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On the issue of modernization of the system of professional development of teachers of high schools of Kazakhstan

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Abstract

The relevance of the study argued (further) the ongoing modernization of the training of teaching staff as a mechanism for the formation of the new competences of the teacher of high school, the formation of new goals, values and ways of vocational teaching and administrative activity, as well as the need to maintain the country's competitiveness in the education sector. Currently, higher education institutions are also interested in professional development of teachers, because teachers increased ability to adapt to changing social and economic conditions.

Keywords: training, competence, competitiveness, efficiency, modernization, monitoring.

Sobre el problema de la modernización del sistema de desarrollo profesional de maestros de escuelas secundarias de Kazajstán

Resumen

La relevancia del estudio argumentó (además) la modernización en curso de la formación del personal docente como un mecanismo para la formación de las nuevas competencias del docente de secundaria, la formación de nuevos objetivos, valores y formas de enseñanza profesional y actividad administrativa, así como la necesidad de mantener la competitividad del país en el sector educativo. En la actualidad, las instituciones de educación superior también están interesadas en el desarrollo profesional de los docentes, porque los docentes aumentan su capacidad para adaptarse a las cambiantes condiciones sociales y económicas.

Palabras clave: capacitación, competencia, competitividad, eficiencia, modernización, monitoreo.

1. INTRODUCTION

Changing the education paradigm in our country and the increasing interconnectedness and interdependence (of the world) from the global perspective of development has put unprecedented demands on teacher education programs to retrain teachers of higher schools of the republic. Currently, higher education institutions are also interested in professional development of teachers, because teachers increased ability to adapt to changing social and economic conditions. This will allow the Kazakhstan universities more successfully maintain the necessary level of

competitiveness as a result of optimization of professional development of teachers as a mechanism for the formation of new competences of university teachers. The value of professional development for the teachers themselves is undeniable - this is the growth of their qualifications, competence, satisfaction with their teaching activities, and that much important - self-growth. The study identified problems such as the lack of a unified educational space system training, the national database of the faculty (to be developed) the lack of a unified system of criteria, indicators and quality assessment methods to increase teachers. There is a system of professional isolation and falling short of international approaches to personnel training. Institute of professional development requires further consideration of the best achievements of foreign pedagogical experience, cooperation with the competent international organizations (UNESCO, Council of Europe, the UN, the British Consull), determine the prospects for the development of education in the modern world, but at the same time, of course, considering our mentality, ethnic culture and identity. Lack of feedback (determining the level of satisfaction of participants in the educational process and the consumers of educational services teacher training), is insufficiently developed scientific and methodological recommendations on the introduction of new forms and methods of teaching students, training courses in the educational process in the field and others. The situation is aggravated by the fact that high school teacher almost never cook. During certification in pedagogical high schools of our country found that not all teachers have even the basic professional teacher education. It is imperative to overcome the situation in which the current teacher training institutions preparing teachers for school yesterday.

Therefore, the actual problem of Kazakh pedagogical science and practice is the creation of concepts and models advanced training of teachers, including interactive methods using distance learning training techniques, which should include the formation of a unified system of monitoring to ensure statistical monitoring of the process of training teachers of universities of the country . Thus, the relevance and at the same time the lack of scientific and methodical problem elaboration improvement of professional skills in the modernization of the educational system led to the choice of our research themes.

2. METHODOLOGY

The main problems of professional training are closely related to the main purpose of adult education, articulated in the Declaration of the International Conference "Education throughout life" - on the way to the implementation of UNESCO's program objectives, "Education for all" and the Fifth International Conference on Adult Education (Learning throughout life - on the way to the implementation of the program objectives of UNESCO's "Education for All" and the Fifth International Conference on Adult Education "). In the context of our study of particular interest is the work of researchers and foreign countries, dedicated to the description of the practical experience of the retraining of teachers. For basic research on teacher training are the work of Russian researchers: (SMIRNOVA, et al., 1995, BISHOP and MANE, 2004, GANIEVA, et al., 2014, KALIMULLIN and GABDILKHAKOV, 2014, FEDOROV and TRETYAKOVA, 2016) and others. Promising models of teacher training are: modular design training programs (WEBBER and

