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ACTUAL PROBLEMS OF TEACHING THE "GLOBAL COMPETENCE" COURSE AT SCHOOL

Abstract

The article summarizes and substantiates the effectiveness and main features of teaching the selection course "Global competence" in a modern secondary school, actual problems of educating students in accordance with modern processes.

Currently, with the conditions for the transition of developed countries of the world to a market economy, the implementation of transformations and effective methods in all sectors in accordance with modern requirements, the development of optimized and affordable innovative technologies, computerization of industrial sectors, and the reform of the education system in accordance with international standards are being established.

In accordance with the requirements of modern education, the purpose of certain subjects conducted in secondary schools is the widespread use of updated methods and Information Technologies, among the tasks are the improvement of students' knowledge, skills, business skills, and the development of important qualities.

In general, the formation of global competencies of the individual in the secondary education system is one of the most urgent and urgent problems. Along with the country's entry into a market economy, the problems of the competence of teachers and teachers in the field of education, the global competitiveness of students were reflected and formulated in the addresses and important regulatory documents dedicated to the future of the country. At the moment, although the selection course "Global competence" has been introduced in the general secondary education system, there are still enough theoretical and practical issues here.

To conclude, the author concludes that the course "Global competence" gives results in the currently purposefully organized educational process.

Keywords: secondary education, educational system, global competence, teacher, students, education, competition.

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МЕКТЕПТЕ «ЖАҒАНДЫҚ ҚҰЗЫРЕТТІЛІК» КУРСЫН ОҚЫТУДЫҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ

Аңдатпа

Мақалада қазіргі жалпы орта білім беретін мектептегі «Жаһандық құзыреттілік» таңдау курсының оқытудың тиімділігі мен негізгі ерекшеліктері, заманауи үдерістерге сай оқушыларды тәрбиелеудегі өзекті мәселелері тұжырымдалып, негізделген.

Қазіргі таңда әлемнің дамыған елдері нарықтық экономикаға көшу жағдайларымен бірге, барлық салаларда қайта құрулар мен тиімді әдіс-тәсілдерді заманауи талаптарға сай жүзеге асыру, оңтайландырылған әрі қолжетімді инновациялық технологияларды дамыту, өнеркәсіп салаларын компьютерлендіру, білім беру жүйесін халықаралық стандарттарға сай реформалау жолға қойылуда.

Заманауи білім беру талаптарына сай, орта мектептерде жүргізілетін жекелеген пәндердің мақсаты жаңартылған әдіс-тәсілдер мен ақпараттық технологияларды кеңінен пайдалану болса, міндеттерінің қатарына оқушылардың білім, білік, іскерлік дағдыларын арттыру, маңызды сапаларын дамыту мәселелері көрініс тауып отыр.

Жалпы, орта білім беру жүйесінде жеке тұлғаның жаһандық құзыреттіліктерін қалыптастыру өте өзекті әрі кезек күттірмес мәселелердің қатарында. Еліміз нарықтық экономикаға қадам басуымен бірге оқу-ағарту саласындағы мұғалімдер мен оқытушылардың құзыреттілігі, білім алушылардың жаһандық бәсекеге қабілеттілігі мәселелері ел болашағына арналған Жолдаулар мен маңызды нормативтік құжаттарда көрсетіліп, тұжырымдалды. Қазіргі кезде, жалпы орта білім беру жүйесінде «Жаһандық құзыреттілік» таңдау курсы енгізілгенімен, бұл жерде әлі де болса теориялық және практикалық мәселелер жеткілікті.

Қорытындылай келе автор «Жаһандық құзыреттілік» курсы қазіргі кезде мақсатты түрде ұйымдас-тырылған оқу үрдісінде нәтиже беретінін тұжырымдайды.

Түйін сөздер: орта білім, оқу-ағарту жүйесі, жаһандық құзыреттілік, мұғалім, оқушылар, тәрбие, бәсеке-лестік.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПРЕПОДАВАНИЯ КУРСА «ГЛОБАЛЬНЫЕ КОМПЕТЕНЦИИ» В ШКОЛЕ

Аннотация

В статье сформулированы и обоснованы основные особенности и эффективность преподавания курса выбора «глобальная компетентность» в современной средней общеобразовательной школе, актуальные проблемы воспитания учащихся в соответствии с современными процессами.

