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The Main Problems of System's Modernization of Vocational Training of Pedagogical Shots in The Republic of Kazakhstan

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Abstract

The article reflects the results of scientific and pedagogical research of the modernization of professional training system of pedagogical personnel in Republic of Kazakhstan during the transition to 12-years of education. It justified the priority areas to improve the system of professional training of pedagogical personnel; the author’s point of view is presented for the preparation of competitive specialists; the work experience at the university on credit system of education is described; the contents of educational and methodical literature (EML) and educational and methodical complex of discipline (EMCD) on specialties of the university, taking into account the training of pedagogical personnel during the transition to 12-years of education and directed specialization are disclosed.

Keywords: professional training, professional competence, professional education, modernization of system, education (Uzakbaeva, 1988; Alkhalaf, 2014).

1. Introduction

Kazakhstan's joining the Bologna process as an important factor in the creation of a single European educational space, the transition to 12-year secondary education and other developments in this field confront society imperatives update its content and structure and require a rethinking of its new humanistic paradigm.

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Kazakhstan moves to the 12 years of education in recent years adopted a number of legal and policy frameworks, where identified strategic objectives. Among them, of particular importance are the tasks of the system of higher education as an essential prerequisite to the implementation of radical change in the life of the country. In these documents is planned further development of vocational education on the basis of continuity levels, continuity of training with the creation of conditions to reduce unemployment in the country. However, so far in this direction not developed a clear evidence-based model of the system of training of teaching staff in the transition to 12-year education. In Kazakhstan the new system of professional development of pedagogical shots is introduced, reported the responsible secretary of the Ministry of Education and Science of Kazakhstan Alija Galimov.

"The system of improvement of quality of qualification of pedagogical shots is developed Nazarbayev by Intellectual schools together with the Cambridge university and conforms to the international educational standards", - Galimova told.

As the executive secretary of department explained, upon termination of such courses of the teacher pass a qualification examination and receive the certificates granting the right to surcharge to a salary of 30%, 70% and 100% - depending on level of programs.

"Thus, the teacher occupying 1 standard rate (18 hours per week - a comment of the author) with an average experience in 10 years, with the higher education, having the highest category depending on professional development level, will receive on the average a salary to 122 286 tenges", - Galimova explained.

According to MOH RK, in 2013 about 3 thousand directors and directors of studies of schools will increase the qualification. It is planned that this year such courses will be taken by more than 10 thousand people from all Kazakhstan. (I.F.Isayev, 2006; Bozkurt,2014)

The aim of the present paper is the statement of the main problems of system's modernization of vocational training of pedagogical shots in the republic of Kazakhstan.

2. Methods

2.1. Participants

The purpose of research is to develop the scientific and methodological foundations of the modernization of the system of training of teaching staff in the transition to 12-year education

In accordance with the problem and the purpose of the study had the following research objectives:

- To identify and justify the theoretical assumptions of modernization of vocational training teachers in the transition to 12-year education;
- To develop a scientific and methodological basis for the modernization of vocational training of teaching staff in the transition to 12 years of schooling;
- Identify the main conditions of modernization of vocational teacher training in areas of specialization;
- Upgrade the existing SES of higher education in preparation for the function, taking into account the 12-year study period;
- To develop UML and UMKD by function high school with the training of teaching staff in the transition to 12-year study.

The model and the associated need to modernize the system of vocational training teachers in connection with the increasing demands of society to 12-year education pedagogy and confront daunting challenges teachers entering the current level of training of competitive specialists - the formation of the needs of the teacher in a conscious, skilled orientation the widest social professional field; develop a taste for exploration, diversity in the selection of the content, forms and methods of training and education, including issues of pedagogical creativity, the solution of which is not only associated with modern pedagogical realities, but contains many applications in the future.

In our view, update the structure of training and a mechanism of its efficient and dynamic functioning should be carried out in ways that contribute to the formation of a competitive specialist - support ideas updates based on the conservation and enhancement of the best traditions of national education and the world of experience, and respond to the requirements of the society to the pedagogical staff. (Skachkova, 2007)

Priority areas for improving the system of training of teaching staff in the transition to 12-year secondary education we see them in it the following changes:
1. The updating the state compulsory educational standards of higher professional teacher education in order to ensure continuity of levels and stages of 12 years of education and strengthening its practical orientation.