WEBBER, 1994), a multi-component system of innovative training programs of the teaching staff (KRAIGER, 2003). The essence of training is globally defined in the professional development of teachers, which implies the possession of not just certain skills to work with ever-increasing volume and increasingly complex on the content of the information flow and the ability to use them to "get" this new knowledge, self-building a holistic learning process in environmental information environment. The more expert ready for self-government of the cognitive process in the changing information environment, the more successful personal professional growth, its social relevance, the greater its contribution to the expansion of social and cultural space, the higher its social importance (WALLACE, 1991). During the training conditions should be created to move the student from the position of passive listener into a state of active subject in relation to the growth of their professional competence for professional and personal development of each teacher. In this regard, there is a problem vocational training for teachers on the basis of integration of the two methodological approaches that differ significantly from each other: the competency and personality-developing. On the other hand, professional development should ensure that every teacher of the conditions for entry into the professional culture, for self-development and self-realization, and on the other - to create pedagogical conditions for mastering pragmatically relevant competencies necessary for a successful career.

We support the views of the Russian researchers (MAKAROVA and KOPYTOVA, 2012), which requires the development of variant competence-developing technologies of designing individual educational programs in accordance with the educational needs of different categories

of students. One of the features of these programs to the content of the teaching staff is its advanced character in relation to higher professional education; the need to ensure diversity, variability and flexibility of their operational response to the socio-economic needs to be met by the higher school practice, professional work of teachers, the level of their professional culture and personal-significant qualities. In addition, each program must be terminated with a specific product (result), developed by a student in the course of study in a professional development (Makarova and Kopytova, 2012). Analysis of foreign experience leads to the conclusion that the end of the 70-years of XX century was built not only the foundation, but mostly completely constructed building of national systems of teacher training in developed English-speaking countries. Two main organizational models became the "bearing" designs of these systems: course model based on higher educational institutions and advanced training is direct at schools.

Educational institutions in several countries (Malaysia, Israel, USA and others.) are offering special training courses, training courses, dealing with the problems of traditional and distance education and the use of new technologies. Such programs can be implemented in a full-time (classroom) form, or remotely. JENKINS (1998) points out that "the vast majority of teachers, confidently coping with the traditional methods of training courses and software distribution, have limited understanding of approaches to learning, under which the focus is on the needs, choice and study the student and used materials for self-education in various species, since the printed product and ending Internet". ROBINSON (1997) exploring remote training issue, it concludes that: "The money invested in training employees in the field of open and distance learning, often

viewed as a cost ... and not as an investment. This cost item is often a low priority in terms of organization and budget of the institution ...” Change and strategic program objectives: to replace the focus on training skills, coming program, based on the holistic theories of teaching, emphasizing the needs of the students rather than teaching skills and build on the technologies and an interactive problem-based learning. So in the US, there are a variety of forms of training teachers: day, evening, correspondence, Saturday, Sunday courses, working with the advisory firms or research centers that have programs with a theoretical or practical bias. Many American universities coordinate the work of the so-called summer schools that offer full-time courses of intensive training lasting from 1-2 weeks to 3 months. The research analyzes the relationship of research and teaching community to the problem of training and professional development of high school teachers showed the following changes:

- "Along with the presence of professional qualification, scientific degree (for full-time teachers) is the development of additional qualification in the field of psycho-pedagogical training of university teachers;
- Manifest desire for a clear definition of the conditions of access to the teaching and the level of compliance with the criteria of professional and pedagogical competence;
- Introduces a procedure of assessment of pedagogical competence of teachers of higher schools".


