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## **Competence Approach in Vocational Education of Kazakhstan in Conditions of Innovational and Industrial Development of the Society**

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**Abstract:** The system of education at the present stage of social development is undergoing significant changes, which are characterized by strong innovative processes demanded by the mass participation of teachers in these processes. The Medium-Term Strategy as a basis for further development of the education system is determined by the needs in teacher training, ready to work in a high-tech learning

environment. As a result of innovative processes taking place in modern society is developing a new system of educational values. In twenty first century, fully manifested the deep dependence of modern civilization on the skills and personality traits which are in the formation of the education. New paradigms resulted in a review of approaches to the development of education strategy; it demanded a clear focus on the needs of individuals and society. This article reveals the essence of modern paradigms of education focused on personal approach to teaching and education of the younger generation. Justified by the need to change the goals of the education system, its contents and organization. The authors have disclosed the main directions of the state educational policy in the Republic of Kazakhstan to reform the education system to meet new requirements of modern educational paradigms and entry into a single global educational and information space.

**Key words:** competence model of education, paradigm, modernization, approaches in vocational education.

### **Introduction**

By the beginning of the new millennium fully manifested a deep relationship UNESCO has been defined a new approach to understanding the formation of the modern civilization of those abilities and personality traits, which are laid in education. At the twentieth session of the General Conference as a result of the process and improve the capabilities and behavior of the person, which reaches social maturity and personal growth (The XX session..., 1997). In this context, the need to study the features of the educational process becomes more topical.

Relevance of research is also supported by the fact that the modern educational paradigm significantly changes the perception of the purpose of education. Higher humanistic sense of social development in the modern educational paradigm becomes a statement related to the person as the supreme value of life, creating conditions for the free development of each person. In the "UNESCO World Report on Education. The right to education: towards education for all throughout life "was proclaimed:" Education has to be directed to the full development of the human personality, the most valuable of his qualities, and a greater sense of respect for human rights and fundamental freedoms". (World Education..., 2000). Thus, we have identified new goals and objectives of education and the transition to a new educational paradigm.

### **Methodology**

Changing the paradigm of education led to the need to review the nature and content of the basic categories of pedagogy: education, bringing up and study. "*Education - the process and the result of identity formation through the assimilation of human ways of life and systematic knowledge and skills, the development of the mind and senses, the formation of philosophy and cognitive processes*" (Педагогика..., 2015). This approach to the disclosure of the meaning of education in modern conditions generally change the essence of the activities of the teacher, which should now be directed not only to transfer students a certain amount of knowledge and skills, and to create conditions for their personal growth and development.

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### **Results and discussion**

Let us start by considering the facts of the *humanistic paradigm* of education system which should take into account the interests, needs and abilities of students. Through research scientists such as E. V. Bondarevskaya, (Бондаревская, 2000); I. S. Yakimanskaya, (Якиманская, 1996); V.P. Serikov (Сериков, 1994), A.A. Pligin (Плигин, 2003) and others have been established the theoretical basis of *student-centered education* that ensures the development of the student's personality and selfdevelopment, taking into account the identification of its individual features as the subject of cognition and action. According to experts N.N. Nikitina, O.M. Zheleznyakova, M.A. Petukhov (НИКИТИНА, Железнякова, Петухов, 2002) in *student-centered education paradigm*:

- a person is regarded as a complex self-organizing system, recognizes the uniqueness and individuality of each person;

- target setting education shifted from the individual information to create conditions and assist in the development and self-development of the whole person;
- changing the position of the student in the learning process, which should be built in accordance with its needs, interests and capacities (НИКИТИНА, ЖЕЛЕЗНЯКОВА, 2002)

One argument in support of pedagogical science and practice that proved the success of the work of the teacher depends on the implementation of *student-active approach*, where the individual was seen as a stakeholder, which itself, forming in the work and in communion with others, determines the nature of the activity and communication.

