современном обществе знаний. Подчеркивается значение языковых дисциплин в формировании этих компетенций. В практической части исследования приняли участие 75 студентов факультета философии и политологии Казахского национального университета имени Аль-Фараби.

Ключевые слова: компетенция, компетентность, языковые предметы, социально-этическая компетентность, языковая компетентность, межкультурная коммуникация.

## Introduction

Education is an intensive means of creating a civilized, developed society. The terms “competence” and “competency”, which are widely used in the educational system of developed countries, entered the educational system of our country as the main direction followed by the new educational standard. Today there are many reforms in this direction in the educational system are represented. Its purpose is to adapt the education system to the new socio-economic environment. In accordance with this, the normative base of management, organization and improvement of education and science of Kazakhstan has been updated. The state program for the development of education for 2020-2025 was adopted in order to develop human capital and increase the competitiveness of education by ensuring the availability of quality education for the sustainable development of the economy. In the section “Increasing the international attractiveness of Kazakhstan’s higher education”, it’s stated that «In order to strengthen the competitiveness of higher educational institutions and their positions at the global level, as well as at the regional level, the criteria will be worked out so as to form the “Internationally competitive”, “Nationally competitive” and “Regionally competitive” groups of higher educational institutions» (State program, 2020)[1]. The task of ensuring access to the European area of higher education in order to achieve a high level of quality of higher education that meets the needs of the labor market, industrial and innovative development of the country, and meets the best world practices in the field of education is also defined.

In order to achieve the goals, set in higher education, effective implementation of internal and external resources, preparation for successful actions to satisfy personal and public needs, that is, in our opinion, the formation of social order in the education system is competency.

Competence is the result of education, which is reflected in the mastery of universal methods of learners’ action. Ways to develop a complex of their personality qualities are expected results from education.

The term “competence” is usually used in connection with the holder of a certain socio-professional status and is characterized by the compatibility of their understanding, knowledge, skills in performing the work with the solution of the problem to be performed at its own level.

According to Webster’s dictionary, this concept first appeared in 1596. But it did not immediately enter the scientific circulation in the field of education. Issues within the concept of competence have long been considered in connection with the concept of “literacy”. However, it was recognized as a concept limited only to reading and writing skills, and later it was defined as a concept representing a set of “basic knowledge” consisting of skills, which are necessary for everyday life such as listening, speaking, reading, writing, mathematical skills and skills related to working with information. In this regard, the concept of “functional literacy” began to be widely used in the 70s of the 20<sup>th</sup> century. This concept showed that literacy is interconnected with labor productivity, socio-economic development, and that literacy is used in different social and cultural contexts. Also, the concept of “functional literacy” was used in connection with the skills necessary to keep up with the rapidly changing course of social life, and in the 1980s and 1990s, its scope expanded. In these years, literacy began to be considered in the context of globalization, the influence of new technologies and media, and the concepts of the knowledge industry. During these years, concepts such as “information literacy” and “computer literacy” were formed.

In 1990, in the “World Declaration on Education for All”, which was adopted in connection with the formation of literacy with the participation of UNESCO, UNICEF and other organizations, literacy is considered in a broad sense as meeting the basic needs in education of every child, youth and adult (Berkaliyev, 2007) [2]. In subsequent discussions of international organizations, literacy is the meaning of a person’s whole life (not for a certain amount of time), and therefore it is necessary for every child, youth, and adult to acquire vital skills. It is said that these skills will enable each person

to cope with any challenges that may arise in the 21<sup>st</sup> century.

### **The purpose and materials and methods of the research**

The research was aimed to determine the system of competencies and competences used in modern education by analyzing the concepts of “competency” and “competence”, which have recently entered into the scientific circulation and are widely used.

Analyzing, comparing, systematizing, and drawing conclusions on pedagogical scientific literature, research, and related documents.

### **Literature Review**

The introduction of the concept of “competence” into scientific circulation is associated with the name of the American scientist N. Chomsky. According to N. Chomsky’s theory, competence is recognized as a cognitive system of rules that is the basis for speaking. Linguistic competence refers to the knowledge of a set of rules about language and its use. In the course of speech, a person makes some mistakes, allows incorrect usages, deviations, and shows that there is a problem in his language competence. This theory attracted the attention of the general public, as a result of which it went beyond the scope of linguistics and began to be used scientifically in educational issues (Chomsky, 2002) [3].

If the scope of the concept of competence did not expand after that, it did not become central. Its types have also increased dramatically. It can be said that since the 70s of the 20<sup>th</sup> century, the theory of competency-based education has gradually begun to form.

In the state standard of general education of the Republic of Kazakhstan on higher education, competence is recognized as “the ability of students to use the knowledge, skills and abilities acquired during the training process in professional activities” (State program, 2020) [1]. Competence is also defined in international documents as a synthetic concept that defines the ability to solve problems in real life situations.

According to T.M. Koraleva, general competence is the result of a mature need in the social environment in order to satisfy the demand of the professional sphere.

