Zifa Temirgazina, Olga Andruchshenko, Medet Sirlibaev

Alkey Margulan Pavlodar Pedagogical University, Pavlodar, Republic of Kazakhstan

REFLECTION OF THE COMPETENCE MODEL OF A PEDAGOGICAL UNIVERSITY GRADUATE IN REGULATIVE DOCUMENTS

Abstract: This article examines the competency model of a graduate, which is based on the individual`s personal qualities and their readiness to apply the acquired knowledge, skills, and abilities. This article examines the competency model of a graduate, which is based on the subject's personal qualities, his adaptability and willingness to apply acquired knowledge, skills and abilities in changing sociocultural conditions.

The aim of this work is to identify the competencies that a graduate of a pedagogical university should possess, based on a content analysis of the regulatory documents of the Republic of Kazakhstan. These are the "State Compulsory Standard of Higher Education" and the "Teacher" Professional Standard". It has been found that the SCSHE defines a set of general cultural, research, and communicative competencies. Professional competencies are formulated in the most general form without reference to the specific professional activity of a university graduate. The detailed description of graduate`s professional competencies of pedagogical universities should be based on the "Teacher" Professional Standard. Thus, a comprehensive and effective competency model of a teacher can only be developed by taking into account both the SCSHE and the "Teacher" Professional Standard.

Key words: competency model of a pedagogical university graduate, general cultural competencies, professional competencies, research competencies, communicative competencies, "Teacher" Professional Standard, State Compulsory Standard of Higher Education.

Introduction

In modern education, there is a particularly important trend towards transitioning from a qualification-based model of learning in higher education to a competency-based one. The qualification-based model is based on knowledge, skills, and abilities, on the transmission of knowledge from the teacher to the student. The problem of developing a student model in the field of higher education is being researched by many researchers. Opwis (2001) describes Student Modeling in the "International Encyclopedia of the Social & Behavioral Sciences" and indicates what a complete student model of various specialties should contain:

"In its most complete state, the student model also contains domain-independent knowledge. In that case, the system also has to know something about knowledge acquisition based on learning processes, therefore referring to different types of students rather than to different domains. Examples of these kinds of student modeling can be found in the work of Anderson and his group <…>. With such information, the system is then capable of associating specific tutoring strategies to specific learning strategies" (Opwis, 2001).

Kuang and Chang in their study emphasize the dynamism of the student model, which should reflect changing sociocultural conditions, for example, the covid epidemic (Kuang M. & Chang M., 2015). As for the preparation of pedagogical students, scientists insist on the flexibility and adaptability of the teacher model. Mejía-Mercado and Romero-González (2021, p.56) emphasize that it is necessary "to carry out a documentary review of the pedagogical models in order to establish one that adapts to the needs of current education, specifically the citizenship training of individuals". Another priority in the development of the teacher model

Ylonen, Norwich (2012, p.2-3) consider its focus on inclusive education, on mastery of teaching methods for schoolchildren with special educational needs.

As we see, scientists characterizing the modern model of a university graduate mostly adhere to a competency-based approach.

The competency-based model, however, is based on the readiness of the learner to apply knowledge, skills, and abilities, as well as on their personal qualities. The teacher serves as a consultant, while the student is an active participant. Zeer (2008, p.25) believe that the competency-based approach is a priority orientation towards the goals of education: teachability, self-determination, self-actualization, socialization, and the development of individuality. According to their opinion, as instrumental means to achieve these goals, fundamentally new educational constructs are competencies and meta-professional qualities. Andrienko (2018, p.16) rightfully points out that the competency-based model, unlike the knowledge-based one, involves not only acquiring a certain volume of academic knowledge but also the practical application of the acquired knowledge in professionally oriented activities.

According to him, the main goal of competency-oriented education is to bridge the gap between education and real-life requirements: from the necessity for students to achieve a certain level of competency in professional activities to the readiness of future specialists to implement the acquired set of competencies in real-life situations, the ability to interact in group activities, cooperate within a team, and compete in the job market (Andrienko, 2018).