В настоящее время развитие страны мира, наряду с условиями перехода к рыночной экономике, во всех отраслях налаживаются преобразования и реализация эффективных методов и приемов в соответствии с современными требованиями, развитие оптимизированных и доступных инновационных технологий, компьютеризация отраслей промышленности, реформирование системы образования в соответствии с международными стандартами.

В соответствии с современными образовательными требованиями, целью отдельных предметов, проводимых в средних школах, является широкое использование обновленных методов и информационных технологий, в числе задач которых – повышение знаний, умений, деловых навыков, развитие важных качеств учащихся.

В целом, формирование глобальных компетенций личности в системе среднего образования является одной из наиболее актуальных и актуальных проблем. Вместе с переходом страны к рыночной экономике проблемы компетентности учителей и преподавателей в области образования, глобальной конкурентоспособности обучающихся отражены и сформулированы в Посланиях и важных нормативных документах, посвященных будущему страны. В настоящее время, хотя в системе общего среднего образования введен курс выбора «глобальная компетентность», здесь все же достаточно теоретических и практических вопросов.

В заключении автор делает вывод, что курс «Глобальная компетентность» в настоящее время эффективен в целенаправленно-организованном образовательном процессе.

Ключевые слова: среднее образование, система обучения, глобальная компетентность, учитель, ученики, воспитание, конкуренция.

Basic provisions. The socio-economic modernization, transformations, global challenges associated with the requirements of the market economy in the countries of the modern world also impose a huge responsibility and various requirements on the educational system. The professional competence of teachers in secondary education institutions of the XXI century, along with knowledge, skills, business skills, is distinguished by innovative innovation in the era of global competition, good initiatives, honed creativity, requires students to have such important qualities as love for their homeland and patriotism, hard work, humanity, humanity, curiosity.

The issues of developing global competence and competition of teachers and students in the educational system were widely reflected in the addresses of heads of state, regulatory documents, government resolutions.

The problem of global competence after the country gained independence in the article of the first president of the Republic of Kazakhstan N.A.Nazarbayev "Social modernization of Kazakhstan: 20 steps towards a society of Universal Labor", he analyzed the mechanisms of increasing global competition in the country in the crisis of the countries of the world, the development of professional competence [1].

The head of state of the Republic of Kazakhstan K.K.Tokayev in his address to 2022, describing the future of the country as the most important factor, since the knowledge and skills of young people depend on them, he concluded that young people should be competitive not only in our country, but also in developed countries [2]. In addition, the address set specific requirements for the government in the context of improving the competence of students and teachers.

Introduction. In order to develop the global competitiveness of the field of science in the country, to increase the competencies of students in this direction, the need for a modern scientific infrastructure is growing. Low scientific infrastructure and innovative material and technical base, which do not meet the requirements and are not able to develop global competencies, negatively affect the development of education and science.

In this regard, in the concept for the development of higher education and science in the Republic of Kazakhstan for 2023-2029, it was shown that today the development of the field of Science in the countries of the world meets the period of global challenges, and it was shown that improving the global competencies of students is one of the main directions of state policy [3].

The concept for the development of preschool, secondary, technical and vocational education in the Republic of Kazakhstan for 2023-2029, which meets modern requirements, states that general secondary education is aimed at developing academic knowledge, functional literacy and global competencies of students [4].

This concept is based on the fact that in the framework of the formation of students attitude to collective work in the modern educational system, the development of critical thinking skills, the implementation of the capabilities of artificial intelligence through the course "Global competence", students are ready for technological innovations and employment. Therefore, the course "Global competence" in the secondary education system has a high potential in modern training and education of students.