Today, a number of scientists V.V. (Сериков, 1994), V.V. Selevko (Селевко, 2004), S.B. Seryakov (Серякова, 2004), O.E. Lebedev (Лебедев, 2004), A.V. Hutorskoy (Хуторской, 2001) and others stand upon the *competence model of education*, according to which, the level of development of the person is not determined by the amount of their encyclopedic knowledge, and the ability of students to solve problems of varying complexity on the basis of existing knowledge as it suggested by I. Briška, J. Klišāne, I. Brante, I. Helmane, L. Turuševa, Z. Rubene, I. Tiļļa, R. Hahele, I. Maslo (Briška, Klišāne, 2006).

Perhaps we should also point out the fact that G.K. Selevko's the concept of "competence" is considered as the result of the educational process, manifested in the "trained graduates in the real knowledge of methods, means activity, the ability to cope with the tasks; such forms of combination of knowledge, skills and abilities, which allows to set and achieve goals to transform the environment" (Селевко, 2004). Implementation of *competence-based approach* contributes to the formation of high school graduates in key competencies in the intellectual, social, political, communication, information, and other spheres.

Nevertheless, today, the school puts a sophisticated task - to prepare students to play a constructive role in a rapidly changing world, and this in turn requires a focus on the concept of learning in twenty first century of global education, including knowledge, skills, attitudes and values necessary to empower the individual in a complex and rapidly changing world.

One must admit that problems of activity of the teacher in the *context of globalization of education* found wide coverage in the works of foreign scientists H. Michael, K. Lythoe, C. Meyers (Michael, Lythoe, 1999), R. Enstace (Enstace, 1989) and others. Global education, by definition of a professor of the International Institute for Global Education (USA), D. Selby – it is a *holistic paradigm of education* with the *central to the concept of global education* is the idea of ensuring the independence and empowerment of each individual student in a positive, democratic and unified environment that promotes active participation by all (Selby, 1990). This concept suggesting that the activity of the teacher should be directed for the armament of the student's abilities and skills, which he'll need in the future life.

Besides, the well-known American educators J. Gudled and J. Goodlad speaks about the *role of schools in the modern post-industrial society*" (Гудлэд, 1984; Goodlad, 1984). Another scientist I. Goodson (1991) highlighted twelve priorities what show particular interest that meet *modern requirements for school*, among them: to give students basic skills and fundamental processes (reading, writing, speaking, mathematical concepts and actions); cognitive development (development of thinking, problem-solving

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skills, capacity for independent judgment and decision-making); preparation for the profession and further education. Other objectives include: civic education; the formation of a positive self-concept and interpersonal skills; development of creative abilities; emotional and physical development; moral education.

In the framework of this theme we should also point out the fact that the education system of the Republic of Kazakhstan is also focused on the *basic ideas of student-centered education paradigm*. The arguments we have presented according to T.N. Saytimova conducted study led to the conclusion that: "Analysis originating in Kazakhstan's education changes over the past two decades has allowed to define

them as a *transformation*, which includes the processes of reform and modernization policies; declared at the turn of the new century. Changing the ideological and social guidelines entailed search for a new paradigm of education, which is based on the principle of self-worth man capable of self-development; self-improvement and self-education throughout life" (Сайтимова, 2011).

Thus, *the modern paradigm* is focused on the fact that the educational system must be able not only to equip the student's knowledge, but also due to the constant and rapid updating of knowledge in the era of globalization and information, generate a needs for continual self - mastery of them, seizing the means of training activities and skills self - education.

The current stage of development of the system of secondary education in Kazakhstan is characterized by *large - scale reform* affecting its basic *framework, methodology*. In the first place in the republic made the transition to a new model of *general secondary education*, which oriented on result. Among the mechanism of modernization of the national education system extends the *principle of change in the organization of learning* and the role of the student in the form of passive "recipient" of knowledge and skills to active participant of the cognitive process.

