



## ARTÍCULOS

UTOPIA Y PRAXIS LATINOAMERICANA. AÑO: 25, n° EXTRA 10, 2020, pp. 545-551  
REVISTA INTERNACIONAL DE FILOSOFÍA Y TEORÍA SOCIAL  
CESA-FCES-UNIVERSIDAD DEL ZULIA. MARACAIBO-VENEZUELA  
ISSN 1316-5216 / ISSN-e: 2477-9555

### Professional Competences of Preschool Teachers: Integrated College-University System

*Competencias profesionales de docentes de preescolar: sistema integrado  
universidad- instituto de educación superior*

**AIGUL MINTAGIROVNA SHAKIROVA**

<https://orcid.org/0000-0002-0192-2950>  
mega.sppa@mail.ru  
Kazan Federal University, Russia

**REZIDA AKHATOVNA FAHRUTDINOVA**

<https://orcid.org/0000-0001-7578-3247>  
fahrutdinova@list.ru  
Kazan Federal University, Russia

**ANNA ILDAROVNA SKOROBOGATOVA**

<https://orcid.org/0000-0003-1793-8161>  
vera.shamina@kpfu.ru

Kazan innovative University named after V. G.  
Timiryasov (IEML), Russia

**RAIKUL KENESBAYEVNA DIUANOVA**

<https://orcid.org/0000-0001-6392-7688>  
RKDiuanova@list.ru

Kyzylorda state University. Kazakhstan

Este trabajo está depositado en Zenodo:  
DOI: <http://doi.org/10.5281/zenodo.4155849>

#### ABSTRACT

Recently, the training of specialists from a competency-based approach has been increasingly debated; such competences in current students are presented as a social, personal, behavioral, and integral phenomenon as a result of education. This fact does not represent a requirement for the content of education in terms of pedagogical teaching objectives, outcomes and technologies. In the experimental part of the study, the authors of the work presented a model for the development of professional competences of students based on an integrated college-university system in the context of the implementation of new educational standards.

**Keywords:** Competence, higher education, model, new generation standards, students.

#### RESUMEN

Recientemente, la formación de especialistas desde un enfoque basado en competencias se ha debatido cada vez más; tales competencias se presentan en los estudiantes como un fenómeno social, personal, conductual, e integral como resultado de la educación. Este hecho no representa un requisito para el contenido de la educación en cuanto a objetivos, resultados y tecnologías de enseñanza pedagógica. En la parte experimental del estudio, los autores del trabajo presentaron un modelo para el desarrollo de competencias profesionales de los estudiantes basado en un sistema integrado de universidad-instituto de educación superior en el contexto de la implementación de nuevos estándares educativos.

**Palabras clave:** Competencia, educación superior, estándares de nueva generación, estudiantes, modelo.

Recibido: 28-08-2020 Aceptado: 29-10-2020



Utopía y Praxis Latinoamericana publica bajo licencia Creative Commons Atribución-No Comercial-Compartir Igual 4.0 Internacional (CC BY-NC-SA 4.0). Más información en <https://creativecommons.org/licenses/by-nc-sa/4.0/>

## INTRODUCTION

Various authors have proposed many classifications of specific professional competences in the areas of specialist training (Valiakhmetova et al.: 2017, pp. 387-392). An analysis of the pedagogical literature on the problem of professional competence, on the history of the formation of this concept shows all the ambiguity, multi-structure, multicomponentness of the concepts of "competence", "competency", the complexity of their interpretation and the very idea of a competency-based approach in education — secondary vocational and higher education (Abdrafikova et al.: 2015; Jeremić et al.: 2018).

Significant interest and useful material are provided by foreign studies on this issue, the authors of which are supposed to consider competence as an individual's internal motivation for the high-quality implementation of his professional activity (Verbitsky: 2004, pp. 84-89; Vujicic et al.: 2010), the presence of professional values (Pimenova et al.: 2017, pp. 1517-1525) and the attitude to his profession as a value (Raven: 2002; Vuorinen et al.: 2014, pp. 149-159). A competent specialist is able to go beyond the scope of the subject of his profession, he has a certain creative potential for self-development (Janjić et al.: 2015, Syunina et al.: 2017, pp. 34-40).

The positions of Russian scientists in the field of the competency-based approach to education are that the difference between a competent specialist and a qualified one is that the first not only has a certain level of knowledge and skills, but is also able to implement them in work.

From the definitions, the following features become apparent that distinguish competence from traditional concepts — knowledge, skills, experience (Akhmadullina et al.: 2016, pp. 547-555; Blömeke & Kaiser: 2017; Fernández-molina et al.: 2019):

- Its integrative nature;
- Correlation with the value-semantic characteristics of the personality;
- Practice-oriented orientation.

