

Using of elective subjects in the process formation of professional competence students of pedagogical specialties

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K E Y W O R D S: Elective disciplines, professional competence, pedagogical specialties students, model, formation process.

ABSTRACT: In the article using of elective disciplines in pedagogical specialties students professional competence formation process is investigated. Using of elective disciplines allows to add possibilities of pedagogical specialties students professional training. The essence, specifics, opportunities and features of elective disciplines in pedagogical specialties students professional competence formation process is defined. Key characteristics of pedagogical specialties students professional competence are proved. The technology of elective disciplines formation is under construction on the basis of the analysis of requirements to the pedagogical specialties students. Pedagogical conditions of efficiency of elective disciplines using in pedagogical specialties students professional training are: compensatory approach, orientation of elective disciplines on the solution of a specific objective; motivation of pedagogical specialties students on mastering a course of elective disciplines. The model of elective disciplines using in pedagogical specialties students professional competence formation process is developed.

Introduction

In the conditions of the carried-out modernization of higher education the role of the student, his active position considerably increases in the attitude towards the studied disciplines. Introduction of elective courses (disciplines at the choice of students) are capable to change cardinally the attitude of students towards to what and as train them in higher education institution. Unfortunately, the elective disciplines offered today reflect scientific interests of chairs, teachers in higher education institution and aren't always focused on needs of pedagogical specialties students, priorities of their professional adaptation in labor market. According to the purposes of modern education it is necessary to project modern educational courses on the basis of competence-based approach which realization becomes possible as a result of use of adequate technologies of training.

In modern conditions of the higher school development when there is a deep differentiation of education and at the same time reduction of hours on studying of many fundamental disciplines, elective training is an important component of the educational system allowing to expand and deepen knowledge of pedagogical specialties students of various sections of preparation professional program.

We understand the additional professional education which is integrally connected with basic courses, used as means of informative requirement satisfaction and interest of pedagogical specialties students in questions of the general and professional competences development, significant for their further professional activity as elective education.

The purpose of elective disciplines - expansion and increasing knowledge of pedagogical specialties students according to various sections of an educational program according to their voluntary choice and informative requirements. Elective disciplines are the new educational routes of students which are partially removing a contradiction between reduction of hours on studying of obligatory courses and need of an educational field expansion according to modern requirements to the level of the expert training. The disciplines chosen by the student become obligatory for studying. In total the regional component of a professional education and elective disciplines provide knowledge, skills of pedagogical specialties students. In turn, elective disciplines - the list of training disciplines, the educations approved by the organizations entering a component for choice from among which students of pedagogical specialties form the individual curriculum within the established credits.

Thus, elective disciplines provide knowledge, skills of pedagogical specialties students, form their professional competences as future teachers. Analysis works of Kathleen A. Brown-Rice and Susan Furr [1], Sakenov, D.Zh. [2], Dornan, T., Carroll, C., Parboosingh, J. [3], Asenova, N. S., Sakenov, D. Zh. [4], Kristin Lister and Jillian Roberts [5], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J. Z. [6], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [7], Zhaparova, B.M., Tleulesova, A.Sh., Sarsenbayeva, B.G., Baygozhina, Zh.M., Aytpayeva, Zh.Zh., Sakenov, D. Zh. [8], Claire Kramsch [9], Kenenbaeva, M.A., A.Sh.Tleulesova [10], Valeeva I.A., Beregova I.P. [11], etc. shows that formation of students professional competence becomes one of the priority directions of modern elective education.

The carried-out analysis of scientific literature on a problem of elective education as way of pedagogical specialties students professional competence formation, testify to increase of interest in this problem.

Unfortunately, still basic research of a problem of interrelation of elective disciplines and pedagogical higher education students professional competence formation institution it wasn't carried out. Besides, the analysis of scientific researches Kathleen A. Brown-Rice and Susan Furr [1], Sakenov, D.Zh. [2], Dornan, T., Carroll, C., Parboosingh, J. [3], Asenova, N. S., Sakenov, D. Zh. [4], Kristin Lister and Jillian Roberts [5], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J. Z. [6], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [7], Zhaparova, B.M., Tleulesova, A.Sh., Sarsenbayeva, B.G., Baygozhina, Zh.M., Aytpayeva, Zh.Zh., Sakenov, D. Zh. [8], Claire Kramsch [9], Kenenbaeva, M.A., A.Sh.Tleulesova [10], Valeeva I.A., Beregova I.P. [11], shows that higher educational institutions at the moment have no sufficient level of the evidence-based organization of the educational process promoting use of elective disciplines in process of pedagogical specialties students professional competence formation.

