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**ҚҰЗЫРЕТТІЛІК ТӘСІЛ ЖӘНЕ ОНЫҢ НЕГІЗГІ ЕРЕКШЕЛІКТЕРІ**

**Түйін:** Бұл мақалада құзыреттілік тәсілдің ұғымдары және оның басты ерекшеліктері қарастырылады.

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**COMPETENCY-BASED APPROACH AND ITS MAIN FEATURES**

**Abstract:** This article discusses the concepts of the competence approach and its main features.

**Keywords:** competence, approach, knowledge, pedagogical activity, competency.

The terms “competence” and “competency”, despite their long-term use in the modern educational paradigm, still do not have an unambiguous interpretation. Thus, in the psychological and pedagogical research of the last decades, both "professional competence" and "professional competence" are used simultaneously; "communicative competence" and "communicative competence".

Competence is a set of personal qualities and professional knowledge, skills and abilities. The concept of professional competence of a teacher is a set of the following professional and pedagogical competencies that ensure the readiness of a graduate for professional activity.

Competence and competency, according to V.A. Metaeva, are mutually complementary and mutually conditioned concepts: a competent person who does not have competence cannot fully implement it in socially significant aspects.

Professional competence (from the Latin "belonging by right") in the dictionary edited by D.N. Ushakov is given in two meanings:

- firstly, it is a range of issues, phenomena in which a person has authority, knowledge, experience;

- secondly, this is the scope of authority, the area of issues and phenomena subject to someone's jurisdiction.

The analysis of relevant studies shows that almost all of them study the process of formation of professional competencies in the context of teaching the basics of a specialty or special disciplines. First of all, this is explained by the fact that the term "professional competence" implies belonging to a profession and, consequently, to those professional knowledge, skills, industrial and social experience that ensure its professional functioning. Also, the professional competence of a teacher is understood as a set of professional and personal qualities necessary for successful pedagogical activity.

Studies devoted to the study of the concept of professional competence of a teacher in general and the professional competence of foreign language teachers in particular show that there is a variety of modern approaches, interpretations and definitions of the concept of professional competence. Some of them are discussed below.

According to the definition of A.V. Khutorskoy, "Competence is a person's readiness to mobilize knowledge, skills and external resources for effective activity in a specific life situation. Competence is a set of personal qualities, such as value orientations, knowledge, skills, abilities, it is the ability to work in a certain personally significant area. The competence of a foreign language teacher is a complex of professional and personal qualities, which are the competencies of a teacher, which determines the effectiveness of his pedagogical activity".

As V. I. Mikheev notes, "professional competence is a psychological neoplasm that includes, along with cognitive and behavioral aspects, long-term readiness for professional activity as an integrative property of personality".

According to A.K. Markova, professional competence includes five aspects of the teacher's work: pedagogical activity, pedagogical communication, the personality of the teacher, learning (learning ability) and education (educability).

Each of these sides consists of the following components: pedagogical knowledge (information from psychology, pedagogy about the essence of the teacher's work, the peculiarities of his pedagogical activity, communication, personality, about the mental development of students, their age characteristics), skills (actions performed at a sufficiently high level), professional psychological positions (stable systems of teacher's relations to the student, to colleagues, to himself, determining his behavior, expressing his self-esteem, the level of professional claims and closely related to the motivation of the teacher, awareness of the meaning of his work), psychological features (qualities) affecting his cognitive sphere (pedagogical thinking, reflection, self-assessment, observation) and motivational (goal formation, motives, interests of the individual).

According to G.M. Kojaspirova, the professional competence of a teacher implies the teacher's possession of the necessary amount of knowledge, skills and abilities that form the personality of a teacher as a carrier of certain values, ideals and pedagogical consciousness in the course of direct pedagogical activity, pedagogical communication. The professional competence of a teacher is based, according to N.V. Kuzmina, on fundamental scientific education, an emotional attitude to pedagogical activity, and the teacher's mastery of the technology of pedagogical work.

E.N. Solovova defines professional competence as "a set of professional and pedagogical competencies that ensure a graduate's readiness for professional activity and further professional growth".

According to T.B. Srebrovskaya, the professional competence of a foreign language teacher is an integrative set of qualities of a teacher, reflecting the level of his personal, socio-moral experience, determining the teacher's readiness to develop and improve professional activity, conscious possession of linguistic means of expressing semantic relations.

It is obvious that professional competence cannot be expressed by one definition, however, for teachers engaged in professional training of students, it is important to understand the essence of "professional competence" formed during classroom and extracurricular educational activities and during pedagogical practice in various types of educational institutions with the personal interest of the student.

In turn, the professional and pedagogical competence of a foreign language teacher can be understood as a systemic personality property that characterizes his formed foreign language competence, acquired professional skills and abilities, as well as personal experience and education, self-confidence and the ability of a teacher to achieve significant results in professional activity. Undoubtedly, professional competence is fully manifested only in a working teacher, but the fundamental foundations of this competence are formed already during the period of study at a pedagogical university.