The development of professional competencies of students — future teachers of preschool education — is carried out by means of the content of education, as well as competencies establish a set of system characteristics for the design of educational standards, educational and methodical literature, as well as appropriate measuring instruments for the preparedness of students (Auhadeeva et al.: 2017, pp. 774-781; Anisimova & Ibatullin: 2018, pp. 228-238; Belinova et al.: 2018; Sanina: 2018, pp. 56-69).

In order to improve the quality of education, it is necessary to switch to competency-based education, which allows solving the problem typical of institutions of secondary vocational and higher education, when students can master the set of theoretical knowledge well, but experience significant difficulties in activities that require the use of this knowledge to solve specific tasks or problem situations. The essence of the educational process in the conditions of a competency-based approach is the creation of situations and the support of actions that can lead to the formation of a particular competency. It is necessary to model (set or create) the parameters of the environment, the situation of the activity in which certain competencies are formed and developed.

Professional competencies are the basis for introducing a competency-based approach into the pedagogical process, which allows a preschool teacher to integrate knowledge, skills (Selevko: 2004, pp. 56-60), intellectual abilities in the implementation of innovative activities and the application of modern educational technologies in practice (Sedova & Nazarenko: 2009; Torbeyns et al.: 2019; Sukier et al.: 2020). An analysis of the psychological and pedagogical literature suggests that the following conditions will contribute to the effective development of the professional competencies of the future preschool teacher in the educational process of the college:

- Organization of the training process, taking into account all competencies and ensuring access to educational resources;
- Promoting professional self-determination of students in the educational process of the college;
- Implementation of contextual education of future teachers of preschool education.

Thus, when training specialists in the system of continuing professional education, it is necessary to take into account the principle of continuity, its requirements, functions, as well as the levels of continuous training of specialists. At the level of secondary vocational education, training is aimed at the formation of performing activities (organizes / carries out educational and teaching activities), and at the bachelor level the pedagogical activity of the graduate is directed to the sphere of pedagogical support of students, scientific research and design (designs / develops / manages). At the same time, the main principle of the development of education remains: a single educational space, which involves the creation of a common methodological base, ensures the continuity of educational programs of different levels of training. Students moving from one level of education to another should not only acquire new professional competencies, but also not lose the acquired ones, but continue their development.

## **METHODS**

Pilot work on the development of professional competencies of students was carried out on the basis of the university complex of Kazan Innovation University, namely the college and university. The experimental work involved 45 college students of 4th courses of full-time study, students in training direction 44.02.01 "Preschool education" and 55 university students of 4th courses of full-time bachelor studies in training direction 44.03.01 "Pedagogical education".

The experimental work was aimed at the phased implementation of pedagogical conditions for the development of professional competencies of future preschool teachers in an integrated college-university system, indicated in the research hypothesis.

Pilot work included three stages: ascertaining, formative, control.

The goal of the ascertaining stage of the experiment was to diagnose the level of development of professional competencies of future preschool teachers in an integrated college-university system.

At this stage of the experiment, we used a complex of various research methods:

- Designing and modeling of the educational process in college;
- Methods of pedagogical sociology (questioning, interviewing, expert assessment method);
- Pedagogical experiment;
- Methods of observation, conversation, testing;
- Study and analysis of products of educational activities of students.

We have selected and implemented a set of methods to identify the level of development of professional competencies of students (future preschool educators) studying in the training directions 44.02.01 "Preschool education" and 44.03.01 "Pedagogical education", namely: "Methodology for the diagnosis of educational motivation of students"; Test "Readiness to work with information and information sources"; "A comprehensive methodology to identify the level of formation of professional competencies of student teachers."

At the ascertaining stage of the experiment, the obtained indicators of the initial level of development of professional competencies of students (future teachers of preschool education) did not satisfy us. In this regard, the formative stage of the experiment included the development and implementation of a structural-functional model for the development of professional competencies of future preschool teachers in an integrated college-university system, the main purpose of which is to ensure the continued education of future preschool teachers.

## **RESULTS**

We used a modeling method as a research tool to study the process of developing professional competencies of students of an integrated college-university system — future preschool educators.

We will reveal in more detail about each component of the presented model. The goal is to create conditions for continuing professional education of students (future teachers of preschool education) and the development of their professional competencies.

Tasks:

- Promoting the level of professional development of students of future teachers of preschool education.
- Stimulating students' self-development in the pedagogical direction.
- Promoting the development of a system of pedagogical communities
- Creation of conditions for building an individual trajectory of continuous professional development and self-development of students of the integrated college-university system.