We cannot deny that the process of globalization in the world brings with it many good initiatives and the availability of new innovative technologies, but also creates many negative

factors. In this regard, the problems of global competence and competition in the social and economic spheres cannot bypass the educational system. Because the future of the state, which has not been able to build an effective educational system, is uncertain. In this regard, improving the knowledge, skills, business, competence of students in general education schools, educating in the spirit of patriotism and patriotism will be the foundation for our future. In connection with the general pedagogical and psychological significance of this problem, K.O.Orazbayeva [5], B.B.Atabekova [6] considered in the works of scientists from the philological point of view G.A.Omarbekova [7] and others.

In increasing competitiveness in the process of globalization, domestic scientists in the field of economics R.S. Zhusupov [8], E.Amirbekovich [9], M.N. Kazybayeva [10] and others have formulated in detail in their works.

In their works, domestic scientists T.M. Yesimgalieva and A.S. Koshygulova made in-depth analyzes of the features of the education system and science that meet modern global processes, based on the fact that the development is measured by the professional competencies of future teachers, along with state requirements in this direction [11, 152-p].

Scientist K.K. Zhampeisova proved that the formation of global competencies in the system of education of young students in our country today should be based primarily on national education, and proposed a model based on the principles of consistency and sincerity [12, 12-p].

Scientists such as Gyeongah Jang, Miriam Schwarzenthal, Linda Juang, having analyzed in detail the problem of the formation of global competencies in educational institutions today, including adolescents, concluded that in this direction the existence and implementation of effective rules of communication between school teachers and parents of students results [13].

Bulent Tarman, Emin Kilinc who considered the formation of global civic activity of schoolchildren as a pedagogical and psychological need, in the works showed that involving adolescents in public activities, combining learning with practice, gives results [14].

In this regard, the main goal of our research work is to demonstrate the need and prove the value of the course "Global competence" in the formation of a person who meets the era of global competition and is able to resist global challenges, whose intellectual potential is capable of world requirements.

Materials and methods. In accordance with the laws of world economic and social development, today the country is taking important steps for tomorrow through new innovative technologies, based on the updated opportunities for national education and the best practices of developed countries.

We cannot deny the publication of a number of scientific works related to the methodological and methodological problems of the formation of the competitiveness of the individual in the education system, in accordance with the laws of global development.

In any respect, it is natural that the problem of forming global competencies in a secondary school is viable and subject to changes in accordance with the requirements of the new era. This issue is clarified in the framework of our research.

Based on this issue, we conducted research among students of grades 9 "a" and "b" of the "secondary school No. 182" of the Department of Education of Almaty. In our research work, we were guided by such features as the choice of this class, their entry into adolescence, the formation of the qualities of choosing a profession and the regularity of knowledge about public consciousness.

Another reason for the involvement of students of the 9th grade of this school in experimental work is that in the content of the course "Global competence" in this class, we provided for the development of a system of knowledge about competence and Competition, family and state values, the culture of collective labor, the laws of relations, civic position and patriotism, secular, democratic society.

In the implementation of research work in compliance with the rules of the pedagogical principle, students of grade 9 "a" were taken as an experiment, and grade 9 "b" as a control group. In the initial experimental work, we used the methods of conversation, question and answer, survey, etc., focusing primarily on the characteristics of students' adolescence.

Results. The system of secondary education has its own characteristics and principles of teaching the course "Global competence". It is not without problems that arise in this area. First of all, despite the relevance of this course, it is held in schools not as a compulsory subject, but as an additional lesson. Secondly, teachers in this area did not receive special specialties or did not take additional courses in higher educational institutions. And global competence is, first of all, an indispensable tool for increasing the competitiveness of students. And competitiveness must be rooted in love for the native land. Therefore, in the implementation of the research work, first of all, the system of qualitative values, such as love for the motherland, country, land, moral interests, necessary for the formation of global competencies of schoolchildren, was taken into account. At the same time, such methods and techniques as a scientific analysis of philosophical, social and psychological - pedagogical literature, necessary for practical implementation were used, which formed the theoretical basis of the study.

When teaching the course "Global competence" in the secondary education system, first of all, there is a need to consistently determine the knowledge and skills necessary for students in this area. «+» - "I know ", «!» - " I'm not sure ", «->» - "I have difficulty answering" - I am instructed to answer honestly through the signs.

