

THE COMPETENCE APPROACH IN THE FORMATION OF THE MODEL OF MODERN TEACHER

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Аннотация. В статье рассматриваются компетентностный подход современного педагога.

Сегодня педагог призван решать сложные задачи, ориентированные в будущее. Для этого ему необходимо измениться самому, преодолев личностные и профессиональные затруднения. Решив собственные проблемы, педагог будет готов помочь пройти путь самопознания и самосовершенствования.

Abstract. the article considers the competence approach of the teacher. Today, the teacher is designed to solve complex problems oriented to the future. To do this, he needs to change himself, overcoming personal and professional difficulties. Having solved their own problems, the teacher will be ready to help walk the path of self-knowledge and self-improvement.

Ключевые слова: социальный педагог; компетенция; социальное сопровождение; руководитель.

Keywords: social teacher; competence; social support; manager.

The demand for the person who makes the decisions according to the modern requirements and can take responsibility for them, also socially active and creative, has increased. The society changes dynamically, so it requires to change the aims, objectives and techniques of the education. The quality of education is determined by the level of professional competence and skill of the teacher. The modern society needs the teacher who identifies a new goal, who makes the nonstandard decisions, who participates actively in innovative processes, who carries out the research with the competence and professional skills.

The 5th of October 2018, the first president N.A.Nazarbayev in his address to the people of Kazakhstan «The increasing of people's welfare, to promote the quality of their income and life» focuses on the status of the teacher.

The children, the adolescents, and their upbringers will ask for helping from a social pedagogue in the period of their life's difficult. When they lose their hope for life, because they have so many problems which they can't solve for themselves. During this time they want to be supported by someone. The social teacher has to influence on them by words or with real deal. To help to be confident in themselves and to understand their values on the society. The understanding the children's and the teenager's sole and to take care about it- one of the main aims of the social teacher.

It would be a mistake to think that the social teacher is one of the type of social work. Its main area of activity is the society. The main priority is given to investigate the child and family, child and relationship with environment which surrounds them. A social teacher always works with children, family, environment, and their neighbors.

The social teacher's purpose is to show the individuality of child and adult in the society, to organize of prevention activities, child development, to support in educationally and socially.

At first the social teacher tries to prevent the problems, he identifies and tries to eliminate the causes of having problems in human relationships, at the result he wants to have a healthy social environment. The social teacher works with problems like alcoholism, drug addiction, social depression, homelessness, disease, disabilities, natural disasters, migration, social adaptation, the depression of the soul what needs the aid of a special type, specialists (working with older men, with refugees, with people who belong to the group of risk). There is also special age of groups (children, adolescents, youth, elderly) agencies with specific areas (agriculture, military units) can be specialized to solve these

social problems [2].

The social worker's and social pedagogue's methodology of work are similar, although each specialist has their own differences. However, the performance of a social worker, a social pedagogue is closely connected with each other. The social pedagogue a person who connects the public social service agencies and organizations for protecting person and family [3].

The social worker is the defender of legal rights of growing person's interests. The social pedagogue isn't a controller from the outside, he is a direct participant of joint activities for children and adults and is a leading organizer of this activity. All his efforts are aimed at awakening people to action, social initiative in search of a way out of a difficult situation, helping people to solve problems on their own. A social teacher is a spiritual leader, mentor, as he works with a large child, his family, helps to the formation of social, universal values. At the same time, he is the social therapist to solve the conflict situation with the wards. The social pedagogue always protects the rights of his client, can participate as an expert in establishing a "social diagnosis".

What is the measure of professional and educational (theoretical) competence:

- a) study of the theory and history of social pedagogy;
- b) to know psychology of age features of the child studying its personal qualities, studying its physical, spiritual and social development, normal and deviant behavior.
- b) knowledge of sociology, studying associations and groups of people (family, small group, school team, peer-peer).

What is the measure of professional activity competence:

- a) communicative competence should be high (translated from Latin means "contact", "communicate", "do together", in other words, pay attention to the relationship.) communicative abilities of the social teacher are shown in his skill of influence on the child, colleagues, parents.
- b) empathic competence is the understanding of the emotional state of another person, his experience, the ability to penetrate into the inner feelings[4].

Here we are talking about the ability of the social teacher to focus on the problems of the child, to understand his emotional state, difficult times. From this it is clear that he will be able to put himself in the place of the child, to see the world through his eyes. In addition, the social teacher must show the student that the adult listens to him. This explanation allows itself to predict further actions, to identify the main and indirect factors, arguments from the voiced stories. Only in this case, he can count on the trust of the pupil, pedagogical communication can rely on the activity of the child.

c) optimize thinking competence is the ability to find several ways to solve a problem. After all, a social teacher must quickly adapt to a group of children and adolescents and to the changing conditions of communication with difficult children and their parents.

In conclusion, the social teacher should change his methods of communication depending on the age, personal character and level of education of the child. The ability to make quick, optimal decisions in various alternative communication processes is a great importance. Because, socio-pedagogical decision is a personality-oriented process, the social teacher should refuse ready-made templates, recipes, standards. The ability of social teacher to optimize thinking and activity plays an important role in solving professional problems. Every child who is in contact with social teacher has an undisclosed creative opportunity, here the task of a social teacher is to help the child to open these opportunities, pay attention and believe in their good qualities.

Literature

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