In researches of students professional training (Kathleen A. Brown-Rice and Susan Furr [1], Sakenov, D.Zh. [2], Dornan, T., Carroll, C., Parboosingh, J. [3], Asenova, N. S., Sakenov, D. Zh. [4], Kristin Lister and Jillian Roberts [5], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J. Z. [6], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [7], Zhaparova, B.M., Tleulesova, A.Sh., Sarsenbayeva, B.G., Baygozhina, Zh.M., Aytpayeva, Zh.Zh., Sakenov, D. Zh. [8], Claire Kramsch [9], Kenenbaeva, M.A., A.Sh.Tleulesova [10], Valeeva I.A., Beregova I.P. [11], etc.) conditions, factors and substantial variability of this process are allocated. These researches give the grounds for ascertaining about possibility of elective disciplines using in process of pedagogical specialties students professional competence formation. However, the status of students' need for formation of conditions professional competence of elective disciplines studying remains low-studied.

Thus, need of pedagogical specialties students professional competence formation is quite obvious now, but process of its formation when studying elective disciplines demands specification.

Professional competence of pedagogical specialties students is the basic, integrated characteristic of personal qualities of the student including professional competences, providing effective and expedient implementation of professional activity in various spheres and segments of education according to the legal and moral standards accepted in modern society, characterizing existence of organizing abilities, skills of the analysis and forecasting of pedagogical activity results, knowledge of the most effective and rational ways of its implementation, and also professional mobility. This understanding of pedagogical specialties students professional competence creates a scientific basis for development of the content of elective disciplines as means of vocational training of students. However, as shows the analysis of psychology and pedagogical and methodical literature, works Kathleen A. Brown-Rice and Susan Furr [1], Sakenov, D.Zh. [2], Dornan, T., Carroll, C., Parboosingh, J. [3], Asenova, N. S., Sakenov, D. Zh. [4], Kristin Lister and Jillian Roberts [5], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J. Z. [6], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [7], Zhaparova, B.M., Tleulesova, A.Sh., Sarsenbayeva, B.G., Baygozhina, Zh.M., Aytpayeva, Zh.Zh., Sakenov, D. Zh. [8], Claire Kramsch [9], Kenenbaeva, M.A., A.Sh.Tleulesova [10], Valeeva I.A., Beregova I.P. [11], development of elective disciplines as means of pedagogical specialties students professional competence formation remains out of a field of modern scientific researches, their specifics in comparison with the main disciplines thereby aren't considered. The insufficient modern theoretical readiness of this scientific problem caused the low level of productivity of elective disciplines using in process of pedagogical specialties students professional competence formation.

Research objective

Theoretically to prove and experimentally to check a role of elective disciplines using in process of pedagogical specialties students professional competence formation.

Methods

Theoretical methods: studying and analysis of special literature and researches on a problem of education quality and competence-based approach; classification, comparison, generalization; the retrospective analysis of own experience, the analysis of standard and methodical documents concerning higher education;

Empirical methods: pedagogical supervision, questioning, studying and synthesis of experience, conceptual justifications and analysis of student teaching;

Pedagogical experiment: work on the developed materials and methodical recommendations for teachers of carrying out

elective courses.

Methodological basis of research were: the theory about activity essence of the person and creative activity, the theory of systems, the theory of management; principles of system, personal, activity, competence-based approaches to formation of the identity of the expert.

Main part

Use of elective disciplines in process of pedagogical specialties students professional competence formation is understood by us, as process of development and specification of pedagogical specialties students professional competence system, their experience of practical and creative activities for the purpose of security of integrity and focus of the most elective discipline. In the context of our research the technology of elective disciplines formation is activities for expansion and formation of the following criteria and indicators of pedagogical specialties students professional competence:

Informative (assimilation of knowledge, level of professional literacy, mastering complex of concepts, categories, laws);

Motivational (qualities and properties of the personality, tolerance, psychological readiness);

Practical (mastering the actions having a professional focus, existence of abilities of the rational organization of work, use of knowledge in non-standard situations, skills of design, the organization and implementation of professional activity).