Table 1. Cognitive consultation of schoolchildren on the course "Global competence"

	Question	Signs
Assessment of the quality of own global competencies		
	I understand the essence of the concept of global competence	
	Global competence is linked to competitiveness	
	It is important for me to study this course at school	
	The course "Global competence " is directly related to current socially relevant issues	
	I am satisfied with my knowledge in the field of modern global competencies	
	I can point out the global challenges of the world today	
	I consider myself adapted to global challenges	
	The development of the motherland is measured by the global competence of each person	
	The development of global competence depends primarily on the knowledge and skills of each person	
0	All updates in the social environment are caused by the laws of global development	
Assessment of the course "Global competence " in education		
1	I am interested in the content of the course "Global competence" at school	
2	The teacher uses different sources in explaining the lesson	
3	When teaching the course, discussions are often organized in the group	
4	Practical work on teaching the course "Global competence" will be organized	
5	I can clearly express my thoughts during the course	
6	I can estimate exactly what conditions will affect the competitiveness	
7	The country has a high potential in global competence	
	The course "Global competence" is always interesting	

8		
9	In order for every student to be competitive, creative research work is necessary in the school	
0	The school has all the conditions for teaching the course "Global competence"	

According to the order of the Ministry of Education of the Republic of Kazakhstan dated August 3, 2022 No. 348, the course "Global competence" in accordance with the state mandatory standard in educational organizations is aimed at forming students' skills of Public critical thinking and research, analysis of World Communication and important problems and business skills in this direction [15].

And, as we have already noted here, it is no secret that various problems arise due to the lack of a clearly approved type program.

As it turned out during the experimental work, students have little confidence in themselves in the course "Global competence". Half of the students are not able to identify the basic values necessary for the age of competition. In the course "Global competence" in education, the teacher was left with a disadvantage in the use of various sources. At the same time, we cannot exclude that in the course of conversations with students in the implementation of research work, in most cases, the course is not passed. Many students do not deny that the school has not created conditions for teaching the course "Global competence".

In this regard, in the course "Global competence", held in grade 9 "A" of the "general education school No.182", where we conducted experimental work, classes were organized on the topics: "Current problems in modern society", "Culture of corporate work", "Culture of communication: gender roles", "Signs of a united country", "Problems of State Security", "Cultural and genetic code", "Patterns of building a technocratic society", "Requirements of competitiveness", "Professions in demand in the modern world". The organization of this lesson was carried out not in the traditional form, that is, with the help of various programs "Kahoot", "Wordwal", "Quizizz", etc. In addition, a discussion was organized within the classroom and interesting facts from developed countries of the world were discussed.

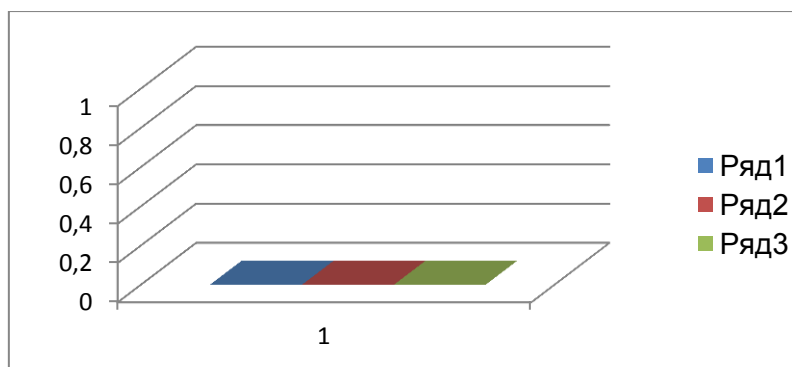
During the course, the works of Kazakh historical figures and national intellectuals, figures and famous teachers-psychologists were analyzed in detail in the formulation of the requirements for creating a fair society, increasing social accessibility, and a competitive society. The requirements of pedagogical and psychological legality were observed in students' free expression of their thoughts, effective communication in the classroom. As a result, the data obtained during the experiment are as follows.

