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Professional competence establishment for postgraduate education professionals through self-study

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Abstract

Relevance. After graduation, the development of a young professional does not stop. It is, above all, a question of a culture of social relations and the necessity of establishing and strengthening social and professional status. Establishing personal and professional status starts with cultivating the relationships that drive socio-cultural development and base a person's socio-cultural abilities. This study examines the establishment of professional competence of postgraduate education specialists based on self-study, the main components and types of self-study.

Purpose. The purpose of the study is a theoretical justification, development of the modern model of establishment of professional competence of specialists of postgraduate education in the Republic of Kazakhstan based on self-study.

Methodology. The unbiased research methods included theoretical analysis and synthesis of teaching psychology literature, modelling, observation, and analysis of the competence activities of postgraduate education specialists.

Results. As a result, approaches to the methodological design of independent work of educational programmes of postgraduate education were investigated and systematised, and all types of professional competencies of these professionals were identified. One factor of professional competence was identified as being the ability to perform assigned learning objectives independently, through a structured plan of independent work.

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Conclusions. The practical significance of the study is that the performed work of analysing the principles and methods of developing educational programmes for training postgraduate specialists is ready for implementation in the educational process of the higher education school. These recommendations can also be applied to the establishment of your course syllabus for the development of educational programmes in teaching disciplines and professional development courses in the Republic of Kazakhstan.

Keywords: postgraduate education; specialist adaptation; professional competence; higher education.

Introduction

One of the main trends in the development of postgraduate education in the Republic of Kazakhstan has been the increased attention to the problem of training specialists based on independent work capable of professional personal growth and self-realisation in the future. The current reality is defined by the transition from an industrial society to an information society, which largely determines the content and criteria of the social order for education in terms of the number and, above all, the quality of specialists required by a particular enterprise. In turn, this series establishes the basic parameters of the learning process, designed to train professionals who not only possess knowledge and professional skills but are also able to think and develop freely, actively and creatively, to establish and implement new ideas and technologies, to make decisions and take responsibility for their implementation [1].

Individual independence is one of the most crucial criteria for the effectiveness of a young professional's training and professional adaptation, which implies the right choice of optimal technology to guarantee high quality and productivity; the ability to diagnose the production condition, to make appropriate decisions; the ability to reach the level of graduate independence is largely determined by the extent to which an academic activity, such as student independent work, is successfully implemented, as far as it meets the requirements for the organisation of academic work and is related to the possible employment of graduates. It requires more attention to students' independent work as the highest form of demonstration of the basic principles of teaching - activity and conscientiousness of learners [2].

The main feature of education currently is intensification, i.e. the transfer of the greatest amount of knowledge to students with a constant duration of information acquisition, but without reducing the requirements for information quality. However, in the current system of higher education, with its strictly regulated educational process, this is very complicated to accomplish. Conventional forms and methods of learning that were conducted in the context of organisational and unrelated to existing and emerging educational objectives. One way to address the mismatch between the demands and the speed of societal development and the competence of the modern education system is the practical introduction of methods developed based on students' independent work into the educational process, with the possibility of organisationally unlimited adaptation individually to the subject of education [3].

As it is known, students' work based on education, university and, in particular, organised activities that include a structure of the following elements: understanding the purpose and objectives of project establishment, with clarified and systematic planning of

independent work; research, academic and scientific information; information on knowledge and treatment logic; using research methods to solve problems; opinion, justification and defence of the solution identified. There are usually two types of independent work: supervised independent work during regular classes (lectures, seminars, laboratory work) and in the form of suggested consultations, creative contacts, exams and examinations. Extra-curricular work on their own, where the student completes assignments of an educational and creative nature [4].

