



IMPLEMENTATION OF A NEW PEDAGOGICAL TOOLS AND METHODS IN THE EDUCATIONAL PROCESS ARE BASED ON COMPETENCE APPROACH

УДК 378.6

**A.B. Talkibayev**

The candidate of pedagogical sciences, junior counselor of justice, Senior lecturer of Social and humanitarian disciplines and professional language training department of the Academy of Law Enforcement Agencies of the General Prosecutor's Office of the Republic of Kazakhstan.

Түйін

Аталған мақалада жоғары білім беру жүйесінде құзыреттілік амалдың талаптарын ескере отырып, оқу процесіне заманауи педагогикалық технологияларды енгізу мәселесі қозғалған. Автор оқу процесінің қарқындылығына әсер етуші кейбір педагогикалық құралдар мен әдістерді қарастырады.

Түйінді сөздер: құзыреттілік амал, визуалды оқыту, тыңдалымды оқыту, кинестетикалық оқыту, оқытудың заманауи әдістері.

Резюме

В данной статье говорится о внедрении современных педагогических технологий в учебный процесс с учетом требований компетентностного подхода в системе высшего образования. Автор рассматриваются некоторые педагогические инструменты и методы обучения, способствующие интенсификации учебного процесса.

Ключевые слова: компетентностный подход, визуальное обучение, слуховое обучение, кинестетическое обучение, современные методы обучения.

Summary

Introduction of modern pedagogical technologies in the educational process with requirements of competence approach in high educational institutions are given in this article. The author discusses some pedagogical means and teaching methods conducive to the intensification of the educational process.

Key words: competence approach, visual learning, auditory learning, kinesthetic learning, modern methods.

Competence-based approach in the system of higher is intended to increase attention to the effective and technological formation of professional competences. Professional competences we understands a personal education that determines the productivity of professional tasks and includes knowledge, skills and professionally significant personal qualities, experiences and value orientations. In this case, competence differs from such traditional concepts as “knowledge”, “ability”, “skills” and “experience” by its integrative nature, determined by personal traits, such as practice-oriented focus, the ability to work in a wide variety of contexts, self-regulation and self-esteem.

Such a definition of professional competence requires significant changes in the pedagogical support of the academy curriculum, filling it with teaching methods which could provide the training of future specialists (graduates of Academy of law enforcement agencies) with the required comprehensive result. The traditional methods of the academy educational process (lecture, explanation, exercise, etc.) are certainly important for professional development. However, their limitations are felt even more acutely at present when a complex phenomenon such as competence is formed. Therefore, we believe that modern education should focus on the student’s independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of action and can use initiative – as well as flexible training programs where students can work in a comfortable rhythm.

Today, due to the new paradigm of foreign language education, teacher training is implemented within the context-based education as the realization of the competency approach, which does not focus on acquiring ready knowledge and reproductive activity of students, but on independent search for new knowledge through problem solving and various kinds of professional tasks. The transition to the competency approach in training is due to the students’ needs to acquire experience in dealing with life and professional problems that require not only intelligence, but also creative thinking and processing, in the course of vocational training. As indicated by B.D. Elkonin, «We rejected not the knowledge as a cultural object but a particular form of knowledge (knowledge «just in case», i.e., data). The units of knowledge and skills, in this case, are competences.

Today, we should talk about the use of interactive methods of training, which encourage interest in the profession; promote the efficient acquisition of training material; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists (graduates of Academy of law enforcement agencies). We will give an overview of the modern teaching methods that are most widespread in the scientific and methodological literature [1], [2], [3], [4], [5] - and have the potential to form the competences of future professionals: 1. Case study; 2. Behavioural modeling; 3. Metaphor game; 4. Storytelling; 5. Basket and action learning methods; 6. Simulation; 7. Academic game or competition; 8. Inquiry; 9. Talk; 10. Brain attack; 11. Role playing; 12. Play project; 13. Debate; 14. Discussion; 15. Deliberations; 16. Peer feedback; 17. On-line instruction and learning; 18. Presentation and lecture; 19. The method of action learning.

Everyone processes and learns new information in different ways. In order to explain the given topic, first of all, I’d like to give a description to each cognitive type of learning which are of great importance in today’s teaching process:

1. Visual learning: Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it’s easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation.