Table 2. The result of the determining experiment of schoolchildren on the course global competence

№	EG (number of children)	%	CG (by number)	%	Level
1	7 children	28	6 children	22	High
2	10 children	40	11 children	41	Middle
3	8 children	32	10 children	37	Low
4	Total: 25	100	Total: 27	100	

This is the abridged EG experimental group on Earth, and CG is the control group. As can be seen from the table, the average level of 25 children in the experimental group and 27 children in the control group prevails.

We can present this problem in the form of a general diagram as follows.



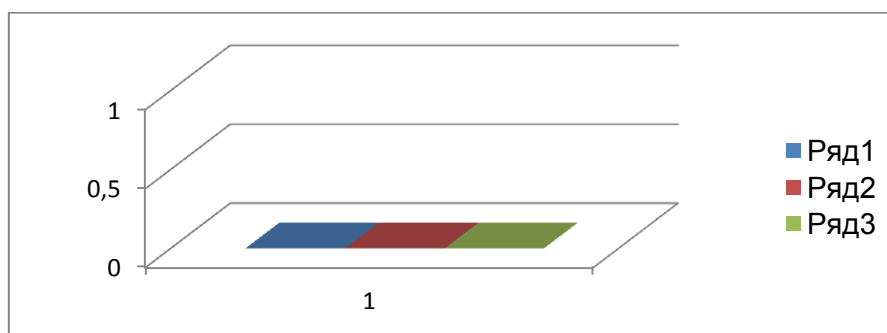
Picture 1- Determinant experiment diagram

After the effective methods used in teaching the course "Global competence", we can determine the positive result from the table below.

Table 3. The result of the formative experiment of schoolchildren on the course "Global competence"

№	EG (number of children)	%	CG (by number)	%	Level
1	10children	40	7children	26	High
2	8children	32	10children	41	Middle
3	7 children	28	9children	33	Low
4	Total: 25	100	Total: 27	100	

After the work of the determining experiment, the high rate in the experimental group was 28% (7 children), and after the forming experiment, the high rate was 40% (10 children). In the control group, however, the indicators did not change significantly. Now we can present this problem in the form of a diagram as follows.



Picture 1- Indicator after the formative experiment

In teaching the course "Global competence" in the system of general secondary education, information methods, age-appropriate discussions, and Computer Technologies conducted on students of the experimental group have shown their positive results.

Summing up the above-mentioned experimental work, it should be noted that the course "Global competence" will become more rational if it is included in the list of mandatory disciplines in accordance with the current situation in the world and its value in the era of competition, as well as using various effective methods and practice-oriented forms of training. At the same time, the conduct of the discipline requires business skills and professional skills from teachers.

Discussion. The strategic article "Looking to the future: modernization of public consciousness", adopted in 2017, states that the signs of modern global competence are measured by competitiveness. In this sense, competitiveness is the ability of a person or group, a nation to offer a rational world so that it can withstand the global market, which is measured not only by material products, but also by knowledge, skills, business, intellectual products [16].

In the course of teaching the course "Global competence", the teacher, when planning topics, can change the topics and goals of study in accordance with the number of hours, has the opportunity to implement various effective methods and techniques, taking into account the characteristics of the class, individual and age characteristics, and the level of training of students.

As it was established in the course of the research, the purpose of the course "Global competence" in schools involves the formation of accessible knowledge and problems of identity, competitiveness, the relationship and features of local and global problems, the impact on the spiritual and material development of the population, the accumulated problems of the XXI century and the interaction of countries of the world, as well as measures to form a unique and developed socio-economic situation.

The tasks of the course "Global competence" include:

1) development of students critical and analytical thinking abilities, increasing their communicative and creative potential;

2) formation of the ability to recognize important sources of information, analyze, compare, evaluate, prove their own point of view, find solutions to existing problems in different situations;

3) awareness of the national identity and characteristics of the population, mastering the state territorial integrity and resources necessary for its development, developing knowledge of understanding intercultural differences;

4) preservation of interethnic peace and identity on the territory of the state and beyond, establishment of effective relations;

5) innovative technologies that meet the requirements of the XXI century, digital resources, as well as the development of the ability to work with electronic educational platforms, the internet and useful websites;

6) training in compliance with the rules of academic integrity, fairness, integrity and sincerity.