Pedagogical conditions of elective using efficiency disciplines in of pedagogical specialty students professional training are: compensatory approach in their formation (time, small on volume, and dynamism of changes); orientation of elective disciplines on the solution of the specific objective reflecting requirements of labor market; motivation of pedagogical specialties students on mastering a course of elective disciplines.

In this regard, we developed and introduced original Model of elective disciplines using in process of pedagogical specialties students professional competence formation including criteria and indicators of process productivity.

At design of elective disciplines using Model in process of pedagogical specialties students professional competence formation allocation of the following components is necessary: procedural, cognitive, information.

The procedural component is based on a complex of the pedagogical specialties students practical skills making a basis of professional competence at development of elective disciplines. The cognitive component of professional competence describes, first of all, intellectual development and features of cognitive activity of the pedagogical specialties students making also professional competences at development of elective disciplines. Information component characterizes tactics and strategy of professional behavior of pedagogical specialties students as future teachers, making professional competences at development of elective disciplines.

Thus, the organization of elective disciplines using process in process of pedagogical specialties students professional competence formation assumes development of the model containing professional competences and reflecting necessary personal and professional qualities of pedagogical specialties students as future teachers. The model represents the complete, interconnected process in which all components and components are directed on achievement of an ultimate goal – formation at students of pedagogical specialties of professional competence as result of development of elective disciplines (fig. 1).

As a result of the conducted research, we note that in experimental groups the number of pedagogical specialties students with rather high level of professional competence formation after experiment increased by 21%. In turn, the number of the pedagogical specialties students which reached the average level of professional competence formation after experiment – increased by 25%. The most important that as a result of the conducted research the number of students of the pedagogical specialties having the low level of formation of professional competence after experiment – decreased by 46%.

Results of the conducted research in control groups of pedagogical specialties students, testify to preservation of number of pedagogical specialties students with the high level of professional competence formation at the level of 6%, change of pedagogical specialties students number with average level – for 1%, reduction of low level of professional competence formation by 1%.

Thus, the received indicators testify to high efficiency of the offered Model of elective disciplines using in process of pedagogical specialties students professional competence formation. In high school system of pedagogical specialties students professional competence the important place belongs to elective courses of students. In this regard, we claim, unlike other researchers (Kathleen A. Brown-Rice and Susan Furr [1], Sakenov, D.Zh. [2], Dornan, T., Carroll, C., Parboosingh, J. [3], Asenova, N.S., Sakenov, D. Zh. [4], Kristin Lister and Jillian Roberts [5], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J. Z. [6], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [7], Zhaparova, B.M., Tleulesova, A.Sh., Sarsenbayeva, B.G., Baygozhina, Zh.M., Aytpayeva, Zh.Zh., Sakenov, D. Zh. [8], Claire Kramsch [9], Kerenbaeva, M.A., A.Sh.Tleulesova [10], Valeeva I.A., Beregova I.P. [11]) that the existing system of professional education will be able to provide a combination of requirements of labor market, interests of the student and opportunities of higher education institution in compliance with achievements of science and the advanced practice, under a condition, if:

Elective disciplines are formed on the basis of competence-based approach and are directed on the solution of the private educational tasks providing high-quality training of pedagogical specialties students.

The choice of elective disciplines of pedagogical specialties students considers requirements of labor market, the requirement to quality of professional education and possibility of the graduate to self-realization;

The content of elective disciplines provides the solution of a private educational task (information, applied, personal);

Each elective discipline is provided with adequate technology of training.