The professional competence of a foreign language teacher may include a number of components of generalized key competencies represented by subject and general pedagogical competencies. In turn, the subject competence consists of:

- linguistic competence (providing students with language knowledge and speech skills: phonetic, lexical, grammatical);

- sociolinguistic competence (forming the student's ability to purposefully use language and speech units depending on changing communication conditions);

- socio-cultural competence (forming the ability of a future foreign language teacher to participate in the dialogue of cultures based on the awareness of universals and the specifics of cultural contexts);

- strategic competence (forming the student's ability to apply compensatory strategies for communication, provided that language means are insufficient);

- discursive competence (forming the student's ability to produce and understand speech, which is characterized by a certain organization: consistency, logic, coherence, etc.);

General pedagogical competence can be represented by:

— social competence (forming the student's ability to have citizenship, and moral and aesthetic values, etc.);

— psychological and pedagogical competence (forming ability of future teachers to apply the knowledge obtained during the study of pedagogy and psychology);

— methodological competence (forming the ability to use not only of theory and relevant interactive model of learning a foreign language, but also the ability of future teachers to develop and test their own methodological system).

Professional competence within the framework of the functional activity approach was studied by D.M. Grishina, N.V. Kuzmina, A.K. Markova, N.V. Matyazh. According to this approach, competence is considered as theoretical and practical readiness to carry out pedagogical activities, to perform professional functions. At the same time, the focus of attention is on the functional side of pedagogical activity [30].

* According to the axiological approach, the educational value of professional competence is to introduce a person into the general cultural world of values. In turn, this will allow him to realize himself as a specialist and professional.
* The universal approach makes an attempt to combine professional competence with the basic qualification of a specialist, while allowing a person to navigate a wide range of issues not limited to specialization. This allows a person to be a socially and professionally mobile person, to be open to change, to engage in creative search, to be capable of self-expression, self-creation, self-education. According to the personality-activity approach, the professional work of a teacher is considered, in the process of which a person interacts with other people and influences them.
* The integrative approach involves the inclusion of the following approaches into a single methodological space: systemic, personal, communicative, axiological, cultural, anthropological approaches. The integrative approach combines elements of knowledge about the teacher into a single research field, reveals the versatility and complexity of the phenomenon of professional competence of a foreign language teacher in all its essential manifestations: social, professional, cultural.
* So, the system approach is focused on the allocation of invariant,

system-forming connections and relationships, to study what in the structure and content of the teacher's professional competence is stable, has a general character, and what is specific, variable.

* The personal approach is aimed at recognizing and taking into account personally significant characteristics, properties, qualities of a teacher in his professional activity.
* The communicative-activity approach assumes an active role of the teacher's personality in forming his "I-concept", asserting himself in practice.
* The axiological (value-semantic) approach is based on the belief in the positive potential of a person, his creative abilities and self-development on the basis of the inner spiritual and value content of a particular being in its integrity.
* The culturological approach sets a socio-humanistic program of activity. The anthropological approach is important because it ensures the systematic use of data from all sciences about man as a subject and object of education.
* The phenomenon of professional competence of a foreign language teacher can be considered in several dimensions simultaneously: as a subsystem of culture and a form of activity, a mechanism of professional socialization and a special reality of the formation, development, self-realization of an individual. Such a methodological approach allows for a scientific analysis of the professional competence of a foreign language teacher, and also fully takes into account its specifics.

In the modern "Explanatory Dictionary of foreign words" competence is interpreted as "awareness in some range of issues, of any field of knowledge", and "competent" – as "knowledgeable and authoritative in any field", "having competence". Among the many existing definitions, one can find common elements that reveal the categorical essence the concept of "competence" and is interpreted as:

* a subject area that the individual is well aware of;
* the basic characteristic of the individual, a deep and stable part personality, which can be used to predict human behavior in a wide range of life and professional situations;
* some internal, potential psychological new formations, which are then revealed in the activity;
* an integrative set of characteristics (knowledge, skills, abilities, motives, beliefs, values) that ensures the performance of professional activity at a high level and the achievement of a certain result;
* the ability to establish a connection between knowledge and the situation,
* form a procedure for solving the problem;
* an open system of procedural, value-semantic and declarative knowledge, including interacting components that are activated in professional activity;
* integrated characteristics of the quality of graduate training, the category of the result of education;
* an ideal and normative characteristic, a certain predetermined area of knowledge in which people united by one profession should be aware.

 According to Kunanbayeva S.S., 1) some definitions of competence are more focused on external action, others – on internal features; 2) knowledge is designated as a prerequisite for skills; 3) some definitions include such an element as a system of values and relationships. Thus, common to all definitions of competence is the understanding of it as a personality property, the potential ability of an individual to cope with various tasks, as a set of knowledge, skills and abilities necessary for the implementation of a specific professional activity. At the same time , it is observed the interaction of cognitive and effective skills, the presence of motivation and corresponding value attitudes.

The interdependent use of the concepts of "competence" and "competence complicates the development of the theory and practice of the competence approach. It is advisable to distinguish the concepts of "competence" and "competency" on the following grounds: potential - actual, cognitive - personal, given - mastered.

The competence sets a range of purposes, responsibilities, roles, a set of tasks that a person must solve and therefore it is legitimate to define it as "a set of knowledge, skills and abilities formed in the process of learning a particular discipline, as well as the ability to perform certain activities based on the acquired knowledge, skills and abilities". At the same time, competence is understood as "the formed personal quality as based on knowledge," an intellectually and personally conditioned socio-professional characteristic of a person and personal quality." In other words, competence is a quality of personality (or rather, a set of qualities), but it also presupposes the possession, possession by a person of the appropriate composition of competencies, including his personal attitude to her and the subject of the figure a certain experience of activity in a given field.