From the thoughts of J. Raven, it is possible to understand that competence is the way to achieve success in a socially significant field. At the same time, the scientist says that competence is di-

verse and shows that it consists of 37 components (Raven, 1984) [4].

According to S. Shishov and V. Calney, competence is a general ability based on knowledge, experience, values, inclinations that are acquired through training” (Shishov) [5, P.254]. According to I. A. Zimnyaya, competences are some internal, potential, hidden psychological new formations: knowledge, ideas, programs (algorithms) of actions, value systems and relationships, which are then revealed in a person’s competencies (Zimnyaya, 2009) [6].

The concepts of competence and competency are not the same. “Competence” translated from the Latin “competentia” means a set of knowledge and experience of a person in the field of his knowledge. A. Khutorsky bases this concept on this initial meaning and explains it as a student’s aptitude, flexibility and skill: “competence is the ability to carry out practical activities” (Khutorsky, 2003) [7]. And in order to perform a practical action, he must have an understanding of it, he must have the ability to think in accordance with it, which is necessary to quickly solve the problems and tasks in front of him.” “Competency” differs from “competence” in this: “competency is the readiness of the learner to use the acquired knowledge and skills, methods of action in solving practical and theoretical problems.” The scientist’s opinion is that the main condition of competence is the presence of some competencies, in other words, preparation: “competence ... is an already established personal quality (a set of qualities) and minimal experience in relation to activities in a given field”. Therefore, it can be said that competence is a set of qualifications that society demands from an individual. While the competency is a set of knowledge that can ensure the most efficient and high-quality independent development of an individual.

Competency-based education should teach a person how to solve new problems in an unfamiliar situation, and thus should be able to ensure that he is able to function in a complex dynamic environment. That is why it is very important to teach skills that will be needed in the future and can be used in any situation. In this regard, it is particularly important to identify key competencies that allow for the continuous development of various skills in education. Basic competences are a multifunctional package or set of knowledge, abilities and relationships necessary for every person to fully realize themselves in personal life and work, to show civic activity and to participate in public life.

A. Khutorskiy in the article “Key competencies” distinguishes four stages.

1. Search for manifestations of key competencies in each academic subject;
2. Construction of hierarchical supra-subject systematics
3. Design of general subject educational competencies vertically for all three stages of training
4. Projection of competencies formed at the level of educational subjects and their reflection in educational standards, curricula, textbooks and teaching methods

At the symposium of the Council of Europe, which was held in Bern in 1996, the main competencies were named: social, intercultural, communicative, information technology, educational and professional.

Among them, it was said that there is a risk of social isolation for people who have not mastered oral and written speech.

In 2006, the symposium of the Council of Europe held in Brussels, 8 core competencies were considered: social, intercultural, communicative, information technology, educational and professional necessary for society and citizens on the basis of science and knowledge:

- communication in a foreign language;
- mathematical competence and basic competencies, related to science and technology;
- competencies related to digital technologies;
- ability to learn;
- social and civic competencies;
- capacity for initiative and entrepreneurship;
- Cultural competence.

Among these competencies it is known that the problem of communication in a foreign language raised internationally. Creation of a language portfolio of foreign languages, the emergence of various types of tests related to the determination of the language level, are great achievements in this direction. And the ability to communicate in their native language remains an internal problem of each country.

In the project of the national model of education of the Republic of Kazakhstan among mathematical, scientific- technical, personal-cultural, civil-labor and entrepreneurial competencies, the competence of participation is in the first place. Here the concept of participatory competence has the following content:

- ability to use different means of communication;
- mastery of arts and crafts;
- learn to write, read, listen and speak;

- search, selection, evaluation and interpretation of information;
- practical problems and tasks related to communication.

M.D. Zhadrina also points out the need to identify important competencies that support the content of education (Zhadrina, 2003) [8].

Competencies are not given the same attention in middle and higher school. A. Khutorsky says that the competencies formed in the general education school should be the basis for the development of the student's cognitive, creative, activity-methodical, worldview qualities of the individual. In addition to them, social, political, intercultural information competences belonging to the general education school are mentioned. A. Khutorsky considers intellectual competence to be one of the most basic competencies that should be formed in higher educational institutions. In his opinion, intellectual competence is the ability to group, collect, highlight important features of the phenomenon under study, flexibility of thinking, creativity, speed, etc. Flexibility of thinking helps a person to act quickly, quickly get out of situations, make responsible and rational decisions (Khutorsky, 2003) [9].

Personal competence is not only an indicator of learning activity, it is axiological, reflective, motivational, cognitive, ethical, social, etc. It consists of complex structures. It is formed as a result of the entire educational process, and not just within the framework of one subject. Each subject contributes to this. That is why they distinguish:

- 1) basic,
- 2) interdisciplinary,
- 3) disciplinary signs of competencies.

While core competencies are common to all disciplines, interdisciplinary competencies are discipline-specific. Subject competencies should only be considered within one discipline.