The second type may be assigned: work with textbooks, study guides, scientific and popular literature (documents, primary sources, electronic information); complete and review course notes; compliance and semester audit assignments and objectives; write essays, journal reviews, reports, theses, private thesis papers, journals, supplementary and individual papers; preparatory seminars and conferences, examinations and tests, interim audits; develop a course outline, extracurricular activities in the subject, a timetable, a programme of study (and work) of your choice (cycle or special courses); implement research activities, conduct quality and diploma activities [5]. This type of educational work is based on the independent search for knowledge as an element of teaching in higher education, and its efficiency therefore depends primarily on the students' efforts and interest in the results, i.e. sustained motivation. Postgraduate students' interest in acquiring new knowledge should be encouraged and supported, which promotes the acquisition of skills and mastery of self-learning methods. In addition, the main effect should be obtained through systematic and evenly intensive work of the student during the studies, during which they actively perceive, understand and deepen the acquired knowledge, solve practical problems, have the necessary professional skills, technologies to obtain information on independent work. It is also a prerequisite for students to understand the usefulness of the work they do, its importance both for their professional training and for broadening their outlook in general and their erudition as a specialist in the future. Recent research and observations on the quality of students' self-employment suggest that some issues ultimately impact the quality of postgraduate training [6].

The purpose of the entire study is the theoretical substantiation of the professional competence establishment of young professionals in the system of postgraduate education of the Republic of Kazakhstan based on self-study.

Materials and Methods

The complex of theoretical and practical research methods was used to implement the set objectives on the subject "Professional competence establishment of specialists in postgraduate education based on self-study": analysis of

philosophical, educational psychology, sociological, teaching literature on the research problem; study and generalisation of experience in developing professional competence of specialists in the postgraduate education system; observation, analysis of working documentation; theoretical modelling; synthesis; systematisation and description of the results obtained. This study had a phased approach.

The first stage of the research was to study the basis for the professional competence development of young professionals in the system of modern postgraduate education in the Republic of Kazakhstan. It was the stage when the circumstances, organisational forms and methods of introducing young professionals to professional values were sought and justified. The emphasis was on defining the purpose, developing a hypothesis for the entire study. The method of analysis was applied, which was used as a method of scientific knowledge. This method involves the process of conditionally dividing an object into parts to examine them in detail according to various parameters. The analysis identified the main aspects of the study, defined the concepts of "independent work", "professional competence", and reviewed the modern methodological components of education used to establish professional competence of postgraduate education specialists; defined the purpose of the study, defined the main stages and structure of the work. The method of synthesis was also used, which is the merging of all the parts from the analysis into a coherent whole. The methods of analysis and synthesis in scientific work are inherently interconnected and can take various forms based on the features of the object under study and the purpose of the research [7].

The second phase of the study was devoted to a thorough exploration of the issue at the methodological, theoretical and practical levels. The hypothesis of the research was clarified and the theoretical and methodological bases of the problem of professional competence establishment of postgraduate education specialists based on self-study were developed. Based on the generalised conclusions, a programme for professional competence establishment for young professionals in postgraduate education was developed.

The third stage was devoted to trying to develop and implement a universal model for the establishment and development of professional competence of young professionals in postgraduate education in the Republic of Kazakhstan based on independent work, which will help to more efficiently implement the development of methodological guides for training professionals in postgraduate education in terms of independent work. To accomplish this, the modelling method has been used and the basic principles of design have been considered. This method allows modelling a specific prototype of a modern methodological manual for postgraduate education specialists in the Republic of Kazakhstan and defines the impact of each of the stages on the entire work done.

The final stage of the research on "Professional competence establishment" was the evaluation stage of the entire study, where the interim results and conclusions of the previous stages should be compared with the data obtained in the final stage of the entire study. The prospect of future research on the subject and issues has been established.

Results

Since the late 1990s of the 21st century, basic skills have become part of the requirements of higher vocational education institutions in the Republic of Kazakhstan. One of the conditions for improving the quality of education is the establishment of a coherent system of knowledge, skills and abilities, both universal and the experience of independent and personal responsibility of postgraduate students. The main objective of professional training is to prepare a qualified worker of an appropriate level and profile who is competitive on the labour market, competent, responsible, fluent in professional knowledge and oriented towards relevant sectors, able to work efficiently in the profession at world standards, ready for continuous professional development, a professional of social and mobility. Orientation of the individual development path of a young professional's personality as a result of the changing relationship between normative requirements and educational results, as expressed in educational standards by the state, and self-determination, self-education, independence and self-realisation in educational and professional activities. The current state educational standard has been oriented towards an appropriate approach to education, i.e. the development of fundamental (basic and universal) skills in students [8].