2. The bringing the qualification requirements for graduates in line with the objectives of the modernization of the vocational teacher education.

3. The development of tools to determine the demand for educational services and update the list of training courses and specialties of higher vocational teacher education; Update the list of specializations, training profiles, master's degree programs and additional professional educational programs of pedagogical profile, aimed at training personnel for work in the 12-year-old school.

4. The adjustment of the maintenance of vocational teacher training in view of updating the content and technology of vocational education, the training of future teachers to use new tools for measuring the quality of education.

5. The correction of contents and preparation of teachers of vocational training, taking into account variable programs (the profiles) and the use of innovative technologies in the educational process.

6. The developing the information educational environment and framework, providing scientific and methodological, scientific research and innovation involved in the educational process.

7. The development and testing of complex integrative educational resources, including the collection, processing, organizing, converting the theoretical and scientific information in reference books, textbooks and teaching aids new generation, including in electronic form for use in educational and scientific process of training teachers.

8. The development and testing in educational institutions of vocational training teachers to provide specialized education in high school and teaching in a multi-ethnic and multi-cultural learning environment.

9. The development and testing in educational institutions of vocational training teachers to provide specialized education in high school and teaching in a multi-ethnic and multi-cultural learning environment.

10. The updating of forms and methods of preparing students for the implementation of educational objectives in the educational institutions of all kinds and types.

11. The development of approaches to theoretical and practical training of teachers for work in small rural school in a renovation of the structure and content of general education.

The experience shows that whatever reform is not passed in the education system, in the end they all somehow locked into a particular artist - school teacher. That teacher is a key figure in the practice of the major innovations and trends consistent with the principles of the 12-year education.

However, it became obvious that the fact that the formation of professional subject knowledge and skills of the future teacher 12-year-old school in the course of high school preparation is not fully secure the formation of his willingness to clearly define the goals of professional and personal improvement, expressed in behavioral and evaluative terms, deepening and upgrading of existing knowledge, skills and ways of life as socialization and experience of life, as required by the realities of today. (Kuzembaeva, 2003; Anastasiadou, Vassiliki. & Euthimis,2014).

2.2. Data analysis

At present, the universities of the republic, in particular in the South Kazakhstan State University named after M.O.Auezova actively implemented 3 - step model training: Bachelor - Master - Doctorate based on the phased introduction of the loan program, the priority of which is due to forecasting its flexibility, academic mobility and the demand for graduates in a rapidly changing labor market conditions. The introduction of the credit system presupposes the existence of a set of measures aimed at improving the competitiveness of the graduates, without observance of which will not achieve the desired result.

The essence of the credit system of education is based on the learner - centered approach to students, enabling each of them a choice of independent educational trajectory.

National - regional component of the curriculum in the specialty 5V012000 - Professional training for disciplinary cycles (total 129 credits):

Over the cycle the "General educational discipline" (33 credits), devoted to the study subjects "History of Kazakhstan", "Filosofiya", "Foreign Language", "Kazakh (Rusko) language", "Environment and Sustainable
Development", "Sociology", "Politics ", "Foundations of Economic Theory ", "Foundations of Law", "Basic Life "; (Uzakbaeva, 1988)

Over the cycle "base discipline" (64 credits): "Required component," "Introduction to the teaching profession", "Pedagogy", "Ethnopedagogics", "Psychology and Human Development", "Self", "Age physiology and school hygiene" "professional Kazakh (Russian) language", "Professionally-oriented foreign language", "Methods of vocational Training (specialization)" and the component of choice (44 credits);

Over the cycle "majors" (32 credits): "Theory and methods of educational work", "Organization of Special Education students' and optional components.