2. Auditory learning: Auditory learners would rather listen to things being explained than read about them. Reciting information out loud and having music in the background may be a common study method. Other noises may become a distraction resulting in a need for a relatively quiet place.

3. Kinesthetic learning: Kinesthetic learners process information best through a «hands-on» experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down make it easier to understand [6].

Although most students use a combination of the three learning styles, they usually have a clear preference for one. It is advantageous for learners to understand their type of learning style early on so that homework and learning may become easier and less stressful in the future. Understanding how you learn can help maximize time you spend studying by incorporating different techniques to custom fit various subjects, concepts, and learning objectives. Each preferred learning style has methods that fit the different ways an individual may learn best. In the following, there are helpful tips for each style:



1. Visual learners should turn notes into pictures, charts, or maps; avoid distractions like windows, doorways; learn the big picture first and then focus on the details; make mind and concept maps instead of outlines; color code parts of new concepts in your notes; use flash cards when trying to study vocabulary.

2. Auditory learners should record lectures and then listen to them; repeat material out loud and in their own words; discuss materials in their study groups; read textbooks aloud; listen to wordless background music while studying.

3. Kinesthetic learners should take study breaks often; learn new material while doing something active such as reading a textbook while on a treadmill; work while standing; try to take classes with instructors who encourage demonstrations and fieldwork.

Thus, every learner must know their learning limits and opportunities, moreover, techniques and technologies according to their type of learning. Now is the time to use modern pedagogical technologies in teaching process, so it is a must to match modern pedagogical methods with learning types. Modern teaching technologies include interaction, innovation, interactive education and interactive methods. The purpose of the statement is to reveal the usage of modern teaching methods according to learning types, therefore, it is necessary to distinguish types of interactive methods:

a) Situational methods: method of specific situations, case studies, simulations, games and others.

b) Controversial methods: inquiry, talk, discussion, deliberations, brain attack (brainstorming, joint generation of ideas) and others.

c) Experimental (empirical) methods: method of projects, experiments and others based on dialogue.

d) Method of the particular situations – purpose of education is the development of particular qualities of thinking such as curiosity and good sense; personal qualities (will, responsibility, discipline, obstinacy and others) [7].

We will examine some of the more important interactive methods specified above and match them with learning styles:

1. Case study – it is a description of a real situation presented as close to reality as possible, as the purpose of the situation is the performance of a given motor task. Described are as many facts for analysis and for taking the decision as possible and not only those necessary for the performance. Students have to distinguish between necessary and unnecessary information themselves, to analyze it and to give suggestions for solutions. There is not only one right solution; there are different alternative possibilities with their different advantages and disadvantages. This method can be useful for the auditory learners as there are given various signs of them like discussing in groups. A detailed analysis is made of some specific, usually compelling event or series of related events so that learners will be better understand its nature and what might be done about it. For example, learners in a technology lab might investigate the wear and tear of skate boarding on public works. Another class might look at cases of digital technologies and privacy.

2. Behavioural modeling. Behavioural modeling is a method of teaching interpersonal skills and professional conduct. The method is carried out in the following sequence:

1) the presentation of a model of professional behaviour which is to be learnt;

2) the most accurate reproduction of the proposed behavioural model;

3) feedback, indicating the degree of success of mastering the relevant behaviours.

Behavioural modeling is effective under the following conditions: firstly, the proposed case is attractive to students and arouses their confidence and willingness to follow the proposed model; secondly, the case demonstrates the desired sequence or correct procedure in the standard situation; and thirdly, the students see that compliance with the desired sequence of activities is rewarded (time savings, insurance against errors, problem solving, etc.).

Thus, the presented method of behavioural modeling can enhance the quality of training by promoting appropriate behaviour in ways typical of future employment situations.

3. Metaphor game. The metaphor game is a teaching method aimed at developing new activities and changing behavioural attitudes. The main goal of a metaphor game is to find a new way solving a problem within the given metaphor.

The group selects a metaphor and delves into the context to find a way of solving the problem and implementing their solution (define the action strategy). When the game is over, the problem is discussed to find the effective solution and apply it to the work situation.

This form of teaching helps activate the creative skills of the students and view a professional situation in a new way, breaking the stereotypes. The metaphor game develops students' creativity, lessens anxiety in problem solving, encourages students' independence, etc. Proverbs, tales, fables and legends which evoke the future professions' problems can serve as metaphors.

