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Yusup P.,<sup>1\*</sup> Yusup A.,<sup>2</sup> Assilbayeva F.,<sup>2</sup> Ekrem Ayan<sup>3</sup>  
<sup>1</sup>Kazakh National Women Pedagogical University, Almaty, Kazakhstan  
<sup>2</sup>Abai Kazakh National Pedagogical University, Almaty, Kazakhstan  
<sup>3</sup>Muğla Sıtky Kocman University, Turkiye

## PREREQUISITES FOR THE FORMATION OF PROFESSIONAL COMPETENCE OF A FUTURE SPECIALIST

### *Abstract*

The article analyzes the types of prerequisites in the formation of the professional competence of a future specialist. The theoretical and practical significance of professional components that directly affect the formation of professional competence and are its basis are differentiated. Since the indicator of the professional quality of a specialist is determined by complex actions to organize the educational, training and educational process, it is necessary to recognize the specific features of these integral components of the organization of education. As a result of this complex process, professional competence is formed.

The professional skills of any specialist are formed within the framework of knowledge, skills and abilities acquired in a certain field of knowledge. Since professionalism itself is closely related to learning outcomes, there is no doubt that the success of a particular specialist in his profession is determined by comparison with the achievements of other specialists. Distinguishing the tasks associated with the profession, through the levels of professionalism performed by different specialists, it becomes obvious who has a higher professional level.

The empirical section examines the quality of reading by schoolchildren and university students, one of the most important components of the formation of professional competencies – reading literacy. In the process of formation of motivation for learning, an analysis is made of the relationship between the educational program and organizational measures of education.

**Keywords:** competence, professionalism, knowledge, abilities, skills, training, mastery.

П.К. Юсуп,<sup>1\*</sup> А.Н.Юсуп,<sup>2</sup> Ф.Б.Асилбаева,<sup>2</sup> Екрем Аян<sup>3</sup>  
<sup>1</sup>Қазақ ұлттық қыздар педагогикалық университеті, Алматы қ., Қазақстан  
<sup>2</sup>Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы қ., Қазақстан  
<sup>3</sup>Мұғла Сытқы Кочман университеті, Түркия

## БОЛАШАҚ МАМАННЫҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІНІҢ ҚАЛЫПТАСУ АЛҒЫШАРТТАРЫ

### *Аңдатпа*

Мақалада болашақ маманның кәсіби құзыреттілігін қалыптастырудағы алғышарттардың түрлеріне талдау жасалады. Кәсіби құзыреттіліктің қалыптасуына тікелей ықпал ететін әрі оның негізі болатын кәсіби компоненттердің теориялық және практикалық маңызы сараланады. Маманның кәсіби сапасының көрсеткіші тәрбиелеу, оқу және білім беру үдерісін ұйымдастырудың кешенді әрекеттері арқылы айқындалатындықтан, білім беруді ұйымдастырудың бұл ажырамас компоненттерінің өзіндік ерекшеліктері танылуы қажет. Осы күрделі үдерістің нәтижесі кәсіби құзыреттікті қалыптастырады.

Кез-келген маманның кәсіби шеберлігі белгілі бір білім саласы бойынша меңгерілген білім, білік және дағдылар шеңберінде қалыптасады. Кәсібиліктің өзі білім беру нәтижесімен тығыз байланысты болғандықтан белгілі бір маманның өз кәсібіндегі жетістігі басқа мамандардың жетістіктерімен салыстырумен анықталатыны сөзсіз. Әр түрлі мамандардың орындауындағы кәсібилік деңгейлері арқылы мамандыққа байланысты міндеттерді ажырата отырып, кімнің жоғары кәсіби деңгейі бар екендігі көрінеді.

Эмпирикалық бөлімде кәсіби құзыреттілікті қалыптастырудың маңызды компоненттерінің бірі – оқу сауаттылығын қалыптастырудағы мектеп оқушысы мен ЖОО студенттерінің кітап оқу сапасына сараптама жасалады. Оқуға құштарлықты қалыптастыру үдерісінде білім беру бағдарламасы мен білім беруді ұйымдастыру шараларының өзара байланысына талдау жасалады.