Fundamental changes in society are setting new demands on higher education. The modern specialist must be proficient in current information technology, have good communication skills, be able to translate knowledge gained into innovative technologies and work in a team, have the skills to acquire knowledge independently and improve their qualifications. Encouraging independent and individual work by postgraduate students, both academic and research, is one of the main areas of improvement in modern higher education. The purpose of the students' independent work is to acquire in-depth and complete knowledge of the study material and to develop their self-education skills. In the current learning environment, the issue of organising students' independent work has become very relevant, as the proportion of lectures in classes in the total amount of time devoted to the study of subjects is decreasing. The analysis of teaching and methodological literature identifies significant shortcomings that hinder the full-fledged independent work of postgraduate students: lack of differentiation of teaching material, insufficient number of textbooks and methodological guidelines provided for independent work [9].

The following conditions are always necessary for the organisation of independent work: preparation of postgraduate specialists for independent work; reason for knowledge acquisition; availability and accessibility of all necessary teaching, methodological and reference materials; regular system of quality control of independent work; consultation. How postgraduate students' independent work is organised varies according to the structure, nature and features of the discipline studied, the number of hours spent on it, the type of assignments for students' independent work, the quality of individual students and the conditions for learning activities

Independent work of postgraduate students includes: work with texts (textbooks, additional literature, including materials from the Internet and studying documents);

writing reports, theses, dissertations and theses; project activities; participation in seminars, student scientific conferences, Olympiads; coursework (lectures, practical training, laboratory classes) preparation for the current audit; test preparation; preparation for exams and examinations. The forms of independent work of postgraduate students are determined by the subject content and the students' degree of readiness. They can be closely connected to theoretical courses and be of an educational or research nature. The form of students' independent work is determined by the departments when developing work programmes for academic disciplines [3]. The independent work of postgraduate students is an indispensable element in obtaining a meaningful postgraduate education. The programmes of all disciplines provide at least 50% of their academic time.

Training a highly qualified specialist in the conditions of educational reform is not possible without a student's orientation to the independent work of postgraduate students. What is meant by independent student work there is a divide in the answer to this question; postgraduate student teachers define independent student work based on their own life and teaching experience.

Some people think of independent student work as an independent research project conducted under the guidance of a teacher in various forms of education. Others consider that the independent work of postgraduate students in space and time is separated from the learning process, and extracurricular activities are conducted without the immediate participation of the teacher, the control of impacts is mediated through information-analytical and teaching-methodological support, where the concentration of knowledge (knowledge, skills, modes of activity) and modes of transmission (direct instructions - acts of instruction) occurs [2].

According to many researchers, independent work of postgraduate students is an essential form of the educational process, under the guidance and supervision of teachers, during creative activities, which should be conducted to acquire and consolidate scientific knowledge, master new skills, establish a scientific outlook and personal beliefs about the use of acquired knowledge and skills in practical activities.

Notably, that the necessity for students to work independently during the learning process in courses, seminars and practicals should not be underestimated, nor should it be ignored when working outside school, for example in literature studies, individual assignments. All types of the educational process should consist of teaching postgraduate students to work intensively and productively on their own to a greater extent than students pursuing higher education. This type of work is necessary and must be one of the most crucial criteria for evaluating the ability of postgraduate education professionals to use their increased autonomy in the organisation of the learning process at the university. Currently, only the work of the units that ensure the training of highly qualified postgraduate specialists by the needs and requirements of the market can be evaluated positively.

This objectively determines the necessity of searching for a new approach to teaching various types of specialities, provides a reliable barrier against the manifestation of dogmatism, theory and significantly

increases the quality of education, strengthening the significance of basic and applied knowledge in the branches of economy, establishing modern economic thought among young people, intensifying development, the increasing role of self-education under the guidance and supervision of teachers, efficient methodological assistance to students [10].

In managing the independent work of postgraduate students, assignments related to the student's assignments play an essential role. Such as preparing and promoting summaries of current economic problems, auditing, developing courses and diplomas, etc. Widely used in economics and other faculties. At the same time, the separate individual assignments developed by the department in collaboration with several universities on the main subjects of the submissions are still insufficiently used. When teachers develop and use individual assignments, several issues emerge concerning the purpose, scope, content, selection of specific lesson materials, correlation of the objectives of this seminar with the plans, forms and methods of control of the student's independent work, etc.