At a conference in Bournemouth under the auspices of the Centre for Educational Research and innovation has been a model of professional organizing training courses, which should solve the following problems:

- encourage and support self-development of teachers;
- be ready and able to accept new roles and responsibilities;
- constantly to bring their knowledge up to date, to improve and expand the skills and knowledge to cope with difficult situations that arise in their professional activities;
- provide solutions to practical problems arising;
- contribute to the development of the teacher;
- Able to innovate, to lead changes in the institution.

There is no doubt the need to address these problems in the Kazakh system of professional development of high school teachers. Thus, the results of these studies are the basis for improving and enhancing the qualifications of teaching staff in Kazakhstan with a focus on the development of creativity and methodological thinking, design culture, readiness for self-education and eventually - pedagogical competence.

According to NAZARBAYEV (2017), by 2020, the share of higher education institutions with nationally registered registrations will be 30%, according to international standards. The share of higher education institutions that have innovative activities and the results of practical research in production will increase by 5%. At least two higher education

institutions will rank among the best universities in the world. Today, in Kazakhstan, equipping all the schools with computers has completely ended. All schools are equipped with audiovisual offices and interactive equipment. The share of educated children with pre-school education by 2015 will be 74% and by 2020 will be 100%. Only in 2010, 35 children were made, 1534 children's centers and 137 private children were set up. 172 kindergartens were opened through the resettlement of previously privately owned institutions. The efficiency of children's education increased by 30 to 55 percent.




Strategic direction 1. Create a new system of professional development of teachers.

Disparate systems increase the qualification of the republic, the lack of uniformity in the types of organizations, their names and organizational structures.

The absence in the existing system of professional development of corporate governance practices.

The absence of the previous model training opportunities to realize the communication with foreign partners.

The lack of training of university teachers to meet modern challenges and global trends in higher education development.



Strategic direction 2. Modernization of training content, education of workers on the basis of the best Kazakhstan and international experience.

Inconsistency content training of teachers with modern trends of education development.

The lack of a common approach to the development of modular training programs, including variative component.

Focusing on traditional forms and methods of teaching students, training courses.

Poor use of modern information and communication technologies.

Lack of practice-oriented training system, a weak correlation with the basic education institutions.

The lack of programs to increase the duration of the qualification of more than 72 hours.



Figure 1. Problems of the system in the strategic areas of Kazakhstan
Education courses

3. RESULTS

Concluding the analysis of the current situation in the field of training of the teachers analyze the activities and training institutes in the country. The State Program of Development of Education of the Republic of Kazakhstan for 2011-2020 states that each year must undergo training 73.3 thousand teachers. In "On education" according to Law, each teacher should improve their qualifications at least once every five years. The existing system of professional development in Kazakhstan was established in Soviet times, and functioned as a fragmented network of organizations improve qualifications, are in all regions of the country. Training system for a long time served, functions assigned to it. The

content of educational programs reflecting the main directions of development of education system of Kazakhstan. More than 20% of teachers held annually training. Thus, the quantitative indicators of the state order for training of educators carried out each year. However, analysis of the training institutions shows that in the 10-15-year-last year up to 2011 training system is not subjected to reform. Naturally, over the years I have accumulated a number of problems requiring urgent solutions to the current period of training systems modernization (Figure 1). The study of the Republican training system has been revealed that the existed format training system does not have the desired effect on the quality of education and does not fully meet the requirements of time. In order to reform the system of training of educators through the merger RIDSES and 16 Institutes of professional development in regions and Astana and Almaty is created JSC "National Centre of Professional Development" for development of leading, "which enables the introduction of corporate management methodology. In this context, it is revealing the positive experience of the branch of JSC "National Centre of Professional Development" for development of leading the Republican Institute for Management and scientific-pedagogical staff of education system of the Republic of Kazakhstan and the further expansion of its activities, taking into account the time requirements. He is one of the oldest public institutions of additional education, work towards the preparation of vocational training specialists. Institute of professional development of our country has its own history (Table 1).