The viewpoints of Radevskaya and Imanov (2017, p.15), which describe the competency model in terms of the competencies that a university graduate should possess, the functions they are prepared to perform, and the qualities they possess, are closely aligned with the interpretations listed above. The competence model is built on the correspondence of university graduate`s competencies to the expected professional activity and the ability to effectively perform their functions, as shown in Figure 1.

Figure 1
Interaction of elements in the competency model
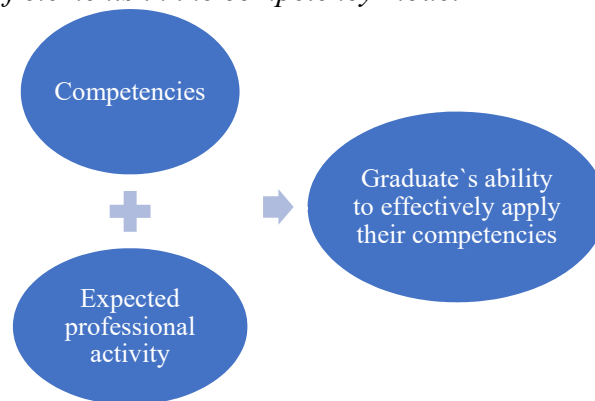
Competence is closely related to knowledge, skills, and abilities, but at the same time, it is a broader concept than competency. Unlike knowledge, competency implies not just possessing information but also the ability to apply it in activities (Omarova, 2022). Researchers define that "competence is a dynamic combination of attributes, attitudes and abilities. Formation and development of competencies is the goal of the implemented educational programs. Competencies are formed in all courses of study and assessed at different stages of learning" (Kazinec, 2020, p.162). Thus, researchers distinguish between the concepts of competency and competence: competencies refer to the entirety of what an

individual possesses, while competence refers to the set of competencies that they use in professional activities (Kazinec, 2020, p.162).

Thus, the model of a graduate`s personality is a construct or a form of systemic design in the categories of "competency" and "competence", which characterize the qualities of an individual`s personality, reflecting their motivational, informational, operational, and reflexive readiness for a specific type of professional activity. It also describes the types of professional training (Solodova, 2008, p.34).

The purpose of our article is to conduct a content analysis of the State Compulsory Standard of Higher Education of the Republic of Kazakhstan (hereafter referred to as SCSHE) (MSHE RK, 2022), adopted in 2022, and the "Teacher" Professional Standard of 2022 (hereafter referred to as TPS) (MERK, 2022), in terms of reflecting competencies within them and constructing a model of a university graduate in accordance with them.

Research methodology and methods

As mentioned above, we have chosen a competency-based approach for constructing the model of a university graduate.

The regulatory documents of the Republic of Kazakhstan served as the material for developing the competency model of a pedagogical university graduate: the State Compulsory Standard of Higher Education of the Republic of Kazakhstan from 2022, with additions made in 2023, (MSHE RK, 2022) and the "Teacher" Professional Standard from 2022, which was approved by the order of the Acting Minister of Education of the Republic of Kazakhstan from December 15, 2022 №500 (MERK, 2022).

Content analysis of regulatory documents was consistently used as the main method. Qualitative content analysis helps to reveal how the above-mentioned regulatory documents reflect the competencies necessary for effective implementation of professional activity by the Republic of Kazakhstan pedagogical universities graduates.

Results and discussion

In the competency model of a graduate teacher, the following types of competencies are traditionally distinguished:

General cultural competencies;

Professional competencies;

Research competencies;

Communicative competencies (Nurzhanova, 2023, p. 68–69).

General cultural competencies encompass the abilities of a university graduate to, firstly, share the values prevailing in society – Kazakhstani patriotism, citizenship, tolerance, moral and ethical norms; secondly, possess linguistic and legal culture; thirdly, have humanistic ideals and notions of world culture, science, and religion; fourthly, possess an ecologically developed consciousness. In other words, the general cultural competencies of graduates from higher educational institutions are not dependent on their professional activities; they are universal for specialists in various fields. This also includes competencies in the household and cultural-leisure sphere, for example, proficiency in effective ways of organizing free time; experience in mastering the student`s scientific worldview, expanding to a cultural and universal understanding of the world (Nigmatzyanova, 2014), (Semashchenko, 2022).