At the same time, the specific nature of the university, the specialist, the general culture, the national, customs, traditions and the psychology of the students should be considered; lessons can be intensified, increasing the interest of the students. For example, individual works of foreign and domestic writers and poets can be used extensively in specific objectives when working with students of philological studies who are studying economic literature. For technical students, the emphasis is on problem solving, exercises and making various illustrations and graphs. This differentiated approach to deepen knowledge increases students' interest in studying economic theory and business practices in a market environment [11].

Monitoring of the timely and quality completion of individual assignments by postgraduate students is conducted collaboratively with lecturers, teachers in seminars and practical classes, interviews, consultations and other types of assessment of postgraduate education processes. Meanwhile, the regulation of independent work at certain stages of the educational process reduces the degree of independence and responsibility of the student. To resolve this contradiction, the departments try to increase student's awareness of the development of integrated sets of information-analytical and teaching-methodological data storage systems in the disciplines studied by the teachers.

As for the concept of competence, it is most significant for the field of work and is used in a professional sense. At the same time, there is a wide range of interpretations of the concept of competence in the academic literature, and their authors frequently go beyond the meaning of the corresponding Latin word "competentes" (competent), which means correct, knowledgeable, i.e. suitable for practising specific skills, for performing specific functions. The distinguishing between competence and professionalism is based on the features of society and can be an essential, cognitive and personal ability to understand as qualitative, personal relationships and to establish a society based on one's knowledge, intellectual property rights or personal ones [2]. Problems of

professional competence should be considered primarily as a global aspect, as a system of knowledge, skills and methods of conducting activities; in acmeology, as a property of an individual that allows them to act independently, efficiently and responsibly; in acmeology, as a result of personal and professional development, production, as an essential condition of professionalism. In the sociological approach, competence is connected to efficient problem-solving in life. Thus, the ability to understand what is considered synonymous with the medium, or as a means to solve individual problems [8], and a specific type of organisation, specific to information, through which efficient decisions can be made in the relevant field of activity. When training a specialist in this approach, but only in its technological nature.

There are several other aspects of competence that are very professional or hyper-professional. Firstly, refers to a set of the above-mentioned professional components of personal qualities that contribute to independence in decision-making, creativity. the flexibility of thinking, communication skills, ability to cooperate, willingness to learn [12].

The inclusion of non-professional features of professional competence and technological elements defines competence as a basic human quality that provides a source of stability in varying working conditions and contributes to the better performance of professional duties. The types of abilities related on the one hand to the value system (personality and society), the individual's ability to independently select behavioural strategies; secondly, the individual's perspective and expectation of company and company requirements and awareness of their role in these structures. Thirdly, the appropriateness of understanding the principles of human relations can be represented in the form of defined norms or norms of behaviour [13]. The author identifies three types of abilities: cognitive, emotional and volitional, rather than the symptoms associated with independence, interdependence and interchangeability, and they are considered a crucial personality feature. The most significant conceptualisation is that ability only emerges and develops in the context of an interesting activity, which allowed the author to define its components as motivation [14].

Analysis of the concept of competence in psychological and sociological research identifies the poly-structure and polysynthesis of this phenomenon. Based on the theory of competence value analysis, it can be assumed that professional competence is a central aspect of activity content that manifests itself at two levels of activity: technological and super-professional. The psychological content of professional competence at the technology level is defined by the purposes, objectives, experiences, opportunities and outcomes of the activity, which is presented in the conceptual work model as the main method of methods (structure of the psychological component) for the work established in the education and training process. The conceptual model incorporates the information obtained by the special education, the information gathered during the work, and a broad understanding of the objectives, motives for action, information about the consequences of right and wrong decisions, to prepare unconventional solutions. Of

significant importance in the conceptual model is the accompanying lived experience of the subject matter of the work [15]. A person's interests, values, moral and ethical perceptions, worldview and aspirations as the basic qualities of self-awareness can be attributed to the hyper-professional level of professional competence.

The theoretical analysis allows concluding that the motivation for the development of professional competence as an integrated development is the perception of motivational value of the individual, and the whole implementation is determined by current theoretical and practical knowledge, skills and experience to obtain the work content. Professional knowledge and skills determine the course of experience establishment, their presence indicates the possibility of conducting activities and ways to accomplish them under specific conditions [16]. Professional experience and knowledge, as components of competence, allow the results of active interaction with the outside world to be preserved and consolidated, including the connections operating in the development of connections. They can be considered as an individual resource for the professional and personal development of the professional. Notably, the experience component, which determines the mechanism of action, not only develops during actual activity, interaction or action with objects, but must also be performed on a defined information front. The concept of experience frequently emerges from knowledge and awareness of the natural world and society. The existence of this two-way relationship between experience and knowledge is the result of the identification of psychological phenomena with the claim that the information of experience. However, the adoption of this definition was prevented by an essential circumstance - the availability of information that could be used in an activity.