**Түйін сөздер:** кәсіби құзыреттілік, құзыреттілік, кәсіби білім, болашақ маман, педагогикалық шеберлік.

Юсуп П.К.,<sup>1\*</sup> Юсуп А.Н.,<sup>2</sup> Асилбаева Ф.Б.,<sup>2</sup> Екрем Аян<sup>3</sup>

<sup>1</sup>Казахский Национальный женский педагогический университет, г. Алматы, Казахстан

<sup>2</sup>Казахский национальный педагогический университет им. Абая, г. Алматы, Казахстан

<sup>3</sup>Университет Мугла Сыткы Кочман, Турция

## ПРЕДПОСЫЛКИ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО СПЕЦИАЛИСТА

### Аннотация

В статье проводится анализ типов предпосылок в формировании профессиональной компетентности будущего специалиста. Дифференцируется теоретическое и практическое значение профессиональных компонентов, непосредственно влияющих на формирование профессиональной компетентности и являющихся ее основой. Поскольку показатель профессионального качества специалиста определяется комплексными действиями по организации воспитательного, учебного и образовательного процесса, необходимо признать специфические особенности этих неотъемлемых компонентов организации образования. В результате этого сложного процесса формируется профессиональная компетентность.

Профессиональное мастерство любого специалиста формируется в рамках знаний, умений и навыков, приобретенных в определенной области знаний. Поскольку профессионализм сам по себе тесно связан с результатом обучения, несомненно, что успех конкретного специалиста в своей профессии определяется сравнением с достижениями других специалистов. Различая задачи, связанные с профессией, через уровни профессионализма, выполняемые разными специалистами, становится очевидным, кто имеет более высокий профессиональный уровень.

В эмпирическом разделе проводится экспертиза качества чтения учащимися школ и студентов вузов, одного из важнейших компонентов формирования профессиональных компетенций – грамотности чтения. В процессе формирования мотивации к обучению проводится анализ взаимосвязи образовательной программы и организационных мероприятий образования.

**Ключевые слова:** компетентность, профессионализм, знания, умения, навыки, обучение, мастерство.

**Introduction.** The basis for the formation of professional competence of a future teacher as a specialist is recognized as a combination of theoretical knowledge and practical skills obtained by student in the university, as well as the ability to apply these abilities, skills in practice, that is, in pedagogical activity.

One of the main requirements is to increase the level of quality of professional skills of a future specialist, since the result of the credit system of training, organization of education in a modern university is a competitive, qualified specialist with a formed competence in accordance with the specialty.

The formation of the professional competence of a future specialist is a multifaceted process, the study of which in the literature provides valuable prerequisites. The study of theory and practice allows us to identify several key aspects of this process. Firstly, the active practical activity of the student, including the performance of real professional tasks, plays an important role in the formation of competence. Secondly, interaction with experienced mentors, facilitating the transfer of professional knowledge and skills, is also essential. In addition, participation in professional communities and projects contributes to the development of specific competencies and the exchange of experience. Finally, an important aspect of the formation of professional competence is the student's self-esteem and his readiness for constant self-improvement and learning.

If we conventionally consider that qualification is a mastery of methods applied in practical implementation of knowledge acquired by a certain special program, then it turns out that formation of professional skills of a future specialist consists in mastering a specially transmitted educational program and studying the methods of its application in practice. M.S.Hasanov noted, that “the knowledge control system, connects them with productive activities, increasing the motivation of students and stimulating their cognitive activity. The ability to use algorithms not only in their specialty, but also in other areas of knowledge, allows a graduate of a higher educational institution to overcome functional illiteracy”[1].

**Research materials and methods.** In this article, we present a theoretical analysis (pedagogical-psychological); diagnostic (monitoring, surveying, summarizing); used statistical analysis methods related to the processing of the obtained experimental data. Effective use of these methods during research was an important factor in determining the research result.