Having considered some definitions of general cultural competencies, we have come to the conclusion that they are a fundamental competency that helps individuals to self-identify in the global cultural space, apply theoretical knowledge in practical activities, and navigate in any society. They are necessary for everyone, regardless of their specialty or profession.

Professional competence is the ability to act successfully on the basis of practical experience, skill and knowledge in solving professional tasks. Professional competence can be

considered an integrative quality of a specialist`s personality, including a system of knowledge and skills, generalized ways of solving typical problems (Zeer, 2008 p. 24–26).

Regarding the professional competencies of a teacher, V. Adolf states that they are "a complex of knowledge, skills, properties, and personal qualities that ensure the variability, optimality, and effectiveness of the educational process" (Adolf, 1998, p. 118). Another definition is given in the "Pedagogical Dictionary": "Professional competence of a teacher is the teacher`s possession of the necessary sum of knowledge, skills and abilities that determine the formation of his/her pedagogical activity, pedagogical communication and teacher`s personality as a carrier of certain values, ideals and pedagogical consciousness" (Kodzhaspirova, 2005).

It can be concluded that professional pedagogical competence is:

- Knowledge, skills, and abilities necessary for a teacher`s professional activity;

- The ability to effectively solve pedagogical, didactic, and methodological problems using high professionalism.

Research competence is ambiguously interpreted in pedagogical science. Thus, Zeer and Symanyuk (20011, p.4) believe that research competence from the perspective of the knowledge approach is a set of knowledge and skills necessary for the implementation of research activities. In the functional-activity approach, research competence is seen as a set of personal qualities necessary for effective research activity (Ananyev, 2008, p.6). This is one of the most important competences of a teacher, especially demanded today in Kazakhstani school, where innovative development is actualized, the readiness of teachers to work in experimental conditions, conduct scientific research, plan and organize students` research activities.

One of the key competencies of a teacher is communicative competence, which is defined as fundamental. Formation and development of communicative, in particular speech competence of students, is not only the task of special disciplines teachers. It is necessary to pay attention to the development of teachers` speech competence along with the development of their professional knowledge and skills. A teacher should possess a sufficient level of communicative competence, be able to flexibly manage the process of interaction during education and upbringing, apply communicative technologies, strategies, and tactics that contribute to mutual understanding with students, their parents, colleagues, and leadership.

In the proposed a model of graduate teacher (see Tables 1, 2 below), a complex of competencies is presented, consisting of four groups: general cultural competencies, professional competencies, research competencies, and communicative competencies. The competencies were identified through the content analysis of Kazakhstani regulatory documents: the State Compulsory Standard of Higher Education of the Republic of Kazakhstan from 2022 and the "Teacher" Professional Standard from 2022.

During the content analysis of the SCSHE concerning competencies, difficulties arise primarily due to contradictions between the competencies of a university graduate, as defined by the Dublin Descriptors for bachelor`s degrees in sections 34–35 of the SCSHE, and the skills and abilities that students should acquire after studying compulsory disciplines. Indeed, the competencies based on the Dublin Descriptors have a professional character, from the first result to the fifth, as well as the seventh and eighth results. See the SCSHE paragraph 34:

"34. The requirements for the level of students' training are determined on the basis of Dublin descriptors of the first level of higher education (bachelor`s degree) and reflect the mastered competences expressed in the achieved learning outcomes.

The learning outcomes are formulated both at the level of the entire higher education program and at the level of individual modules or academic disciplines.