I. The function-oriented block defines the goal, objectives, principles of continuous development of professional competencies according to the competency-based approach. This model assumes specific goals and objectives in accordance with modern scientific data and regulatory standards.

## **DISCUSSION**

The diagnostic unit includes the determination of diagnostic methods, levels and development indicators of professional competencies of students of future teachers of preschool education. This block is the basis for the development of the model under consideration and is aimed at maximizing the possibilities, strengths and weaknesses, possible risks and, of course, the nature of difficulties and requests.

The content block is built on the methodological principles of continuing professional education for students of the integrated college-university system in accordance with regulatory documents in the field of education. The bases of the content block are the theoretical and methodological foundations of continuing education of students (future teachers of preschool education).

Process-technological unit. The basis of the process-technological unit of our model was made up of the forms and directions of continuous pedagogical education; To increase the functionality of the model, we also identified the stages of self-development and development of professional competencies of students - future teachers of preschool education.

Resultant block. This block describes the expected results, the achievement of which is directed towards the implementation of the presented model.

Thus, professional continuing education of a student (the future teacher of preschool education) in modern conditions requires a systematic approach to its organization. The model we proposed corresponds to the basic principles of a systematic approach and is a multi-level system for supporting continuous development, development of professional competencies for self-development of college students and future teachers of preschool education.

## **CONCLUSION**

Scientific novelty and theoretical significance of the study:

1. The content of the concept "professional competence of students, which is understood as an integral characteristic of a person, manifested in the general ability and readiness for professional activity" has been clarified and concretized.

2. A model for the development of professional competencies of future preschool teachers in an integrated college-university system in the context of the implementation of new educational standards, which contains interconnected blocks, has been developed.

3. A criteria-based research apparatus has been developed, which includes cognitive, personal, communicative and regulatory universal educational actions as indicators of the level of development of professional competencies, the main component of which, in the context of our model, are pedagogically universal educational actions.

4. Pedagogical conditions have been identified and justified that contribute to the successful implementation of the proposed model, ensuring the adequacy of the purpose, content, methods and results of the development of professional competencies of future preschool teachers in an integrated college-university system in the context of the implementation of new educational standards.

The practical significance of the study:

- The conclusions and theoretical provisions contained in the study, are brought to specific methodological recommendations, the implementation of which significantly improves the quality of the work of teachers working in the integrated college-university system;

- The possibilities of pedagogical interaction of the subjects of the educational process: students, pedagogical and parental teams in the process of developing professional competence are disclosed and justified;

- The proposed diagnostic tools, developed in accordance with the requirements of the new educational standards of higher education, contribute to improving the quality of measuring the effectiveness of the development of professional competencies of future preschool teachers in an integrated college-university system;

- The results of the study can be used in conducting comprehensive research in the direction of further improving the process of developing professional competencies of future preschool teachers in an integrated college-university system.

## **Acknowledgements**

The research is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

## **BIBLIOGRAPHY**

- ABDRAFIKOVA AR, AKHMADULLINA RM, YARMAKEEV IE (2015). "Formation of the communicative competence in students future pedagogues for working with gifted pupils", *Social Sciences (Pakistan)*, 10(7), pp.1817-1821.
- AKHMADULLINA RM, SYUNINA AS, SALPYKOVA IM, YARMAKEEV IE (2016). "Training Of Students - Future Teachers For The Implementation Of Inclusive Education Among Children With Special Health Features", *International Journal of Humanities and Cultural Studies*, pp. 547-555.
- ANISIMOVA E, IBATULLIN R (2018). "Project method in preparation of future preschool teachers." *Journal of Social Studies Education Research*, 9(2), pp. 228-238.
- AUHADEEVA VA, AKHMADULLINA R, PIMENOVA T, SALPYKOVA I, VALIAKHMETOVA N (2017). "Pre-service teachers' communicative competency formation in Russia", 11th International Technology, Education and Development Conference, Valencia, Spain, pp. 774-781.
- BELINOVA NV, BICHEVA IB, KRASILNIKOVA LV, KHANOVA TG, KHIZHNAYA AV (2018). "Developing preschool teachers' professional competencies with regard to forming children's safe traffic participation skills." *Revista ESPACIOS*, 39(49).
- BLÖMEKE S, KAISER G (2017). "Understanding the development of teachers' professional competencies as personally, situationally and socially determined."
- FERNÁNDEZ-MOLINA M, CASTILLO AB, FERNANDEZ-BERROCAL P (2019). "Profiles of Perceived Emotional Intelligence in Future Preschool Teachers: Implications for Teacher Education." *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 22(1).
- JANJIĆ I, PETKOVIĆ V, GRUJIC T (2015). "Key aspects of the use of information and communication technologies for students-future preschool teachers." *eLearning & Software for Education*.
- JEREMIĆ B, MARKOV Z, VASILJEVIĆ-PRODANOVIĆ D (2018). "Observations of Students-Future Preschool Teachers About the Possibilities of Acquiring Professional Competencies Through Contemporary Technologies." *eLearning & Software for Education*.
- PIMENOVA TS, ABDRAFIKOVA AR, YARMAKEEV IE (2017). "Compulsory teaching practice: what makes a classroom teacher in Russia professionally strong", *Inted2017: 11th international technology, education and development conference*, pp. 1517-1525.
- RAVEN DJ (2002). *Competence in modern society*, Kogito-center.
- SANINA SP (2018). "The Role of Modular Education in the Development of Professional Competencies of Applied Bachelor Students." *Psychological-Educational Studies*, 10(3), pp. 56-69.
- SEDOVA NE, NAZARENKO AN (2009). "Updating the content of training based on the competence approach", *Secondary vocational education*, 2(3), pp. 4-7.
- SELEVKO GK (2004). "Competence and their classification." *National education*, 5(4), pp. 56-60.
- SUKIER, H; RAMÍREZ MOLINA, R; Parra, M; MARTÍNEZ, K; FERNÁNDEZ, G & LAY, N (2020). "Strategic Management of Human Talent from a Sustainable Approach". *Opción. Revista de Ciencias Humanas y Sociales*, 36(91), pp. 929-953.