Competence from the Latin "sompotence" means " an expert who is fully aware of a particular field, who is able to make and make direct decisions about any questions." This is about B.Turgunbaeva [2]. "... competence is the knowledge and dignity of a teacher, which can be the basis for the development of another person," says the Russian scientist N.Kuzmina[3]. According to the scientist K.Kudaibergenova[4]., "the consideration of competence as a criterion for assessing knowledge, qualifications, skills , personality behavior, and most importantly, personality abilities can fully reveal the importance of competence." If so,

The above methods of research are reflected in the works of famous foreign and domestic scientists such as I.A. Zimnyaya, O.A. Kozyreva, N.D. Khmel, B.A. Abdikamirov, Z.I. Namazbaeva, B.T. Kenzhebekova, G.J. Menlibekova

The researchers Pierce D, Sushchenko L, Chaika O notes that, at present, the education system in a globalized world is characterized by significant transformations, as a result of which there is an intensification [5], first of all, of innovative processes. Today, the education system is significantly influenced by external factors [6]. It is presented with fundamentally new requirements, the constant increase of which is caused by some trends in world development: (i) accelerating the pace of development of society requires preparing students for life in a rapidly changing environment; a significant expansion of the scale of intercultural interaction [7], the sociability and tolerance of school graduates are of particular importance; the emergence and growth of global problems require young people to solve them with modern thinking; (iv) the democratization of society, the expansion of opportunities for political and social choice put the school in front of the need to form the readiness of citizens for such a choice; (v) the dynamic development of the economy and significant structural changes in the field of employment, which determine the constant need for professional development and retraining of workers, necessitate the formation of the desire and ability of school graduates to learn throughout their lives.

The prerequisites for becoming a student as a professional are manifested in the level of his readiness for professional activity. In this preparation the psychological character prevails. Therefore, in order for a future professional to perform his professional activities at a high level, he, first of all, needs psychological preparation. This phenomenon occurs most intensively in the process of acquiring knowledge and experience by the student within the walls of the university and manifests itself in the period of entry into the pedagogical activity of a specialist who has been awarded the relevant qualification.

The high or low level of professional competence is also reflected in the importance of the future specialist's attitude to his profession. For this purpose it is necessary to realize several professional components that determine it. The researcher J. Saduova points out that: "the realization of the professional component consists in determining the social significance of the future specialists' own professional actions". [8]. Therefore, in order to determine the significance (social) of the chosen profession and to feel this significance, students need to be able to identify the social society in which they live, its features, place in the world community. In order to fully realize the essence and significance of their profession, they must comply with the requirements of humanism, stand firmly on the civic position, advocate social justice and be able to define their spiritual needs. Mukhayohon Usmonova on her research also points out that, "an integral component of the professionalism and pedagogical skill of a teacher is his professional competence. Studying the world best practices, several types of professional competence can be distinguished: special competence; social competence; personal competence; individual competence" [9].

Researchers present the following types of professional components that are prerequisites for formation of future specialist's professional competence: 1) perception and attitude towards the world; 2) professional and group integration; 3) professional need (of social and psychological nature); 4) professional culture; 5) professional self-consciousness [8]. These components, along with mastering educational cycles, which are gradually implemented in the process of becoming a future specialist's competence, also express their objective and subjective belonging to different social phenomena.

Prerequisites for the formation of professional competence of a future specialist include training in accordance with the requirements of the modern labor market, based on current knowledge and skills. Also an important factor is the creation of a favorable educational environment that promotes the development of independence and critical thinking among students. A necessary condition for the formation of professional competence is the practical orientation of the educational process, including internships, practice and project activities. To achieve this goal, it is necessary to use various research methods, such as literature analysis, observation, surveys, interviews, as well as a comparative analysis of the experience of successful professionals in this field. In addition, the active use of information and communication technologies makes it possible to effectively organize the process of training and development of professional competence of a future specialist.