35. The descriptors reflect learning outcomes that characterize students` abilities:

1) demonstrate knowledge and understanding in the studied field, based on advanced knowledge in the field;

2) apply knowledge and understanding at a professional level, formulate arguments, and solve problems in the studied field;

3) collect and interpret information to form judgments considering social, ethical, and scientific considerations;

4) apply theoretical and practical knowledge to solve educational, practical, and professional tasks in the studied field;

5) learning skills necessary for independent continuation of further education in the studied field;

6) know the methods of scientific research and academic writing and apply them in the studied field;

7) apply knowledge and understanding of facts, phenomena, theories, and complex relationships between them in the studied field;

8) understand the importance of principles and culture of academic integrity" (MERK, 2022).

Indeed, only the 6th learning outcome can be attributed to the group of research competencies. In other words, out of the 8 learning outcomes formulated based on the Dublin Descriptors, 87,5% constitute professional competencies, while 12,5% constitute research competencies.

General cultural, communicative, and research knowledge, skills, and abilities constituting the respective types of competencies are outlined in the learning outcomes of general education disciplines (hereinafter GED) in paragraph 7 of the SCSHE. See our grouping of competencies in Table 1.

Table 1
Types of Competencies in the SCSHE of the Republic of Kazakhstan

I	
	General Cultural Competencies
1	2) interprets the content and specific features of mythological, religious, and scientific worldviews;
2	3) argues their own assessment of everything happening in social and production spheres;
3	9) develops their own moral and civic position;
4	10) operates with the social, business, cultural, legal, and ethical norms of Kazakhstani society;
5	11) demonstrates personal and professional competitiveness;
6	12) applies knowledge in the field of social and humanitarian sciences, recognized globally, in practice;
7	22) applies acquired knowledge for effective socialization and adaptation in changing sociocultural conditions;
8	20) develops a personal educational trajectory throughout life for self-development and career growth, focusing on a healthy lifestyle to ensure full social and professional activities through methods and means of physical culture.
II	
	Research Competencies
1	1) evaluates the surrounding reality based on worldview positions formed by knowledge of the fundamentals of philosophy, which provide scientific understanding and study of the natural and social world through methods of scientific and philosophical cognition;
2	4) demonstrates a civic position based on a deep understanding and scientific analysis of the main stages, regularities, and peculiarities of the historical development of Kazakhstan;
3	5) uses methods and techniques of historical description to analyze the causes and consequences of events in the history of Kazakhstan;
4	7) synthesizes knowledge from these sciences as a modern product of integrative processes;

5	8) uses scientific methods and techniques of research in a specific science, as well as in the entire socio-political cluster;
6	13) makes choices of methodology and analysis;
7	14) generalizes research findings;
8	15) synthesizes new knowledge and presents it in the form of socially significant humanitarian output;
9	23) possesses skills in quantitative and qualitative analysis of social phenomena, processes, and issues.
III	

Communicative Competencies

1	6) assesses situations in various spheres of interpersonal, social, and professional communication, taking into account basic knowledge of sociology, political science, cultural studies, and psychology;
2	16) engages in communication in oral and written forms in Kazakh, Russian, and foreign languages to address tasks of interpersonal, intercultural, and professional communication;
3	17) utilizes language and speech tools based on a system of grammatical knowledge; analyzes information in accordance with the communication situation;
4	18) evaluates the actions and behavior of communication participants;
5	19) utilizes various types of information and communication technologies in personal activities: internet resources, cloud and mobile services for searching, storing, processing, protecting, and disseminating information;
6	21) knows and understands the basic patterns of Kazakhstan's history, fundamentals of philosophical, socio-political, economic, and legal knowledge, communication in oral and written forms in Kazakh, Russian, and foreign languages.

Therefore, mastering the GED (64 credits) primarily develops in students general cultural (8), research (9), and communicative (6) competencies. The professional competencies outlined in the Dublin Descriptors, most important in terms of professional competence, are developed through the study of basic and specialized disciplines (BD and SD). They are allocated 176 credits within the structure of the higher education curriculum (HEC), which is 73,3% of the total number of credits for education (240 credits).

The professional competencies are formulated in the SCSHE in a very general manner, as they define the preparation of graduates for various specialties and professions. Therefore, the SCSHE in paragraph 20 directs educational program developers to professional standards: "20. OHPE independently develop higher education programs in accordance with the requirements of the SCSHE and Professional Standards (where available)" (MSHE RK, 2022).