One must admit that based on the competence paradigm of education, "Education Development Program of the Republic of Kazakhstan for 2011-2020" focuses on the formation of the education system the following basic competencies of students. School graduates should:

- to understand the scientific picture of the world, to have the skills to search and research and creative activity;
- to be able to match its capabilities with the real prospect of planning and management, responsible for their decisions, actions, and their lives;
- to be a patriot - The Republic of Kazakhstan, to show civic participation, to understand the political system, to be able to give a balanced assessment of the ongoing social events;
- to communicate in the Kazakh language, the language of international communication, foreign language; to be motivated to communicate in their native language;
- to be able to use new information and communication technologies, including for selfdetermination and professional growth;
- to be able to acquire the social skills to perform social roles in the family, community and collaboration with others;
- to use knowledge to maintain ecological balance, to care for the environment;
- to understand and appreciate the culture of the people and the cultural diversity of the world; to be committed to the ideas of spiritual harmony and tolerance (Программа развития..., 2010).

To achieve a high quality of education in this program documents is expected due to: elimination of congestion and reducing of content of school subjects, introduction of integrated courses; increasing the proportion of independent work of students, the use of design and research and information and communication technologies in education, the introduction of pre training in basic school; the choice of individual educational trajectory in high school, learning opportunities for international educational programs; gain a personal orientation of education - by 2020 every student of the republic will be registration number (portfolio), which allows to monitor progress throughout the training period.

Perhaps we should also point out the fact that, the educational system of Kazakhstan within the globalization is focused on integration into a single global information and educational space. Today, much is being done to ensure that the education system functioned in the legal field of education informatization defines all regulations and standards and computerization access; organization of open

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and distance learning; development, testing and replication of digital educational resources and the creation of the Kazakh part of the Internet environment; technical and pedagogical support infrastructure and software of the educational process.

It is expected that in the coming years, organizations of all levels of education will be provided with

a new generation of computers. If in 2008 was characterized by equipping schools with computers at a ratio of 1:21, vocational schools and high schools - 23 colleges - 19 schools - 10, the expected that in 2020 this ratio will reach 1: 1, which corresponds to world standards of security organizations educational computer equipment. Currently, the Russian indicator of students per 1 computer is 50, in the countries of the Organization for Economic Cooperation and Development (Latvia, Hungary, Czech Republic) - 13 in Austria - 7, in Canada and Norway - 6 in the UK - 5 in Australia - 5, in the United States - 4, Singapore - 2 students (Программа развития..., 2010).

Much attention is paid to the state educational policy of informatization of education, the development of which is expected in the following areas:

- software, which is based on ideologies, principles, tools open systems world community Open Source Community, and the system of world leader's brands;
- the introduction of network technologies: the control system class or group (CRMS); Learning Management System (LMS); content management system (CMS), system design interactive learning environment (LENS); System Design Resources (ERP), interaction management (CRM), system management planning (PMS), testing system (TMS), and others;
- subjects of all levels of education will be digitized in the form of interactive multimedia electronic textbooks in 3 languages in accordance with state educational standards;
- development and implementation of information and communication technologies that encourage the development of skills required students to succeed.

Perhaps we should also point out the fact that a key reference point for improving the quality of education in the country was the "National Action Plan for the development of functional literacy of students in 2012-2016", one of whose goals is to form in secondary schools intellectual, physical and spiritual development of a citizen of the Republic of Kazakhstan, the satisfaction of his needs in education, ensuring success and social adaptation in a rapidly changing world. "The main functional qualities of the person should be initiative, ability to think creatively and to find creative solutions, the ability to choose a professional way, the willingness to learn throughout life" (Национальный план..., 2012).

### **Conclusions**

- Thus, the analysis of the state and the dynamic development of the national education system of the Republic of Kazakhstan indicate that currently before the Kazakh society faces the task of building a competitive education system that meets the needs of today's student-centered education paradigm.
- Education reform in Kazakhstan is aimed at fundamental changes in the objectives, content, form and timing of training in order to develop innovative global experience and gradual entry into a single global educational environment.
- The country developed the necessary legal framework in the field of education, which is fundamental to ensure the right of all citizens to education, helps create conditions that guarantee equal opportunity in matters of training, civic education, versatile spiritual and physical development of personality, meet its interests and needs.
- National and regional programs and concepts of Education of Kazakhstan aimed at solving the problem of education quality, requires a change in its content, form and implementation of innovative student-centered learning technologies.

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