SYUNINA AS, YARMAKEEV IE, SHECHTER D, PIMENOVA TS, ABDRAFIKOVA AR (2017). "Authentic Video Materials as A Means Of Speech Fluency Development In EFL Class", *Modern Journal of Language Teaching Methods (MJLTM)*, 7(2), pp. 34–40.

TORBEYNS J, VERBRUGGEN S, DEPAEPE F (2019). "Pedagogical content knowledge in preservice preschool teachers and its association with opportunities to learn during teacher training." *ZDM*, pp. 1-12.

VALIAKHMETOVA N, AKHMADULLINA R, PIMENOVA T (2017). "Ethno-pedagogy as a means of ethnic identity formation of pre-service teachers in Russia", *Proceedings of SOCIOINT 2017 - 4th International Conference on Education, Social Sciences and Humanities*, pp. 387-392.

VERBITSKY AA (2004). "Research center of problems quality of training", *Competence approach and theory of context training: Materials for the fourth meeting of the methodological seminar*, pp. 84-89.

VUJICIC L, CEPIC R, PAPAK PP (2010). "Affirmation of the Concept of New Professionalism in the Education of Preschool Teachers: Croatian Experiences." *Online Submission*.

VUORINEN T, SANDBERG A, SHERIDAN S, WILLIAMS P (2014). "Preschool teachers' views on competence in the context of home and preschool collaboration." *Early child development and care*, 184(1), pp. 149-159.

## **BIODATA**

**AIGUL MINTAGIROVNASHAKIROVA** - Born in 1993, In 2017, she graduated from the Master's program at the Kazan Innovation University named after VG Timiryasov, direction: Pedagogical education. Qualification: Master. The theme of the master's thesis: "Management of the formation of professional competencies of students by means of psychological and pedagogical disciplines in a college setting. Graduate student of the Department of Tatar Studies and Cultural Studies IFMK, KFU. Research interests: pedagogy, higher and secondary vocational education, psychology, teaching and upbringing methods.

**REZIDA AKHATOVNA FAHRUTDINOVA** - Born 1959, Doctor of Education. Professor of the Department of Tatar Studies and Cultural Studies IFMK KFU. Scientific works are devoted to the problems of professional and general education, philology, linguoculturology, linguodidactics and teaching methods in the field of foreign languages.

**ANNA ILDAROVNA SKOROBGATOVA** - Born in 1976, candidate of pedagogical sciences. Associate Professor of Educational Psychology and Pedagogy, Public Educational Institution "Kazan Innovation University named after V.G. Timiryasova." The theme of the dissertation research is "Improving the educational activities of the class teacher on a diagnostic basis." Scientific works are devoted to the problems of professional and general education, philology, linguoculturology, linguodidactics and teaching methods in the field of foreign languages.

**RAIKUL KENESBAYEVNA DIUANOVA** - born in 1965. Candidate of Philology. Kyzylorda Pedagogical Institute named after N.V. Gogol. The theme of the dissertation research is "Kazakh language taustық ataulardy maғыnalyқ қырылымы мен leskografografanu erekshelikteri". Senior Lecturer, Department of Practical English, Kyzylorda Pedagogical Institute. N.V. Gogol, Kazakhstan.