Therefore, the specification of professional competencies for pedagogical universities graduates is necessary and possible based on such a regulatory document as the "Teacher" Professional Standard, approved by the Ministry of Education of the Republic of Kazakhstan in 2022. In the TPS, it is stated: "The general characteristics of the professional activity of educators contain the framework of professional competencies of the teacher..." (MERK, 2022).. This means that the Standard implements a competency-based approach to the preparation of pedagogical universities graduates, as we discussed earlier.

The objectives proposed in the Standard are also focused on the professional competencies of the teacher:

"1) describes the content of pedagogical activities and the level of preparation required;

2) serves as a basis for the development of educational programs for the training and professional development of teachers, as well as for retraining professionals from other fields;

3) describes the competencies needed for professional growth, from initial training and entry into the profession to pedagogical mastery;

4) development of the system for professional retraining and further education of teachers;

5) establishment and assessment of qualification requirements and job functions of teachers;

6) management of changes and adaptation of the content of one's own pedagogical activities" (MERK, 2022).

As we can see, all 6 objectives are directly related to the professional competencies of a teacher. In Appendix 1 to the TPS, a "Framework of Professional Competencies of a Teacher" is provided, which is differentiated into 4 blocks: professional values, professional knowledge, teaching/learning practice, and professional development (MERK, 2022). For these listed teacher competencies in the "Framework…", criteria and indicators are provided. For example, for professional values, criteria such as commitment to the teaching profession, citizenship, adherence to professional ethics, responsibility, and proactivity are indicated. See Table 2.

Table 2
Competencies in the "Teacher" Professional Standard

	Competencies	Criteria
1	**Professional values** Performs professional activities based on respect and responsibility, honesty, and fairness	1.1 Commitment to the Teaching Profession
		1.2 Citizenship
		1.3 Adherence to Professional Ethics
		1.4 Responsibility
		1.5 Proactivity
2	**Professional knowledge** Understands pedagogical approaches to quality education based on knowledge of strategic documents in the field of education, cultural values, and learning theory	2.1 Knowledge and utilization of the individual characteristics of students in teaching, learning, and upbringing
		2.2 Knowledge of the subject matter, teaching methodology, and student assessment tools
3	**Teaching/ Training and Education Practice** Plans the educational process, organizes a safe, favorable environment for all students, and ensures the achievement of educational and upbringing goals	3.1 Planning the teaching/ learning and upbringing process
		3.2 Creating a safe, supportive learning and developing environment
		3.3 Implementation of the teaching and upbringing process
		3.4 Assessing the educational achievements of students
		3.5 Collaboration in the teaching and upbringing process
4	**Professional Development** Manages own professional growth and develops competencies for effective pedagogical activities	4.1 Reflecting on own practice and colleagues` practice
		4.2 Managing the quality of self-development and aspiring to leadership

Note in the "Teacher" Standard the inconsistent distinction of four main types of competence: for example, in professional values, besides professional competencies, general cultural competencies are included. Value 1.2 "Citizenship" contains the following indicators of general cultural competencies:

1.2.1 Expresses commitment to the national and cultural values of Kazakhstan.
1.2.2 Demonstrates respect for global cultural and linguistic diversity.

1.2.3 Integrates the richness of Kazakh culture and language, as well as other cultures and languages of the people of Kazakhstan, into the process of teaching and upbringing.

1.2.4 Adheres to the principles of academic integrity and zero tolerance for corruption (MERK, 2022)..

However, it is the TPS that allows for the completion of the model of pedagogical universities graduate development in Kazakhstan, supplementing and specifying the professional competencies of a teacher – the most important part of their training. A comprehensive competency of a model of pedagogical universities graduate, and accordingly, the development of educational programs for teacher training, should be built taking into account not only the SCSHE, but also the "Teacher" Professional Standard. This norm is embedded in the SCSHE, which recommends developing educational programs based on the TPS. In the SCSHE, only general cultural, research, and communicative competencies are clearly defined, while professional competencies based on the Dublin Descriptors are outlined in a very general manner. The TPS details the professional competencies of teachers at different levels and educational organizations: from a trainee teacher to a master teacher, from a teacher of a pre-school education and training organization, a secondary school teacher to a master trainer.