Discussion

Competence implies that a professional has not so much knowledge and experience as the ability to update the gained knowledge and use it at the right time in the performance of their professional duties. This is reflected in the ability to correctly assess the current situation and to make the necessary decisions in this regard, which makes it possible to obtain significant results and to understand the establishment of professional thinking in a specialist. It is not only a high level of knowledge but also the quality of thinking, above all the ability to anticipate and plan the solution to complicated professional problems, it is the manifestation of a specialist who provides stages and solutions to professional problems through genesis analysis and personality development, the update of the connection speed required for the professional high-speed objective of searching and selecting the necessary associations for work. Creativity is the speed of making an association between the most distant of the systems with references to all the other signs and the quick disconnection from the usual connection, a high level of reflection, diagnosis, the ability to determine the level of the establishment (start (training or potential), medium (basic or nominal), colour (best or promising)). Teaching students the basics of professional thinking to ensure professional mobility, competitiveness and social security, thereby increasing the proportion of intensive self-

employment in the total workload and individualization [17]. These elements mainly include: the ability to adapt quickly to changing work situations with interdisciplinary (hyper-professional) knowledge and skills; the ability to independently solve standard and non-standard objectives, professional objectives of various types; the ability to build constructive interpersonal relationships in the work team and productive interaction with colleagues; the ability to combine management and governance functions when necessary; the willingness to accept responsibility for the quality and results of their work and the possible adverse consequences of their activities; the willingness to engage in active innovation and socio-economic change in their professional sphere and other branches of culture, science and production [5; 18].

Stable employee competence, which is the summary of a thorough understanding of the nature of the activity undertaken and the problems solved, good knowledge of the field, knowledge of its best results, the ability to choose means and methods of action appropriate to the time and place, a sense of responsibility for the results obtained, which include: a high level of professional performance in a specific field; the ability to communicate professionally, to give proper feedback, assessment and opinions the possibility of employing a professional who is responsible for the results of their work. To be a professional feature inherent in the individual, competence implies a process of development of the individuality of the subject of professional activity, ensuring the establishment of their means of self-assertion in the professional environment [19]. Skills, which are a logical combination of knowledge, skills and willingness to act, are independently designed to engage the individual in the learning process and further integrate successfully into professional life. The separateness of the individual as a subject signifies their ability and necessity to determine for themselves the relationship to life activity. The relationship of the individual to reality as great content can methodologically be explained as an anti-exaltation, as an expression of its self-activity. In intervening in an individual's life activity is a specific, new pattern of life activity, which emerges in new possibilities [20; 21].

During university, all students face the objective of mastering all aspects of their future profession and establishing themselves as an object of professional activity. Independent work is a type of activity-based learning in which the student performs not as an object but as an object of development and an organiser of this process. Therefore, this type is designed to ensure the establishment of the student's personal qualities as an object of learning, reflection and development of their individuality as responsibility, ability by the approach of understanding natural phenomena, independence acts as a psychological basis for independence, the independent activity of a person in various activities and, especially, activity [7; 22].

Based on the identification of individual learner features such as knowledge subject and activity subject, based on subjective experience (identity, self-esteem, for personal reasons, reasons, meaning, the semantics of which cannot be defined in a socio-cultural and open context), systematic, independent and systematic organisation of the enterprise, at every stage of the educational process to

ensure personal development and identity development. This arrangement represents a subjective impression of the student who establishes teaching and does it themselves while blurring the distinction between the teaching and learning processes.