Teaching the course "Global competence" requires deep professional skills from the teacher. In particular, due to the lack of teaching aids and methodological materials associated with this course, the teacher should be familiar with everyday social, political and economic conditions. Within the framework of increasing the competitiveness of students during the course "global competence", the teacher must master innovative technologies and rich digital resources that meet the requirements of the XXI century, as well as know the types of electronic platforms, the rules for working with websites.

As it turned out in the course of the research, in many schools this course is taught by teachers of geography and history. At the same time, in some schools, teachers of the subject "Self-knowledge", which were reduced in previous years, take special short-term courses and teach. The course "Global competence" is not without schools for specialists in social education. In this regard, we note that this course, despite its current relevance, remains flawed. The volume of the training load for the course "Global competence" is 1 hour per week in all classes and 36 hours in the academic year.

It is no secret that at present our country has set the stage to take good steps towards the future, taking into account the peculiarities of the national education system and the experience of developed countries of the world, as well as modern innovative technologies and information in accordance with global development trends. Because the foundation of our future is laid through modern kindergarten children, teenagers and teenagers in high school, future specialists in special and higher educational institutions.

Conclusion. It is no secret that today scientists and intellectuals from all over the world are very concerned about the future. Because the positive news and fundamental issues that come with global processes are also in the hair.

Undoubtedly, the achievement of our perfect future in the XXI century, the place of the world among the developed countries is determined not by our natural resources, but by our susceptibility to global challenges, competition and professional competence. In this regard, it is very important that today's young generation receive an education that meets modern requirements. Today, they are faced with the task of developing computer literacy, multilingual proficiency, skill, intelligence, and many other factors.

Thus, we can consider global competence in an individual as a set of knowledge, skills, skills that are formed under the direct guidance of a teacher, thanks to professional skills. Undoubtedly, global competence will continue to be a necessary and urgent issue for the future life of the modern younger generation.

In conclusion, we had the opportunity to summarize the following points on this issue.

1. We believe that the content of the subjects "Environment" and subsequent "Natural science" at the primary stage of secondary schools of general education should also reflect the problems of global competence, competitiveness. There is no reason to conclude that this is the case, but if we pay attention to the education system of modern developed countries, the formation of global competence in children is established from the elementary grades through simple pedagogical and psychological methods.

2. If the course "global competence" is among the mandatory subjects in general education schools, it will become more rational for the future of our country.

3. The rich use of the methodological tools and the potential of new technologies necessary for the implementation of the course "Global competence" on a practical basis will give its results.

4. In higher educational institutions, it is necessary to purposefully organize the implementation of the issue of training teachers in this field from a professional point of view.

5. It is important to involve talented students in various innovative competitions and competitions together with developed countries of the world.

6. Activate discussion clubs, involving volunteers (volunteering), self-government organizations in improving the global competence of students of general secondary schools using all opportunities.

At the same time, no one can deny that the formation of a highly intelligent person who meets modern requirements, has his own views and positions on the world stage, is inclined to new information technologies, is especially important in the era of global competition.

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PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF LEARNER KNOWLEDGE MANAGEMENT

Abstract

The relevance of this study is determined by the fact that at the present stage knowledge becomes the most valuable resource for the development of the economy and society. That is why the system of higher education, which lays the foundations of knowledge development management, should be based on modern developments of researchers on the issue of ensuring the effectiveness of knowledge management. However, there is a problem in this issue, in particular, what research should be emphasised when developing the conceptual framework of knowledge development management of university students. This is due to the fact that for the first time the scientific justification of knowledge management was carried out on the basis of the results of practical developments in the conditions of enterprise work (in particular, the issues of personnel motivation were formulated in the works of American authors as knowledge management tasks).

The aim of the study is to substantiate the psychological and pedagogical foundations that ensure the effectiveness of knowledge management of students in higher education, formulating the competence base of the teacher that meets the challenges of innovative development.

The research methods were: analysing the works of researchers on the issue of ensuring the effectiveness of knowledge management; formulating our own conclusions based on the analysis of researchers' works.