The study of the content of regulatory legal acts and their analysis is an important component in the development of educational strategies in the field of higher education. Researchers rightly emphasize the strategic importance of high-quality regulatory documents for improving the quality of higher education in Kazakhstan (Omirbayev et. al, 2023).

Conclusion

Thus, an effective model of a pedagogical universities graduate of RK should take into account the norms and requirements laid down not only in the SCSHE, but also in the "Teacher" Professional Standard. It is important to note that both the SCSHE of RK and the Professional Standard are oriented towards a competency-based model of the teacher. The application of a competency-based model in pedagogical universities serves as the foundation for preparing highly qualified teachers to work in educational institutions of various types. The SCSHE and the "Teacher" Professional Standard are oriented not towards the qualification requirements of employers, but towards competency, which combines qualification with social orientation, practical application of acquired knowledge, ability to work in teams, responsibility, and initiative.

Conflict of Interest Statement

The authors declare no potential conflicts of interest regarding the research, authorship, or publication of this article.

References

Adolf, V. (1998). Professional'naya kompetentnost' sovremennogo uchitelya [Professional competence of a modern teacher]. *Krasnoyarsk: Krasnoyarskij gosudarstvennyj universitet*, 310 p.

Ananyev, B. (2008) Lichnost', sub"ekt deyatel'nosti, individual'nost' [Personality, subject of activity, individuality]. *Moskva: Direkt-Media*, 134 p.

Andrienko, A. (2018). Kompetentnostno-orientirovannyj podhod v sisteme vysshego obrazovaniya: istoriya, sovremennoe sostoyanie i perspektivy razvitiya [Competency-based approach in the system of higher education: history, modern state and prospects of development]. *Cheboksary,* 92 p.

Kazinec, V., Trinadcatko, O. (2020) Kompetentnostnaya model' vysshego obrazovaniya [Competence-based model of higher education]. *Sovremennye naukoemkie tekhnologii,*12–1, 160–165.

Kodzhaspirova, G. (2005) Pedagogicheskij slovar' [Pedagogical dictionary]. http://niv.ru/doc/dictionary/pedagogical/fc/slovar-202.htm#zag-344

Kuang M., Chang M. (2015) College Students' Advanced Model Cultivation Mechanism in a New Period – Taking a university in Wuhan as an example. *SHS Web of Conferences.* https://doi.org/10.1051/shsconf/20151902001

Mejía-Mercado, E.L., Romero-González, Z. (2021). Pedagogical models and their application to pedagogical strategies for citizenship education. *Perspectivas.* 7, (1), 56–65. https://doi.org/10.22463/25909215.3352

Ministry of Education Of the Republic of Kazakhstan (2022). Professional'nyj standart "Pedagog". [Professional standard "Teacher"]. Order of Acting Minister of Education of the Republic of Kazakhstan dated December 15, 2022 No. 500. Registered with the Ministry of Justice of the Republic of Kazakhstan on December 19, 2022 No. 31149. https://adilet.zan.kz/rus/docs/V2200031149

Ministry of Science and Higher Education Of the Republic of Kazakhstan (2022). Gosudarstvennyj obshcheobyazatel'nyj standart vysshego i poslevuzovskogo obrazovaniya [State obligatory standards of higher and postgraduate education]. Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 No. 2. Registered with the Ministry of Justice of the Republic of Kazakhstan on July 27, 2022 No. 28916.. https://adilet.zan.kz/rus/docs/V2200028916

Nigmatzyanova, G. (2014). Struktura i soderzhanie obshchekul'turnyh kompetencij studenta [Structure and content of general cultural competencies of a student]. *Gumanitarnye nauchnye issledovaniya,* 2. https://human.snauka.ru/2014/02/5851

Nurzhanova, R., Temirgazina, Z. (2023). Model' vypusknika-filologa: kompetentnostnyy podkhod [Model of a graduate philologist: competency-based approach]. *Yazyk i literatura: teoriya i praktika*, 2, 62–72. https://doi.org/10.52301/2957-5567-2023-2-62-72

Omarova, S., Igna O., Mukhatayev A. (2022). Problemy kompetentnostnogo podkhoda v podgotovke i povyshenii kvalifikatsii kadrov [Problems of the competency-based approach in training and advanced training of personnel]. *Kazakstannyn zhoģary mektebí. Vysshaya shkola Kazakhstana,* 4 (40), 5–13.

