

The Concept of Knowledge Carrier's Competence in the System of Continuing Education

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The objective of the research is the pedagogic category of competency. The objective is to prove the thesis that competency is the objective and result of education in the context of the modern educational system. This category is considered a component of structural unity: literacy—education (in terms of degree of literacy)—competency—culture—mentality. The authors consider that under the conditions of the continuing education—from primary school to higher education institute—the issues of goal-setting should be stated in terms of competency in tasks and shared objective setting—development of a competent knowledge-carrier and personality as an expected outcome. The paper deals with correlation of the “competence” and “competency” notions; understanding of person’s “competence” as an acmeologic category and the potential of professional development of personality, the characteristics of which are “competences”, which are established in the process of education are established. Given this, “competences” act as integrated components of education quality and graduates’ training, and the categories “competence”—“competency” are the main relation of “the potential general” and “the potential particular.” The modern qualitative result of education is a pre-singled out set of specific competences reflected in the competence-based model of education. The graduate’s model, which correspond to social order. The advantage of the competence-based model of education with others is that its use makes it possible to socialize a person in the context of the development and development of the society.

Keywords: education, result, competence, concept

The reconception of the last years involves reconception of both the education content, and its objectives and results. In this regard, refocusing of education result estimation from the notions of “education”, “literacy”, “culture” to the notions of “competency” and “competence” takes place. Since these categories are buzzwords, the issue remains relevant and controversial.

According to the characteristic, education is not only a system or a process. According to its most important characteristic, which registers the fact of person’s acquisition of all values coming up in the process of education, are important for the intellectual, moral, political, and economic condition of the “product” of the educational medium—the state, society, each person, and civilization as a whole. This (resultant) aspect of educational activity concerned with the problematics of the philosophical and educational grounding of the education field development, with the forecasting of the development strategies?

Without foreseeing and, more technologically, without forecasting the expected results of any strategic research is meaningless. Moreover, the necessary specifics of any strategy of the degree of the expected results specification at any level along with probably more specific characteristics relating to all components of the educational “products”.