To summarise, the quality of a future specialist who is required by employers and has the opportunity for continuous professional development depends to a large extent on the efficiency of student self-employment. The arrangement of students' independent work under the guidance of a teacher is a way of didactic development of independent creative activity designed to prepare them for continuous professional self-education, namely. one of the most efficient areas in the educational process that results in graduating a specialist should be a coherent social and professional qualification that allows them to successfully perform productive objectives and interact with other people. It can be defined as an individual's socio-professional competence in a personal, comprehensive and quality-based model, which manifests itself in actions, deeds, transmissions and activities through which the appropriateness (standard and especially non-standard, requiring creativity) of the general area of social and professional situations is solved. Professional competence that ensures an efficient level of performance of professional objectives under objectively defined conditions. The basic personality features of students are a basis for their learning in the context of self-study. Therefore, the organisation of students' independent work at university should be based on the following principles: recognition of the primacy of individuality, the student's self-esteem, which is the first content of the educational process and then professional; maximum consideration of the student's individual experience, needs for self-organisation, self-determination and personal development; progress in the manner of educational activities that ensure the establishment of socio-professional competence and the development of post-functional qualities of the future specialist in the educational process, professional and industrial activities [23; 24].

In a general way, whether the problem of this article is defined by the fact that this system implements a competency-based training model for scientific-teaching personnel in the implementation of postgraduate education activities and the establishment of methodologically competent scientific-teaching personnel. The specifics of the research problem are identified in the analysis of the methodology of establishment of postgraduate students, doctoral and postgraduate diploma holders, in the process of professional and postgraduate training. It is reflected in the contradictions between: not enough to identify the essence, structure, principles, teaching conditions of development of methodological competence of scientific and teaching personnel and the necessity to understand this scientific and teaching phenomenon; the increasing demands of society for scientific and educational workers who are highly trained professionals and the lack of a comprehensive training system for such a specialist; the necessity for doctoral and postgraduate candidates to have methodological skills and the insufficient development of theoretical foundations and programme-methodological

support for methodological training during postgraduate studies.

In this regard, there is a necessity of teaching understanding the essence and features of the application of methodological competence, identifying general and specific teaching conditions of development, norms of inclusion in the modern cultural context that determines the specificity of modern higher education [13; 25]. Methodological competence is a set of reference points for semantic motivation, methodological knowledge, skills, experience, activity and reflection about a specific field of objects necessary to perform productive activities in the field of research [26]. Methodological competence as part of the general scientific and teaching culture of a methodological development employee to a certain extent occurs at all stages of professional training of a specialist, but with the development of more rigorous methodological skills acquired at the stage of specialist training, that is, the process of teaching in higher education, the purpose of the thesis research.

The study of the phenomenon of methodological competence is based on the results of philosophy, teaching, philosophy of science and methodological reflection within teaching and psychology. At the same time, a systematic and holistic review of the development of the methodological competence of postgraduate teaching personnel has not yet been completed. The analysis of philosophical-methodological and psycho-educational literature indicates that the concept of competency-based methodology is in its developmental stage, the most popular being the concepts of methodological culture and teacher's methodological culture. Terminological ambiguity, as a characteristic of the stage of establishment of the concept of expression, is manifested not only in the ambiguity of the definitions given by the various authors but also in the existence of other views on the essence of the concepts themselves. In addition, many new textbooks and textbooks on teaching education do not mention the concept of methodological competence, dictionaries and are happy to introduce the concepts of competence, professional competence, and teacher professional competence.

Consider methodological competence as part of postgraduate professional training. The establishment of a researcher in higher education, a higher education teacher within the framework of professional activity, is a complicated and multifaceted process. The methodology of teaching professional establishment performs several essential functions: cognitive, heuristic evaluation and orientation, which influences the worldview and culture of the teaching professional [16; 27].

The development of competency-based methodology occupies a special place in the process of scientific and educational content establishment in higher education. This type of competence, as a product of learning, is not immediately derived from learning but is the result of a person's personal development and personal growth, the result of self-organisation and the generalisation of personal and activity experience. Competence (methodological) - training and ability in scientific research, which involves demonstrating a methodological culture, the ability to organise and process results efficiently and productively, and the ability to conclude,

develop a scientific text that indicates results and, of course, scientific research, so that you can present and defend your results clearly and intelligibly. It is a specific type of research organisation of information and skills and a set of personality traits required to conduct scientific research [28; 29]. As far as doctoral and postgraduate students are concerned, methodological competence is the same as obtaining information during professional training at university, starting a "research methodology" course, being in contact with an academic supervisor and self-study when writing a research dissertation.