**Research results and discussion.** Subject knowledge, systematically transmitted on the basis of educational standards, cannot fully form a comprehensively formed qualified, professional personality of a future specialist. Therefore, here we are talking about the position of the student in the choice of profession, his interest in the future profession, the ability to assimilate the existing stereotypes inherent in his profession, look at his future life only in contact with the values of his profession and the values of other social, social groups, constantly consider moral, legal requirements, develop cultural and spiritual world, compare his self with professional quality we notice that the performance of such an essential set of actions as receiving is a condition. And professional quality is self-knowledge, self-assessment in a social environment, within a social group (here group, course).

The indicators of professional quality of a specialist are formed as a result of a complex implementation of educational, training, and training process. The final result of such a complex process is professional competence of a specialist. Kenzhebekov B.T., one of the scientists who studied the qualitative nature of competences as the main indicator of knowledge quality in the domestic educational field of the XXI century, classifies types of professional competences as special, social, personal, individual competences and characterizes characteristic features of each of them:

- special competence-adequate mastery of one's professional activity, the ability to design one's professional formation;

- social competence-ability to perform professional activity together (in groups), to cooperate and participate in the profession; social responsibility for the results of one's professional work

- personal competence-possession of methods of self-expression and formation, means of counteraction to the professional deformations of a personality;

- individual competence-ability to realize one's abilities and form one's individuality within a profession, not to succumb to professional aging, ability to rationally organize one's work without unnecessary efforts, to bring work to result without labor, fatigue, toning down [10]. The researcher says that each of the above professional competences he has individualized include competences, individual competences and individual competences in the profession, and calls them general interprofessional components. These components also have their own set of actions and types of abilities. They indicate the complete formation of the future specialist's professional personality or the specialist's ability to self-improvement in the process of direct occupation of his/her profession. The researcher differentiates these types of competencies as follows:

- competence in the profession-the ability to plan the production process, the ability to work with computers, office equipment, reading technical documentation, manual work;

- personal competence – ability to plan, control and regulate your own work, to make decisions independently, to find non-standard (non-standard) solutions (creativity), logical theoretical and practical thinking; ability to see a problem, to master new knowledge and skills independently

- individual competence – motivation of achievement, aspiration to quality of the work, ability to self-motivation, self-confidence, optimism [11].

As we can see, the opinion of both researchers analyzing the components that form professional competence converges in the same vein. That is, professionalism is the knowledge, accumulated experience, abilities, attitudes and motivation acquired by an individual specialist on the way to becoming an owner of the profession. And who is a specialist? A specialist (lat.profiteor-embracing his work) is the owner of a certain business. Profession is a type of activity, work, labor of man, means of satisfaction of his material, spiritual needs. That is, a specialist is an employee who is highly qualified in a particular specialty. And the phenomena that characterize his qualifications allow the specialist to achieve certain results in professional work. Thus, the success of a particular specialist in his profession is determined by comparison with the achievements of other specialists. By distinguishing the tasks related to the profession through the levels of professionalism in the performance of different specialists, it is found out who has a higher professional level. From this we can see that professionalism is related to the fact that the individual is a complete possessor of knowledge. Summarizing the above opinions, we conclude that personal knowledge is a set of professional knowledge and personal qualities. And the integrated (integrative) action of these two components is the result of work. This is evidenced by both experience and scientific data.

The training of a specialist is the training of a trainee for a certain profession. So, a specialist is prepared only in the process of professional education. And education is a phenomenon carried out during a certain period, as in the process of training a system of knowledge, abilities, skills, thinking actions are acquired. However, in spite of the fact that these actions are performed to the fullest extent during a certain period of time, there can be no full guarantee that the formed professional level of the owner of the profession meets the

requirements. After all, it is known that professionalism is a complex quality, which is composed and formed of many components.

Functions in the system of education each of the components has a special importance in the formation of competence. Knowledge is a set of ideas, which are a theoretical version of a particular being. Knowledge is a set of concepts, data and judgments of people in a particular system, etc. Knowledge-one of the most extensive concepts of human culture.