- Graduates of the specialty 5V012000 - Vocational training should be able to change the type and nature of their professional and educational activities; to work on interdisciplinary projects to improve the professional skills of students; the development of new educational and industrial programs. Consider the requirements for education in basic cycles of academic disciplines, such as Over the cycle general education courses bachelor should know:
  - The most important stages in the development of humanitarian and socio-economic knowledge;
  - Peculiarities of the individual in modern conditions;
  - The importance of culture in human life, forms and types of crops, the main cultural and historical centers, cultural history of Kazakhstan;
  - Economic and legal aspects of property management forms;
  - Indicators of the national income, as well as foundations for the development of the public sector;
  - The rights and freedoms of man and citizen;
  - The basis of Kazakhstan's legal system and legislation, legal, moral and ethical standards in the sphere of professional activity;
  - The basis of labor law, regulatory and legal documents relating to professional activities.

Bachelor shall:
- Understand the nature of social relations and interactions between individuals and groups;
- To understand the political life of modern societies, the political system, political regimes, the principles of organization of state power;
- To navigate the forms and nature of market relations;
- Understand the business organization, an understanding of marketing and management;
- Possess a minimum of lexical one foreign language and grammatical minimum include grammatical structures, necessary for training in oral and written forms of communication;
- Read the literature in a foreign language, translate the text with the dictionary.
- In the field of pedagogy to know the general theoretical and methodological foundations ethnopedagogics, concept ethnopedagogics and ethnomethodology.

Own ways of obtaining information and the use of computer technology in the educational process;
- Legal, regulatory, technical and organizational basis for life safety.
- Dangerous and emergency situations of natural habitat, man-made or social origin;
- The cycle of the basic disciplines of Bachelor must know:
- The role and importance of teaching activities and its main aspects;
- the system of knowledge about the history and current trends in psychological and pedagogical concepts and substantive procedures;
- The system of knowledge of the person as the subject of the educational process, about the age, the individual characteristics of students, social factors of its development;
- the system of knowledge about the laws of mental development, the factors contributing to personal growth; ability to direct the self-development and self-identity;
- Knowledge about the patterns of communication and how to manage the individual and the group; pedagogical skills of communication;
  - Major psycho-pedagogical criteria of application of computer technology in the educational process.
  - essentially self-knowledge and self-realization. The uniqueness of man's inner world;
  - general patterns of growth and development of children and adolescents;
  - professional terminology in the Kazakh language (Russian);
professionally-oriented foreign language that serves a particular area of human activity (taking into account the specifics of the specialty).

Bachelors should be able to:
- To conduct psycho-educational assessment;
- Design, implement, review and correction of the educational process;
- To develop educational software and documentation and to use them to form the content of instruction;
- Methods of designing the structure and content of the industrial work methods didactic training equipment;
- Methods of formation and improvement of professional skills and abilities of pupils, methods of forming stable professional orientation of the person;

The cycle majors must possess a bachelor:
- Knowledge of the field of education, the essence, content and structure of the educational process;
- The main provisions of the technological culture, which is one type of universal culture, with an impact on all aspects of human life and society;
- Organization of Special Education students in the mainstream of the implementation of the tasks of public education development programs;
- Theory and methodology of planning and organization of educational work in the school and the classroom, in extracurricular educational institutions. Technology in the educational process.

Furthermore, the requirements for knowledge and skills in a cycle majors are formed according to their specialization, in which the training of the teacher training. In the disciplines of specialization graduate should know the features of the technology industry and have the appropriate professional skills (Mojallal, Javadi, & Hosseinikhazadeh, 2013).

We believe that the implementation of the educational potential of the content of training courses in the student's environment must be based on objective processes, which are now at the heart of national relations, as in the international arena and within multinational companies. Hence, there is a specific educational aim - instilling in young human, civil, patriotic and national feelings in the mind and behavior.

It is important that young people realize the priority of human interests and needs. Each teacher must know the social and cultural characteristics of the environment, and ethno-psychological traits ethno-pedagogical culture, which develops under the influence of the process of education. Need to look for areas of common interest in culture, using the features of the educational process by relying on human values. The key to the effective work of the teacher is an understanding of the fact that each national culture is a law-governed stage in the development of world culture, contributing to human civilization. The choice of forms, methods and content of educational work was based primarily on the principle of age and national characteristics of students. (Skachkova, 2007; Plaza, 2013)

Based on the above experience in the credit system of training, you can say that the variety and flexibility of the curriculum, taking into account the optimal profiles of specialization, the views of the future professional activity of graduates, the rational organization of interaction of all participants in the educational process to increase its level of concurrency capacity and demand on the market of educational services.