Therefore, the metaphor game develops behavioural examples in situations typical of future professional activities; the set metaphoric context focuses the students on creatively solving professional problems, which is productive for the development of all components of professional competence.

4. Storytelling. Storytelling teaches future professionals (graduates of Academy of law enforcement agencies) the rules of work with the help of myths and stories from professional life. Speaking about the context of professional work, its specificity and emerging situations, the teacher prepares the student for understanding traditions, philosophy, culture and professional activities. Maximum objective information should be provided to avoid the future specialist's disappointment in his/her occupational choice. The method helps the students quickly learn the specifics of the job, governing documents, career prospects, etc.

This method helps students adapt more quickly to the profession and form value judgements of the professional activities as a whole and their role in society, which is fundamental for the professional competency of the future specialist (graduates of Academy of law enforcement agencies).

5. Basket and action learning methods. The basket-method is a method of learning based on imitation of the most common situation of specialists, when the student has to perform unplanned activities efficiently. The contents of this method are as follows: student is presented the situation or the role he/she should play and the materials which he/she must use in the exercise; the student performs the proposed actions; the final interview is conducted, in which the student justifies his/her actions, describes the potential impact of an action and assesses personal satisfaction with the result. The teacher analyses the information received from the students, offers an alternative solution, highlights missed opportunities, predicts the results of decisions and makes recommendations for the future.

6. Simulation. Students perform a particular activity in circumstances as close to the conditions of the real situation as possible. This method is helpful for kinesthetic learners as they like performing and acting. Students play a specially designed, competitive game that mirrors some aspect of life. For example, they might play the "Ghetto" game to find about the problems and pressures that ghetto dwellers face and to sense how difficult it is to improve one's lot in life.

7. Academic game or competition. It increases the interest for education. It serves as a transfer of knowledge. In most of the cases the teacher is an arbitrator. As this method includes a great variety of games, it can be used with all learning types. But it is more effective with the kinesthetic ones. Learners compete with each other one-to-one or team-to-team to determine which individual or group is superior at a given task such as «spelldowns» anagrams, technology trivia, Odyssey of the Mind, or project competition. Commercially available, academic computer games are also very popular.

8. Inquiry. It is connected to a specific problem that needs to be solved. The inquiry drags into a joint discussion, into decrease of difference in opinion, into compromise thesis formulation. This is the method which helps visual learners in educational process. Inquiry learning is used when students are encouraged to derive their own understanding or meaning for something. For example, students are asked to find out what insulation acts as the best barrier for cold or hot environments. Experiments that are not teacher demonstrations are part of inquiry learning.

9. Talk. Most common in practice and often used by teachers. During an educative talk the teacher «leads» the student to the formulation of a certain answer or consent. It is mostly advantageous for auditory learners as they learn easily by listening.

10. Brain attack (brainstorming, joint generation of ideas). This method gives the opportunity for numerous suggestions for solving a certain problem to be given in a short period of time. It is used to stimulate the creative activity of students. The teacher clearly and briefly lays the problem that needs to be solved and does that in a way that attracts the attention of students. They freely express ideas and opinions. The suggestions made get evaluated through discussion and eventually the most appropriate ones are selected in order to perform the motor task. It is used for auditory learners. In order to generate creative ideas, learners are asked to withhold judgement or criticism and produce a very large number of ways to do something, such as resolve a problem. For example, learners may be



asked to think of as many they can for eliminating world hunger. Once a large number of ideas have been generated, they are subjected to inspection regarding their feasibility.

11. Role playing. Learners take on the role of another person or character to see what it would be like to be that person or character. Thus, a student could play the role of an imaginary student no one likes or a news reporter. This kind of method is very beneficial for kinesthetic learners.

12. Play project. Play projects is a teaching method where learning is effected via problem solving. At the first stage the teacher fixes the learning (research) problem, i.e., makes the problem situation a psychological one. At the second stage the students split into two competing groups and craft solutions to the problem. The third stage is a final meeting where students take roles and publicly defend the developed solutions (peer reviewed prior to defence).

Play projects are most successful in practical classes as they involve no explanation of the new material or information exchange between the teacher and the students. Informational, research, creative and applied projects can be done within this format.