It is closely related to and defined by complex and profound concepts of consciousness, cognition, the objective world, the subject, thinking, logic, truth, reason, science, etc. Knowledge originated long before the emergence of philosophy and rational knowledge [12]. Today's educational space requires professional knowledge from the specialist. Despite the intensive growth of integration processes, a specialist's comprehensive and deep mastery of knowledge related only to his/her profession determines the level of his/her professional knowledge. After all, any profession relies on knowledge in problem solving, decision making, choice of ways of action, control of the result and its evaluation. Reliance on knowledge-increases understanding. And the deeper the specialist understands the problem, the more his skills grow, the more purposeful and successful his actions become. The most revealing aspect of vocational education is the competitive labor market. By the legitimacy of this market, the one who knows more, who can solve a problem quickly and efficiently, wins. Possession of professional knowledge allows a specialist to anticipate prospects, to build his professional activity on fundamental scientific bases, lazily orienting it to the general, to organize a complex type of activity and to achieve the applied nature of its results.

On the basis of the received knowledge the qualification is formed. Qualification-mastery of the methods used in the implementation of the learned knowledge in the course of practice. It is also closely connected with professionalism. The skills and professional knowledge of a specialist characterize the joint qualification. Based on the similar aspects of qualification and competence, they should not be viewed as a dual concept, a similar phenomenon that duplicates each other. They have unique characteristics. For example, O.B. Hovov, who studied the specific properties of competence, comparing this dual concept, notes that the term "competence" "has a broader meaning than the term" competence". After all, competence includes, in addition to purely professional knowledge and skills that characterize qualification, such complex activities as desire to work in a team, solidarity, ability, communication skills, trainability, evaluation, logical thinking, getting information and using it, etc. [13].

From the qualifications formed on the basis of professional knowledge arise professional skills.

These are systemic phenomena resulting from actions subordinated to the sequence in the process of becoming a professional. Professional skill is a level of business, the highest degree of success, brought to the level of automatic performance, i.e. the way of effective performance of a certain professional activity. Professional skills of a professional include such qualities as accuracy, thrift, speed, attentiveness, stereotypicality, conservatism, confidence, and success in performing necessary actions. No matter how important education is, a professional must first and foremost be a person capable of acting professionally. The ability to act professionally is recognized as professionalism. Therefore, it turns out that the professional quality consisting of the Unity of professional knowledge, skills, and abilities of a specialist is professional mastery.

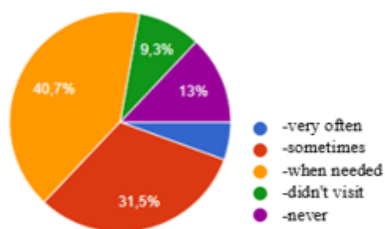
The researcher Guldensin O.R. notes «Development of components of students professional competence of creative pedagogical specialties assumes establishment of hierarchy of key and special competence and use in the course of training in creative disciplines of the adequate technology designed on the basis of the contextual theory of training, providing development of the specified competence»[7].

Any activity in the educational and training process will undoubtedly be aimed at a certain result. The problem is related to the expediency of these activities and the quality of the level of professionalism. After all, the main criteria for achieving a result in education depend on the professional level of the specialist. Result-achieved indicators for achieving the goal set in the learning process. Educational process is a work realized on the basis of harmonious relations between a teacher and a student. The main condition for the formation of modern educational paradigms is that this tendency is productive only when it is conducted in the format of "subject-subject" rather than in the presence of "subject-object". Therefore, the learning process should be perceived as a type of labor that is performed consciously. And the indicator of the results of labor is the competence of a specialist.

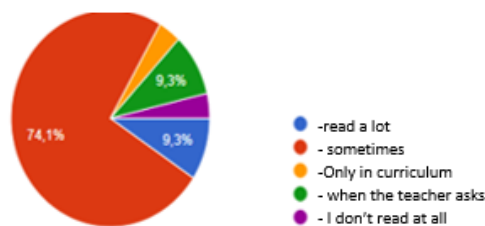
Therefore, in order to determine the level of reading of fiction by school and university students, a special survey was conducted with the following results:

### Pupil

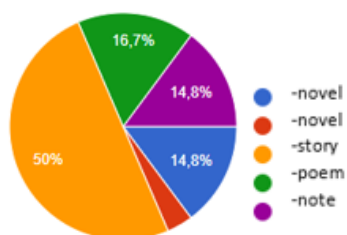
1. How often do you visit the library?