In the state standard of general education of the Republic of Kazakhstan on higher education, competence is expressed through learning outcomes and provides for the following skills that make up competence:

- the ability to demonstrate knowledge and understanding of the field of study, including elements of advanced knowledge in this field;
- the ability to use this knowledge and understanding at a professional level;
- solving problems in the field of research;
- collection and interpretation of information necessary for making judgments, taking into account social, ethical and scientific approaches;



– communication of information, ideas, problems and solutions to both specialists and not specialists.

The document states that the general competencies of higher education are formed on the basis of the requirements for social and ethical competencies, economic and organizational and managerial competencies, special competencies for general education, including the following requirements for social and ethical competencies:

– must know the social and ethical values based on public opinion, traditions, customs and social norms, and rely on them in their professional activities;

– must comply with the norms of business ethics, possess ethical and legal standards of conduct;

– must know the traditions and culture of the peoples of Kazakhstan;

– tolerant attitude towards the traditions and culture of other peoples of the world;

– must know the basics of the legislation and the legal system of Kazakhstan;

– must know the tendencies of the social development of society;

– must be able to follow the right direction in various social situations;

– must be able to work in a team, be able to defend their point of view and offer new solutions;

– must be able to negotiate and connect his opinion with the opinion of the team;

– should strive for professional and personal growth.

Language subjects are of particular importance in the formation of these competencies. This is especially true for learning the native language, because within its framework, the native language can make a great contribution to the formation of these competencies. For example, in their comparative research Magauova et al. revealed that one of the first competences in the training of pre-service specialists in Lithuania is knowledge of the native language (Magauova, 2021) [10].

In the context of the need to humanize and humanize higher education, the importance of the native language as an important part of the general culture and a tool for professional communication is growing. Among them, a special place is occupied by integral language competence, formed through the native language. This is a set of knowledge and skills related to the ways of using the language and the ability to create text and communicative (relational) activities (rhetoric).

## Materials and Methods

We conducted a survey with the students of Al-Farabi Kazakh National University to determine the level of professional competence of future specialists, it was conducted using a survey. Based on the results of the survey, priority values, psycho-emotional state, self-esteem, priority teaching style, and the level of subjective control were identified.

## Research Results

In the conditions of intercultural communication and multiculturalism, the relevance of teaching the native language becomes even greater. This situation has also developed in European countries, Canada and Russia, and people have to look for ways to communicate in an unfamiliar language environment. Each country approaches this issue in its own way.

This problem also exists in Kazakhstan. Each country is interested in setting the goals of teaching communication in their native language, as it trains specialists primarily for itself. In Russia, the threat of integration and even assimilation of the language is strongly felt. That is why in a multicultural society the issue of cultural consciousness and language comes to the fore. This problem is also relevant for our country, which adheres to the policy of learning three languages. At the same time, it is necessary to support people who speak their native language and maintain it at a functional level.

Students were asked to choose one of the answers to the questions presented in the survey. As a result of the survey, the following data were obtained:

1. 10% of the students surveyed are dominated by a humanistic orientation in their activities. They will be interested in the problems and interests of their students. For 40% of respondents, relationships with colleagues will be important, they will be dependent on the opinion of the team. 50% of the respondents will worry about their personal problems, they will not be interested in the problems of colleagues and students.

2. An unfavorable psycho-emotional state prevails in 20% of the respondents. 30% of respondents have an unstable psycho-emotional state. The remaining 50% have a favorable psycho-emotional state.

3. 60% of the students surveyed have positive self-esteem, 30% are unstable, 10% are negative.

4. 30% of the respondents prefer the democratic style of the teacher, 10% “permissive”, 60% authoritarian. Preferred styles of managing the teacher’s activities.

5. 20% of respondents have a high level of subjective control. These are the students who take responsibility for everything that happens in their lives. 40% of respondents have an average degree of formation of subjective control. The remaining 40% of respondents have a low level of subjective control. Students with such a level of subjective control shift the responsibility for the situations that occur in their lives to those around them, fate, chance.

According to the results of the survey, almost half of the respondents prioritize their own problems, unstable psycho-emotional state, unstable self-esteem, they prefer an authoritarian style of management.

Less than half of the respondents are interested in the problems of students and relationships with the team. Also, not a large number of respondents have a favorable psycho-emotional state, positive self-esteem, a high level of subjective control.

The changes that are taking place in the modern world and the education system lead to the fact that

the professional competence of teachers should be developed to the maximum.

### Conclusion

Focusing on the concept of competence is the main condition for modernizing the content of education. That is why it is very important to modernize the language subjects taught in higher educational institutions on the basis of such subjects as “Linguistic culture” or “Culture of business relations”, “Rhetoric”, “Business Kazakh language” and use the potential of the language in training specialists. One of the first scientists and writer Zh. Aimaulytuli, who wrote his native Kazakh textbook, “Learning the native language is not only memorizing words, knowing their structure, laws of change, but also learning the language ... countless concepts, thoughts, feelings, beautiful patterns of language, system of thinking, thought, he paid special attention to its practical, vital meaning (Aimaulytov, 1980) [11]. Today, these conclusions of the scientist prove their worth. The main requirement for today is to learn the language not for the sake of the language, but to learn the language from an applied, practical point of view.

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