Table 1. History of development of Institute of professional development

Years	Events
1965	The resolution of Council of ministers of KAZSSR No. 899 of December 18, 1965 has created the Central Institute of Improvement of Teachers (CIIT)
1995	Accession to the Central institute of improvement of teachers of Republican training center of frames of vocational training
1996	The central institute of improvement of teachers(CIIT) is renamed into Republican instituteof professional development leading and research and educational personnel of an education system (RIDSES)
2000	RIDSES is determined by the organizational and methodical and coordinating body in the sphere of advanced training and retraining of employees of the organizations of education (Ministry of Education and Science of the Republic of Kazakhstan, order of December 29, 2000 No. 1211, point 2)
2012	RIDSES reorganized into a branch of JSC «National Center for Professional Development «Orleu»
2011	Participates in the implementation of e-learning project «E-learning». During 2011 - 2012 years, courses on the project of the Institute specialists trained 16000 employees of educational organizations
2012	The Institute implements a tiered training programs for teaching staff developed "Nazarbayev Intellectual School" in cooperation with Cambridge University
2012	The program of professional development of teachers of pedagogical specialties of higher education institutions of Kazakhstan on the basis of institute (245 listeners in Almaty) and in foreign partner universities (55 listeners) is implemented

At RIDSES listeners are trained in all regions of the republic: heads of regional, city and district administrations (departments) of education; directors and deputy directors of schools, pre-school and after-school educational organizations, school teachers, teachers of pedagogical specialties of high schools. Activities of RIDSES develop in 4 main areas.

Target audience: heads of regional, city and district administrations (departments) of education; directors and deputy directors of schools, pre-school and after-school educational organizations. Directions Short Courses: Education Management, a 12-year education, multilingual education, inclusive education, teaching and educational works in correctional educational organizations, ICT technology, and early childhood education. Leveled training programs for teaching staff at the Cambridge training program, developed jointly with the Center of pedagogical skills AEO "Nazarbayev Intellectual Schools" and the University of Cambridge. RIDSES is fully responsible for the preparation of the 2nd level for the Republic (since 2012). Target group: school teachers. Trained nearly 2,500 teachers. «E-learning» introduced since 2001. Target audience: administrators and users of e-learning (e-learning). Trained more than 16,000 educators. The Program of professional development of teachers of pedagogical specialties of higher education institutions of RK works since 2012. Target audience: teachers of pedagogical specialties of high schools. Total raised the qualification for the years 2012-2015 - 3900 university teachers, including abroad - 933 from 40 universities of Kazakhstan. State order for 2016 amounts to 800 teachers, of which part of the students to improve their skills abroad.

Since 2013 the Institute trained heads of departments of education is carried out by the updated programs. More attention is paid to practical training: training in leading kindergartens, schools, colleges. The training leaders are increasingly used interactive and informational technologies. Started carrying out remote training courses, which allows to eliminate the unequal access of heads of rural and remote regions to improve the quality of professional skills. Program training of pedagogical specialties of high

schools teachers include distance learning, classroom training and protection portfolio. In 2014 the program was updated to: it includes new author's courses "Pedagogical deontology", "Modeling applications", "Emotional Intelligence", "Divergent thinking" workshops on pedagogical measurements, using Case-study in teaching practice, Open Education, held listeners creative workshops, field practice in the leading universities of Kazakhstan. Fully updated distance learning program: recorded 35 video lectures for all modules of the program, updated database of test tasks. Nazarbayev University Professors are invited to give lectures, seminars as part of its broadcast experience. For teachers, reading discipline "History of Kazakhstan", developed and implemented in the program the new module "to new approaches of teaching History of Kazakhstan." In 2014, a group of 27 students traveled RIDSES training for this module in the University of Tsukuba (Japan). For teachers of the specialty "Social pedagogy and self-knowledge" developed a new module "Self-knowledge". As part of its broadcast experience RIDSES holding winter schools for graduate students of pedagogical specialties of higher educational institutions of Almaty. Since 2013 the Institute implements the State order for training of teachers of pedagogical specialties 39 Kazakhstan universities in the amount of 1200 teachers, including 810 students on the basis of RIDSES (Almaty) and 390 foreign partner universities: International Academy of Management and Technology (Düsseldorf, Germany) Newcastle University (UK). Norwich Institute for Language Education (UK), the Polytechnic University of Valencia (Spain), the Higher Technical Institute of Lisbon (Portugal). Specificity of training at the institute is that the object here is formed with teachers of values, goals and objectives, experience. The leading form thus acts as modeling / designing of individual activities and educational