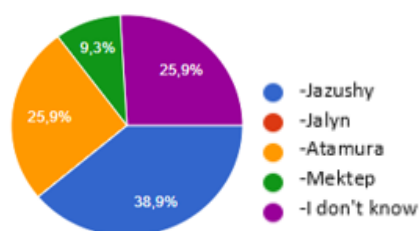
2. Do you read fiction?



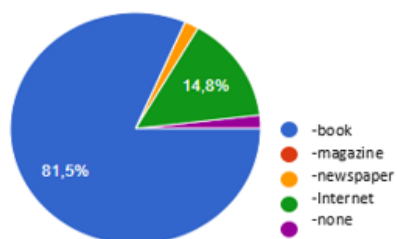
3. What works of fiction do you read?



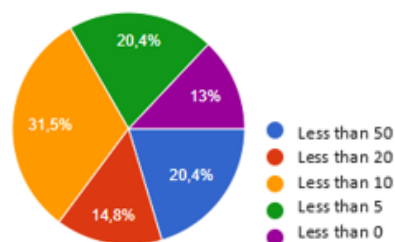
4. Do you know the publisher of the fiction you read?



5. In what format do you prefer to read a work of fiction?



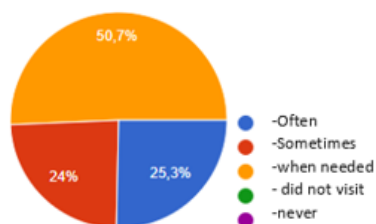
6. How many books do you have in your personal library?



Although it is a theoretically clear phenomenon that the reading literacy of a school student is related to his familiarity with the text of a literary work, as a result of practical research, it was seen that this issue is very relevant in determining the desire of a future university student to read a literary text. Therefore, we must always remember that the student forms the prerequisites for his professional competence as a future student and specialist within the walls of the school.

### Student

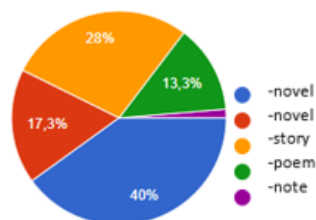
1. How often do you visit the library?



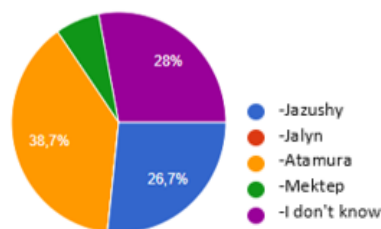
2. Do you read fiction?



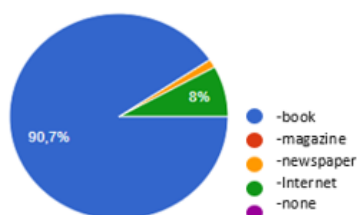
3. What works of fiction do you read?



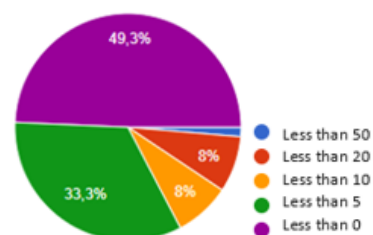
4. Do you know the publisher of the fiction you read?



5. In what format do you prefer to read a work of fiction?



6. How many books do you have in your personal library?



A university student goes through the process of gaining knowledge and experience in several directions in order to form professional competence. Since reading literacy is directly related to textual studies, the future specialist's level of comprehensive analysis and recognition of artistic works included in the curriculum of reading, school and higher education is recognized as one of the requirements that determine his professional knowledge and skills. In the table below, the results of the survey obtained from school students and university students were systematized with percentage indicators. Learning is acquiring some sources of information. Here, as a source of information, a literary work is taken, we aimed to determine the level of students' reading and analysis of it.