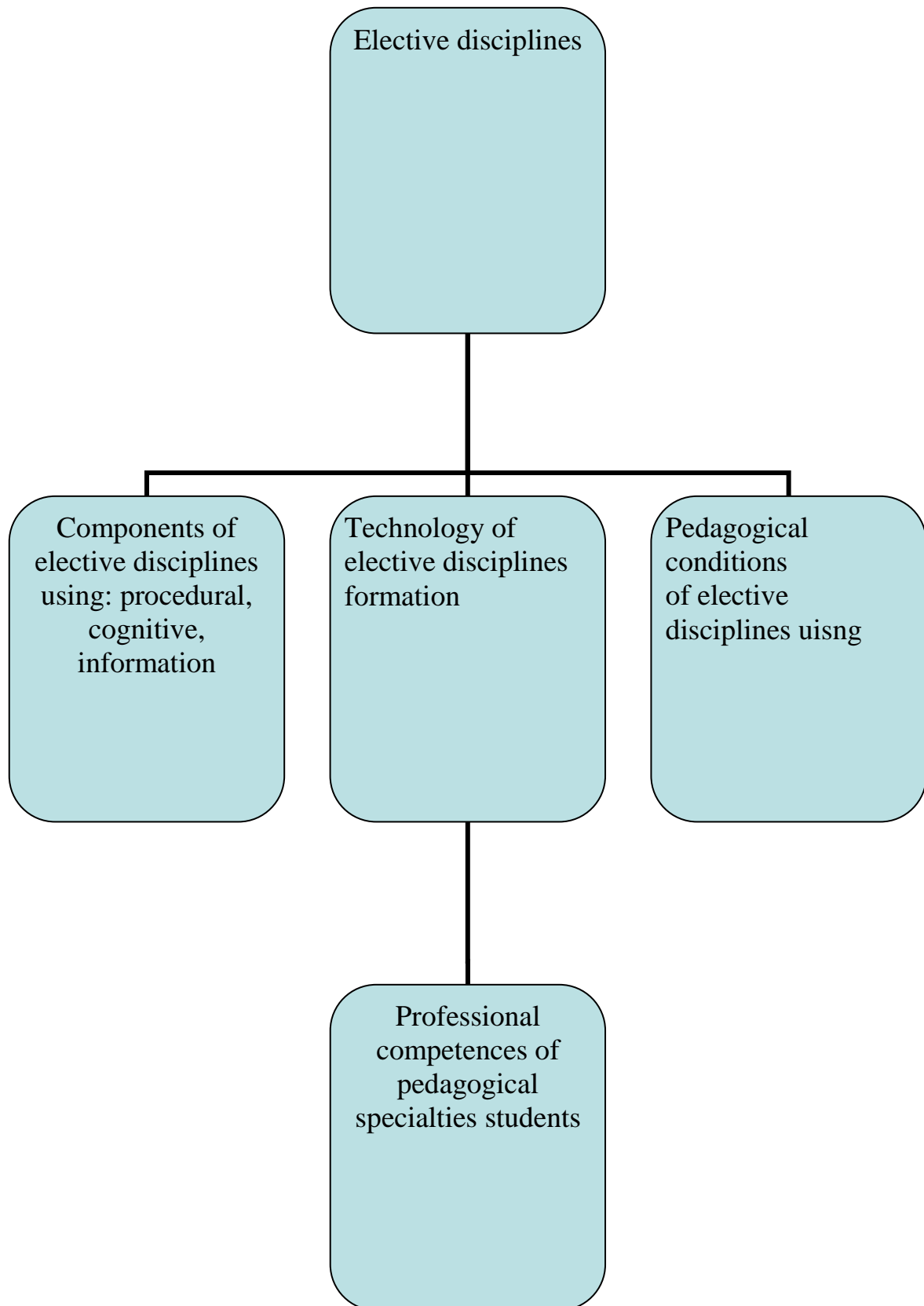


Figure 1. Model of elective disciplines using in process of pedagogical specialties students professional competence formation.

During experimental check of Model of elective disciplines using in process of pedagogical specialties students professional competence formation, including analyzing dynamics of the relation of pedagogical specialties students to the content of elective disciplines, it is possible to draw the following conclusion: at the initial stage of experiment the number of pedagogical specialties students with the expressed cognitive interest made 16%, and at the end of the 7th semester it increased to 72%. Therefore, positive dynamics for 56% allows to determine productivity of skilled and experimental work by this criterion. The analysis of the experiment forming stage results allows to define dynamics of pedagogical specialties students professional competence formation. At the initial stage of experiment the number of pedagogical specialties students with the created professional competences made 17%, and at the end of the 7th semester it increased to 71%. Therefore, positive dynamics by this criterion for 54% indicates productivity of skilled and experimental work on pedagogical specialties students professional competence formation when studying elective disciplines. The comparative analysis of results of the stating and forming stages of experiment showed that in the course is skilled - experimental work positive dynamics by all criteria of elective disciplines using Model in process of pedagogical specialties students professional competence formation is observed.

Pedagogical diagnostics of level determination results of pedagogical specialties students professional competence formation when studying elective disciplines which is carried out with use of the rating monitoring system allowed to reveal a tendency of level increase of pedagogical specialties students professional competence formation when studying elective disciplines to what results of progress in experimental and control groups before experiment (fig. 2) testify.

