

Experience in developing professional competences of social pedagogues in higher educational institutions of Kazakhstan

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Abstract. In the era of integration, the key resource of the country is the training of professionals in the social sphere. Global trends require the development of competences among University students. The scientific novelty and theoretical significance of the study, which consists in studying the experience of training social pedagogues at higher education institutions in Kazakhstan, taking into account the modern competency-oriented paradigm of education, is justified. The authors revealed that the competency-based approach at Kazakhstani universities is implemented in accordance with the principles of the Bologna Declaration. The relationship between educational programs and professional standards in Kazakhstan is consistent with modern international documents, primarily the European qualification framework, expressed in the Dublin descriptors. The researchers describe educational programs for training social pedagogues, the typology of competences implemented in the system of professional training of future specialists is presented. It is proved that an important element of educational programs is their modular structure and calculation of the volume of academic load in ECTS credits. The authors, based on the identification of the nature and trends in the training of social pedagogues at Kazakhstani universities as well as the analysis of regulatory documents, identified the general and special in the process of developing the competences of social pedagogues and made a forecast about the need to focus on professional competences accepted by the world community.

Keywords: professional competences, competency-based approach, social pedagogy, social pedagogue.

1 Introduction

In the context of integration of national education systems into a single global educational space, the main strategy for training competitive specialists is the competency-based

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paradigm of education. The standards of higher education involve the development of students' competences for successful professional activity. In this regard, in pedagogical science and practice, the problems of developing students' competences are updated, which is reflected in the system of new requirements of the competency-based approach to training specialists, which are laid down in the state standards of universities.

2 Methods

The methodological basis of the research is the fundamental ideas of the theory of social pedagogy, social education, the concept of pedagogical support, the concept of comparative socio-pedagogical research, the concept of cultural approach to socio-pedagogical education.

The methodic base of the research consists of methods of problem and comparative analysis of the works of leading pedagogues-researchers, as well as normative documents of different levels (State Mandatory Standard, Standard curricula, working curriculum, Educational Programs in the specialty, textbooks on social pedagogy, etc.) [1, 2]. The specificity of the comparative nature of the article determined the choice of the analytical research methods: comparative analysis, content analysis of scientific literature, SWOT-analysis of regulatory documentation, the method of generalizing experience in the field of research, and the prognostic method.

3 Results

In the course of our research, we identified the main trends and experiences in the developing of the competences of social pedagogues at higher education institutions in Kazakhstan. The article reveals the specifics of the national system of higher professional education in the development of competences of social specialists. The article describes the educational programs for the training of social pedagogues developed in accordance with the normative documents on the training of psychological and pedagogical professionals in the Republic of Kazakhstan. The features of educational programs of Kazakhstani universities are revealed: the optimal ratio of disciplines of general scientific and professional cycles of theoretical and practical training; the optimal combination of universalization and specialization in the content of professional training; strengthening of integration and interdisciplinary ties in social education; orientation to the final result of the educational process – the development of professional competences of university graduates.

In order to ensure the quality of professional activity of social pedagogues, the need to focus on the range of competences accepted by the world community is justified.

4 Discussion

The problem of defining the range of competences of social pedagogues is at the center of discussions among scientists, pedagogues and international organizations. The first document that established a set of criteria for the required level of competence necessary for the practice of social pedagogy was “A common platform for social pedagogues in Europe”, adopted by the International Association of Social Educators of Europe [3].

Social pedagogues shape a profession with the goals of care, education, and therapy [4]. The term “social” is also used to refer to specialized services, such as residential institutions for young people or centers for people with special educational needs [5].

The rationale for the competency-based approach in higher education is reflected in the works of Russian scientists [6-8].

We hold on to the concept of a competency-based approach to professional-pedagogical education as a unified system for defining goals, selecting content, and organizational and technological support for specialist training based on the allocation of special, general and key competences that guarantee a high level and effectiveness of professional-pedagogical activities of a social pedagogue [9].

Today, timely issues are the development of the scientific basis for the implementation of the “concept of lifelong learning”, proclaimed in the Incheon Declaration [10].

The competency-based approach at Kazakhstan’s higher education institutions is implemented in the Dublin descriptors based on learning outcomes [2].

The practice of social pedagogues training in Kazakhstan is new which has begun since 2010 [11].