Students work through a series of activities and problems culminating in the completion of something tangible (e.g. artifact, media, performance) [8]. A form of individualization whereby learners choose and work on projects and activities that facilitate and support the development of skills and knowledge. Often, learners not only choose topics but also the means of their conduct and production. It is one of the most profitable methods for visual learning.

Thus, the play project method provides high activity for teaching courses and is more productive because design skills are developed and the specialists will be more flexible and efficient in solving complex professional tasks in the future.

13. Debate. A form of discussion whereby a few students present and contest varying points of view with regard to an issue. For example, students could take different positions and debate an issue: «Should rights to free speech on the internet be extended to students?» Profitable for auditory style.

14. Discussion. Discussions occur when a group assembles to communicate with one another through speaking and listening about a topic or event of mutual interest. To illustrate, a group of learners convenes to discuss what it has learned about global warming. Effective way of learning for auditory learners. This is an educational method for solving controversial issues and specifying the contradictions. It consists of exchange of information for reconstructing the issue, clearing up the alternatives, their evaluation and consent on the final version. It requires a general understanding of the meaning of the basic terms used on the subject.

15. Deliberations. A technique very close to discussion. This is a method of dialogue through which teacher and students exchange information, share feelings, experience, thoughts and ideas, clear up points of view, formulate hypotheses, give certain opinions for evaluation and outline solutions. It is one of the main methods for team work, a basic step to the solution of each problem.

16. Peer feedback. The method of peer feedback is where one student provides another student ongoing feedback about his / her actions, deeds and decisions. A look at their actions and reactions from outside allows the future specialist to better understand his/her strengths and weaknesses and develop adequate self-esteem. The method of peer feedback is based on information (objective and honest feedback) when performing tasks associated with the development of new skills and performing current professional duties. The participants (the one who acts and those who analyze and give feedback) are absolutely equal.

A semi-formal mode of communicating to students constructive criticism regarding their performance during an activity. Auditory learners can easily adapt to this method.

17. On-line instruction and learning. A self-directed and automated approach that utilizes hypermedia (internet browsers, etc.) for communication that generally provides independence from the architectural constraints of classrooms. It is practical for visual learners.

18. Presentation and lecture. Students listen to a person who talks about a topic. To illustrate, the teacher, or a guest speaker, tells the class all about the invention of the transistor. Helpful for all three types.

19. The method of action learning. The method of action learning has recently become one of the promising areas of modern education, as it provides the organization of self-learning environments. This teaching method allows students to effectively solve problems of practice-focused training.

If this method is used by students during the period of work experience, the problems to be solved may be taken from a particular practice, which enhances the teaching potential of the method and the results obtained in the course of its implementation.

Thus, learning by doing has a positive influence on the components of professional competence through practical skills which develop the organization of joint activities and taking responsibility for one's work.

To conclude the review of a new tools and methods, we note that active learning methods modify the role of the teacher from the translator of information to the organizer and coordinator of the educational process and make it possible to form complex competences in future professional specialties via student activities that manifest as closely as possible the content of professional work.

In conclusion, teachers should know the learning type of their students and use modern pedagogical technologies according to it, as it is really effective way of teaching them in a short period of time and at an ease. Students must also realize in which type of learning they can easily understand and remember things, and then address to the teacher asking for advice in learning the subject.

BIBLIOGRAPHY:

1. A.M. Derkach. Case-method in teaching. Spetsialist, Volume 4, 2010, pp. 22-23
2. R. Korsiny, A. Auerbakh. Psychological Encyclopedia. Piter, Saint Petersburg 2003
3. A.P. Panfilov. Basics of Management. Complete Guide in Case-Technologies. Piter, Saint Petersburg 2004
4. W. Swap. Creating Value with Knowledge: Insights from the IBM Institute for Business Value. 2006, Alpina Business Books, Moscow.
5. I.V. Vachkov. Basic Technologies of Group Training. 1999, Izd-vo "Os-89", Moscow.
6. «Three learning styles» Statement on 2015 Indiana University.
7. A. Momchilova, E. Gurnabova «Modern technologies in the process of teaching physical education and sport in primary schools» Research in Kinesiology 2015, Vol. 43, No. 1, pp. 16-20.
8. S. Petrina. Curriculum and instructions for technology teachers. Chapter 4.