This study led to practice-results and justify a number of theoretical conclusions based on an analysis of theoretical and methodological, theoretical and practical basis for designing the educational process and the practical experience in the training of teaching staff in the Republic of Kazakhstan.

The sequence of preparation of the future teachers to work in the 12 - summer school we have defined as a series of sequential steps:

The first stage - the formation of future teachers the ability to identify, analyze and solve creative pedagogical objectives, develop common technology innovation research teacher to work in a 12 - year old school: make an independent transfer of previously learned knowledge and skills in a new situation, to determine the structure of an object, to see alternative solutions or a way to develop critical thinking, to combine previously learned ways of working in relation to a new issue of training. All this contributes to the development of the creative personality of the future teacher.

The second stage - to familiarize students with social and academic prerequisites for the emergence of innovative pedagogy, its basic concepts, various types of innovative educational institutions, the study of creative interpretation of alternative approaches to the organization of work in the 12 - year old school and the main sources of alternative
schools. All this leads to assimilation based on the methodology of scientific knowledge, pedagogical research, the introduction of innovative pedagogy.

The third stage - the study of the stages of the experimental work in school, get acquainted with the procedure of drawing up the author's program and to participate in its creation, analysis and forecasting of the further development of innovations and implementation challenges 12-year study. All of this, ultimately, promotes the mastery of technology innovation.

The fourth stage - the practical work on a pilot site for the implementation of innovations in the educational process, the implementation of the correction, tracking the results of the experiment, introspection pedagogical activity of teachers of pilot schools in 12 years of schooling. That is, at this stage the innovative position of the future teachers, including a system of his views and attitudes towards innovation.

Fundamental importance in the design of the educational process in high school, taking into account the purpose and objectives of the formation of innovation readiness of the future teachers have a set of pedagogical conditions, based on which we have defined the main directions of the experimental work. In this regard, the process of preparation of the future teachers to innovate in the transition to a 12-year study at the university will be controlled to a certain extent, if it is to satisfy a number of special requirements:

1. Relying on theoretical and methodological framework for the process of formation of readiness to innovate;
2. Accounting for conceptual model of pedagogical high school graduate with a clear definition of the components of the innovation;
3. Availability of educational environment that encourages students to personal and professional growth in the development of innovation;
4. Reflection innovative trends of improving the educational system in the objectives, content, methods and organizational forms of the future teacher training at the university. (Kuzembaeva, 2003; Khosravi & Saidi, 2013).

Thus, the possibility of improving the competitiveness of the graduates in the transition to 12-year education inexhaustible. Formation of readiness of teachers to innovate in the transition to 12-year education, conducting research and teaching experiment led to the need for non-standard solutions of ordinary teaching situations, to acquire the skills of conflict resolution and compromise. The main purpose of training - teachers teach 12-Summer School teaching solve creative problems. The process of professional development of the teacher should, if possible, to model the structure of a given innovation.

An analysis of theoretical studies and practical experience possible:

1. substantiate the theoretical assumptions of modernization of vocational training teachers in the transition to 12-year education;
2. summarizes the scientific and methodological basis for the modernization of higher education teachers in the context of globalization and the transition to an innovative model of development of Kazakhstan;
3. Identify and justify the scientific and methodological basis for the modernization of vocational training of teaching staff in the transition to 12 years of schooling
4. Identify and justify the basic conditions for the modernization of vocational teacher training in areas of specialization;
5. Upgrade the existing state standards of higher education in training, taking into account 12 years of schooling
6. Develop educational-methodical literature and methodical complex discipline in the field of high school with the training of teaching staff in the transition is not a 12-year study.

3. Conclusion

Developed general public mandatory standards in the field and guidelines for drafting provisions on portfolio students of pedagogical universities of Kazakhstan.

Developed public generally binding standards for the professions guidelines pedagogical universities of the Republic of Kazakhstan on the compilation of provisions for portfolio students.

The results obtained are to develop the scientific and methodological foundations and testing in practice mode experimental elements of vocational teacher training, competitive specialists in the labor market in the transition to 12-year education, and economic development of Kazakhstan. (Isayev, 2006; Ketsman, 2014; Butvilas, 2014)
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