We present a typology of competences implemented in the system of professional training of future specialists at Al-Farabi Kazakh National University. The university was ranked 165 in the world by the Quacquarelli Symonds (QS) ranking Agency [12] (Table 1).

Table 1. The typology of competences for describing learning outcomes.

	Competences	Description of competences
1	Cognitive	Knowledge – memorization and reproduction of learned material, from specific facts to complete theories. Understanding – the ability to transform material from one form of expression to another, to interpret information, to make assumptions about the future course of phenomena and events.
2	Functional	Application – the ability to use the studied material in specific conditions and new situations. Analysis – the ability to isolate parts of the whole; identify relationships between them; determine the principles of organization of the whole; distinguish the difference between facts and consequences; evaluates the significance of data.
3	Systemic	Synthesis – the ability to combine elements to obtain a whole that has a novelty (essay, speech, report, abstract, project, case, quest, etc.). Evaluation – the ability to evaluate the value of a particular material, the logic of presenting information, building a text, matching conclusions, the significance of a particular product of activity.
4	Metacompetence	The ability to develop the skills in the field of learning that are necessary to continue learning with a higher degree of autonomy.
5	Social (behavioural)	Willingness to cooperate (ability to pose a problem, defend, argue, organize, work in a team).

The qualification requirements are presented in the State Mandatory Standard in the form of core competences:

1. Professional competence – cognitive competence, which is based on the knowledge and technological competence, manifested in skills.

2. Personal-professional competence – social, communicative and informational [13].

We analyzed the educational program in the specialty “6B018 – Social pedagogy and self-cognition” developed by the researchers at Al-Farabi Kazakh National University [14] (Table 2).

In the system of professional training of social pedagogues, the role of Basic disciplines (BD) is significant. Due to the fact that the main goal of professional training of future social pedagogues is to develop their competences for successful work in various types of educational institutions and in society, the educational program for this specialty includes elective subjects.

Table 2. Modules of the educational program.

Components			
	I. Obligatory	II. Higher School Component	III. Elective Component
Modules			
1	Socio-cultural development	Pedagogy and psychology	Socialization of children and youth
2	Socio-political knowledge	Physiology and special education	Facilitation in education
3	Tool module	Social pedagogy and psychology	STEM-module
4	Physical education	Ethnopedagogy and self-cognition	Service in education
		Diagnostics and consulting	Evaluation and management of education
		Practical activities in education	Socio-pedagogical correction and intervention
		Technologies of socio-pedagogical work and teaching methods	Pedagogical artistry and animation
		Innovations in education	Problems of education and upbringing
		Socio-pedagogical researches	

The discipline “Inclusive education” aims to train students to work in an inclusive educational environment.

The importance of training competent specialists in inclusive education is indicated by the works of international [15-17] and Russian scientists [18-23].

Training of a social pedagogue should include mastering key subject and social competences, which is facilitated by the elective disciplines “Mediation technologies in the activities of a social pedagogue”, “Socio-pedagogical correction and intervention”. Kazakhstani researchers [24] pointed out the importance of training “a specialist who has a deep knowledge of the social and situational difficulties of a student’s life and is able to help them”. The development of social pedagogues’s information competences is facilitated by studying “The Instrumental module”. Also in the training of a social pedagogue, the development of communicative competences is important: communication skills both in the native and foreign languages. In this regard, the block of “General education disciplines” includes the study of Kazakh (Russian) and foreign languages. The study of the disciplines “Ethnopedagogy and self-cognition”, “Religion and education” are aimed at the development of personal and professional qualities.

The most important requirement for the success of professional training of social pedagogues is the organization of various types of internships: professional (educational) internship; professional (pedagogical) internship; professional (socio-pedagogical) internship; professional (pre-graduate) internship.

5 Conclusion

Educational programs and systems of training of social pedagogues in the country are developed taking into account the competency-based approach and are focused on international educational standards. The experience of higher educational institutions in Kazakhstan on the development of professional competences for future social pedagogues allows us to draw the following conclusions and recommendations: it is necessary to base the university stage of training on the principles of humanization, humanitarization, integration

and practice-oriented direction of the learning process; the university graduates' profession and state standards of higher education should assume the need to develop professional competences in the activities of all participants in the integral pedagogical process of higher education, both lecturers and students; the study of all special disciplines and elective courses should be professionally oriented and aimed at the development of professional, universal cultural and social competences.

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