Omirbayev S., Mukhatayev A., Kassenov K., Kuangaliyeva K., Akhmetova Sh. (2023). Analiz normativno-pravovyh aktov: kachestvenno-kolichestvennaya harakteristika soderzhaniya strategicheski znachimyh dokumentov v oblasti obespecheniya kachestva vysshego i poslevuzovskogo obrazovaniya v Kazakhstane [Analysis of normative legal acts: qualitative and quantitative characteristics of the content of strategically important documents in the field of quality assurance of higher and postgraduate education in Kazakhstan]. *Vestnik Evrazijskogo nacional'nogo universiteta imeni L.N. Gumileva,* 2(143), 260–272.

Opwis, K. (2001). Instructional Technology: Cognitive Science Perspectives. *International Encyclopedia of the Social & Behavioral Sciences*, 7573–7577. https://doi.org/10.1016/B0-08-043076-7/01476-5

Radevskaya, N., Imanov, G. (2017). Strukturno-soderzhatel'nye smysly kompetentnostnoj modeli vypusknika vuza [Structural and content meaning of the competence model of a university graduate]. *Chelovek i obrazovanie,* 2 (51), 15–19.

Semashchenko, A., Temirgazina, Z. (2022). Diagnostika urovnya ponimaniya i interpretatsii uchashchimisya khudozhestvennogo teksta [Diagnosis of the level of understanding and

interpretation of a literary text by students*]. Yazyk i literatura: teoriya i praktika,2,* 70–84. https://doi.org/10.52301/2957-5567-2022-2-70-84

Solodova, T. (2008) Ot kompetentnostnoj modeli vypusknika k kompetentnomu vypuskniku [From competency model of graduate to competent graduate]. *Vestnik VolGU*, 6 (11), 34–39.

Ylonen A., Norwich, B. (2012) Using Lesson Study to develop teaching approaches for secondary school pupils with Moderate Learning Difficulties: Compilers: teachers' concepts, attitudes and pedagogic strategies. *European Journal of Special Needs Education*, 27, 1–17. https://doi.org/10.1080/08856257.2012.678664.

Zeer, E. (2008). Psihologiya professij [Psychology of professions]. *Moskva: Proekt Mir,* 330 p.

Zeer, E., Symanyuk, E. (2011). Kompetentnostnyj podhod kak faktor realizacii innovacionnogo obrazovaniya [Competence-based approach as a factor in the realization of innovative education]. *Obrazovanie i nauka,* 8, 3–14.

Information about authors
Zifa Kakbaevna Temirgazina – Doctor of Philology, Professor, Alkey Margulan Pavlodar Pedagogical University, Pavlodar, Republic of Kazakhstan; e-mail: temirgazina_zifa@pspu.kz; ORCID: https://orcid.org/0000-0003-3399-7364
Andruchshenko Olga Konstantinovna – Candidate of Philological Sciences, Associate Professor, Vice-Rector for Academic Affairs, Pavlodar Pedagogical University named after Alkey Margulan, Pavlodar, Republic of Kazakhstan; e-mail: olga_pav_pgpi@mail.ru; ORCID: https://orcid.org/0000-0003-4269-9588
Sirlibaev Medet Kosherbaevich – Master of Pedagogical Sciences, head of the EP "Physical Education and Sports", Pavlodar Pedagogical University named after Alkey Margulan, Pavlodar, Republic of Kazakhstan; e-mail: Sirlibaevm@mail.ru.