organizations. All that is offered in the classroom, to digest (or vice versa is not absorbed), in accordance with the direction, motivation of students. Consequently, the learning process cannot be guided by the final consumer of educational services - listener's refresher courses. All of the surveyed respondents agree that the use of innovative technologies in the system of training influences the degree of satisfaction of teachers enrolled in courses with various aspects of the course of preparation, as well as on the effectiveness of educational institution services (The high mission of "Orleu2013, p. 63-64). As a result of research, we came to the conclusion that the Kazakh system of professional becomes the center of the innovation movement. With the support of the state to build capacity and accumulated considerable potential for the formation of the new competences of the higher school and goes to a new paradigm of activity - scientific and methodological and personnel support of education through scientific and methodical and staffing component of developmental education.

4. CONCLUSION

Development of education, education and science is one of the strategic priorities of Kazakhstan's policy, which has a significant impact on Kazakhstan's cultural, social and economic development, while also defining the competitiveness of the nation in the coming years. In the Kazakhstan, training teachers and instructors in specialized colleges will be organized in the form of supplementary education, training in informatics centers, teacher training courses, teacher training courses and instructors and instructors training. The results of this study point to the

unique opportunities and challenges faced by teachers in the process of enhancing their skills in connection with the increasing growth of the requirements for the qualification and competence of teachers of the Kazakhstan high school, result-oriented. The article analyzes the essence of the training as a dynamic type of additional vocational training of university teachers. The authors reviewed the international experience teacher training as well as experience in implementation of training programs for teachers of pedagogical specialties of higher educational institutions of Kazakhstan. Analysis of the current world development allows you to emphasize the factors and trends that should be taken into account in the process of modernization of the system of training and retraining of teachers. Analysis of the current world development allows you to emphasize the factors and trends that should be taken into account in the process of modernization of the system of training and retraining of teachers. These include:

- Accelerating the development of society, ideological pluralism, political empowerment and social choice determines the need to prepare citizens for the implementation of this choice;
- Transition to a postindustrial, information society, the expansion of the world scale intercultural and interfaith interaction involve the formation of information and communication culture and tolerance as the ability to engage in dialogue;
- Global problems of our time (Information, environmental, resource, security issues, etc.), which can only be solved through international cooperation, necessitated the formation of common

understanding of these issues and a willingness to find common ways of solving them;

- Development of the world economy, the profound structural changes in employment, reduce the scope of unskilled labor, the need for continuing professional development and retraining of employees, increase their professional mobility;

- The growing role of "human capital" in the national economies of developed countries (today in these countries it is on average 70-80% of the national wealth) determines the need for intensive advanced development of the education sector, both youth and adult population (LYUBOVA, et al., 2014).

Thus, the purpose and objectives of the modernization of Kazakhstan's continuing education policy - the implementation of systemic and organic changes to create new competences of the teacher of high school, the formation of new goals, values and ways of vocational teaching and administrative activity, as well as the need for sustainable development of the country as a whole. In order to achieve standard education in Kazakhstan, the government has coordinated many efforts to reform the educational and scientific system. These systems, along with their modernization, and their integration into the world scientific and educational system, have been carried out. During the years after independence, the educational system of Kazakhstan has taken a lot of steps. To carry out the above programs, the Kazakh government has implemented several policies to match the education of the country with international standards in order to meet the needs of political and social

modernization. Certainly, these measures will lead to the improvement and modernization of education in Kazakhstan.

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