Question	Answer	Pupil	Student
1. Do you go to the library?	I go often	5,5	24,1
	I go from time to time	31,5	22,7
	I will go when necessary	40,7	53,2
	I haven't been there	9,3	0
	I will not go	13	0
2. Do you read fiction?	I read a lot	9,3	19
	From time to time	74,1	54,4
	Only in the school program	3,9	16,5
	Only when the teacher gives a task	9,3	10,1
	I don't read at all	3,4	0
3. What kind of fiction do you read?	A novel	14,8	38
	Story	3,7	16,5
	Story	50	31,6
	Poem	16,7	12,7
	None	14,8	1,2
4. Do you know the publisher of the works of art you read?	Zhazushy	38,9	25,3
	Zhalyn	0	0
	Atamura	25,9	39,2
	Mektep	9,3	6,4

	I don't know	25,9	29,1
5. In what format do you prefer to read a work of art?			
	Book	81,5	91,1
	Magazine	0	0
	Newspaper	1,9	1,3
	Internet	14,8	7,6
	None	1,8	0
6. How many books do you have in your library?			
	Less than 50/100	20,4	0,4
	Less than 20/50	14,8	8
	Less than 10/30	31,5	8
	Less than 5/20	20,3	34,2
	Less than 0/10	13	49,4

As we can see, the level of reading of artistic works by students varies depending on the level of Education. Of course, we must admit that the student's desire to read a work of art is determined only by his interest and need. We believe that it is better to require students of colleges and universities to read fiction. This process must be strictly observed in teaching the theory of analysis of a literary text. Only then will a nation be created that is ready to learn.

Thus, the professional competence of the future specialist is formed on the basis of the implementation of professional components and the formation of professional qualities within the framework of the processes implemented in the unified system of Higher Education.

In the modern educational process, special importance is attached to Reading Literacy. This is because a modern person must have high communicative abilities in order to be able to behave freely in any social environment and in any society and be considered an important part of this environment. Since the subject we are considering is a student studying at a university, his professional and communicative competence also depends on textual literacy. Reading literacy is also determined by the student's ability to understand and analyze a particular literary text at different levels. Considering that the younger generation is now more inclined to mass gadgets than to read books, raising the level of reading of students and schoolchildren is also one of the most difficult issues on the agenda. Of course, this is a phenomenon that must be quickly introduced and solved in the process of organizing training, both in universities and secondary educational institutions. Today's student is tomorrow's student. Today's student is tomorrow's specialist. The professional competence of a specialist should be established not only at the university, but also within the walls of the school.

**Conclusion.** In our study, carried out in order to determine the conditions for the formation of professional competence of a future specialist, we comprehensively described and came to the conclusion that a high level of knowledge, skills and abilities plays an important role as a result of systematic training. Education provided in a higher educational institution is based on a systematic and comprehensive program specified in the mandatory educational standard. A high professional level is required from the future specialist. That is, today's student is not limited to theoretical training only within the framework of the audience. He must consolidate the acquired theoretical knowledge in practice, fill in the shortcomings and increase his competence as a specialist. To do this, the student must be in close contact with the educational institution where he will work in the future. Only a student who has passed all stages of pedagogical practice both on time and at a high quality level will be able to master and understand all the intricacies of combining theory with practice. Some examples of dual education prove this. At present, close cooperation of educational institutions at all levels and integration processes in educational programs can guarantee us great success in this area in the future.

In conclusion, the formation of the professional competence of a future specialist is based on several key prerequisites. Firstly, an important factor is the updating and expansion of knowledge and skills in the relevant field. Secondly, the practical application of this knowledge through internships, workshops and real projects allows you to consolidate and improve professional skills. Thirdly, the development of soft skills, such as communication, leadership and adaptation to change, is an integral part of the formation of professional competence. Fourth, continuous training and self-development, awareness of the importance of lifelong learning, contribute to the formation of a highly qualified specialist. And finally, interaction with experienced colleagues and mentors, exchange of experience and knowledge, is an important factor in the process of



forming professional competence. Following these prerequisites, the future specialist will be able to effectively apply his knowledge and skills in the professional field and achieve success in his career.

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