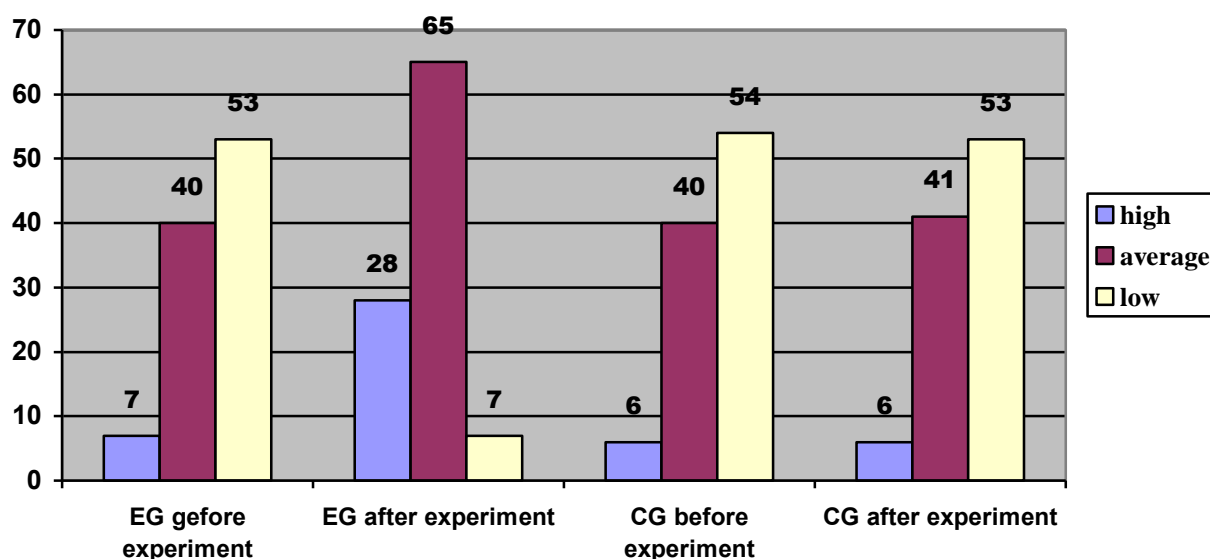


Figure 2. Diagnostics of pedagogical specialties students professional competence formation level when studying elective disciplines.

Result

Thus, as a result of the conducted research the essence, components, specifics, technologies, opportunities, pedagogical conditions and features of use of elective disciplines in the course of of pedagogical specialties students professional competence formation is proved.

The methodological analysis of elective disciplines using study condition in process of professional competence formation allowed to reveal and prove structure, key characteristics and mechanisms of pedagogical specialties students professional competence formation in the course of studying of elective disciplines.

The original model of elective disciplines using in process of pedagogical specialties students professional competence formation in the conditions of teacher training college, including is developed and is experimentally approved:

Components, technology and pedagogical conditions of use of elective disciplines in process of of pedagogical specialties students professional competence formation.

In the course of research an inspection is carried experimentally out and efficiency of elective disciplines using model in process of of pedagogical specialties students professional competence formation is proved.

Conclusions

Using of elective disciplines allows to add possibilities of pedagogical specialties students professional competence. Competence-based approach, considering requirements of the market, specialty and interests of students of pedagogical specialties, on the one hand, about other potential of the state and high school component, will allow to add

with elective disciplines educational process. Each elective course supplements possibility of the solution of information, applied, personal educational task.

The technology of elective disciplines formation is under construction on the basis of the requirements analysis to the pedagogical specialties students taking into account requirements of labor market, possibility of the state and high school component, and also taking into account opinions of students and defines private educational tasks, ways of their decision through elective disciplines. Such elective disciplines have dynamic character, are specified and supplemented taking into account changes of a conjuncture of labor market, emergence of new advanced technologies and interests of pedagogical specialties students.

Pedagogical conditions of elective disciplines using efficiency in vocational training of students of pedagogical specialties are: compensatory approach in their formation (time, small on volume, and dynamism of changes); orientation of elective disciplines on the solution of the specific objective reflecting requirements of labor market; motivation of pedagogical specialties students on mastering a course of elective disciplines; realization of elective courses is based with use of the active methods of training providing the solution of an educational task and maintains interest of pedagogical specialties students in mastering the content of elective discipline.

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