An analysis of the situation and problems of modern postgraduate training has allowed a conclusion to be made about the necessity of reforming the conventional model of postgraduate training, the main principles of which could be the emphasis on increasing theoretical-methodological knowledge and practical skills of an interdisciplinary nature, knowledge of a foreign language sufficient for scientific and intercultural competence, professional teaching and innovations. One of the universal methods of studying education is the modelling method. In modelling, there is a correspondence relationship between the model and the prototype, which allows the object being modelled to be studied by considering the model. A model is not just a reflection or copy of a particular situation, but a form of activity, future practical implementation and the prevalence of forms of activity. The competency-based approach to higher education involves establishing a model based on modelling the process of postgraduate professional training, which then becomes objectives, content, forms, methods, technologies, diagnostics and assessment criteria for this process.

The competency-based model of scientific postgraduate training of teaching staff is conceptual for this study and represents the unity of the three basic skills: methodological competence, foreign language competence and teaching professional competence. The structure of methodological competence includes the following elements: cognitive, activity-technological, motivational, reflective and self-regulatory [30].

Conclusions

The independent work in the process of developing professional competence of a young specialist in the system of postgraduate education is one of the main theoretical and methodological components, designed to establish the professional competence of a specialist, and at the same time, it is both a position of continuous education and a prerequisite for the development of this type of competence. The possibilities identified in the study predetermine the methodological basis for further problems and issues in the study of postgraduate professional education. Developing the professional skills of young professionals in postgraduate education is about improving their knowledge, personal skills and abilities (as an employee). In general, competence is defined as professional qualities that help to solve a number or a multitude of problems. A body of knowledge and experience are essential components of professionalism. However, the ability to work efficiently and solve problems is influenced by both a person's intelligence and their environment.

To summarise the above, it can be concluded that the professional competence establishment of postgraduate education specialists in conditions of independent work of educational process is possible if: a unified model of the educational environment of a higher education institution is approved; the selection of forms and methods of information technology use in the educational process is justified; materials and technical base are available; quality assessment criteria for educational process with independent work are established. Professional development of young professionals' skills in postgraduate education based on independent work will be most efficient if the following educational objectives are reached: to use interactive learning opportunities using computer technologies, to generate students' knowledge

and skills; to activate specialists' reflective activities, to develop their creative approaches to problem-solving, abstract, algorithmic thinking and logical inference development, ability to conduct conceptual analysis; establish communication systems in the learning process; develop and use strategies and problems of other professions to enable professionals to acquire the necessary skills for their existing professions.

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Conflict of Interest

The authors declare that there is no conflict of interests.

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Формування професійної компетентності фахівців післядипломної освіти шляхом самостійної роботи

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Анотація

Актуальність. Після закінчення навчання розвиток молодого спеціаліста не припиняється. Йдеться, перш за все, про культуру суспільних стосунків і необхідність утвердження та зміцнення соціального та професійного статусу. Встановлення особистого та професійного статусу починається з культивування стосунків, які рухають соціокультурний розвиток і базують соціокультурні здібності людини. У даному дослідженні розглядається формування професійної компетентності фахівців післядипломної освіти на основі самостійної роботи, основні складові та види самостійної роботи.

Мета. Метою дослідження є теоретичне обґрунтування, розробка сучасної моделі формування професійної компетентності фахівців післядипломної освіти Республіки Казахстан на основі самостійного навчання.

Методологія. Методи дослідження включали теоретичний аналіз та узагальнення психолого-педагогічної літератури, моделювання, спостереження та аналіз компетентнісної діяльності фахівців післядипломної освіти.

Результати. У результаті досліджено та систематизовано підходи до методичного проектування самостійної роботи освітніх програм післядипломної освіти та визначено всі види професійних компетентностей цих фахівців. Одним із факторів професійної компетентності було визначено здатність самостійно виконувати поставлені навчальні цілі за допомогою структурованого плану самостійної роботи.

Висновки. Практичне значення дослідження полягає в тому, що виконана робота з аналізу принципів і методики розробки освітніх програм підготовки аспірантів готова до впровадження в навчальний процес вищої школи. Ці рекомендації також можуть бути застосовані для формування власної програми освоєння курсу з розробки освітніх програм з дисциплін педагогічних напрямів і курсів підвищення кваліфікації в Республіці Казахстан.

Ключові слова: післядипломна освіта; адаптація спеціаліста; професійна компетентність; вища освіта.