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Promoting continuous pedagogical education in the Republic of Kazakhstan

The article examines the conceptual foundations of continuous pedagogical education and its promotion in the Republic of Kazakhstan. The authors analyze the organization and management of continuing education, consider the design of a model of continuing pedagogical education, which includes a wide range of issues from the definition of the conceptual content, structure and stages of its functioning to the mechanisms of its implementation. The theoretical and methodological foundations of teacher training in the system of continuing professional education are determined based on the analysis of many sources, including normative legal acts and scientific and methodological literature. The approaches and principles implemented in continuing education, which is a single, holistic and integrated process, are disclosed. The main components of this process are three types of educational activity — formal, informal and informational, designated in modern theory and practice as an "educational triad". The authors present a component-competence model of a teacher in the system of continuing education with the definition of the levels of professional components of activity and, accordingly, the development, at the moment of the study, of the general competencies of teachers. The relevance of this article is due to the results of studying the demand for professionally educated and qualified specialists in modern society, a social order aimed at acquiring competitive competencies by them. The authors thank the Ministry of Education and Science of the Republic of Kazakhstan for the organization and grant support of the project scientific research under the coordination of the National Academy of Education named after Ybray Altynsarin for the development of the system of continuing pedagogical education in the context of Life-Long Learning.

Keywords: continuing pedagogical education, methodological approaches, principles, competence model, components, competencies, formal education, non-formal education, levels of professional development.

Introduction

Modern education must ensure that the competitiveness of human capital is maintained and that future needs caused by an orientation toward sustainable economic growth and societal progress are met. In the era of globalization, every individual must improve his or her personal, professional, social level and status on a continuous basis. Lifelong Learning (LLL) promotes this.

In this regard, the concept of "lifelong learning", first introduced in 1968 in the materials of UNESCO, and already in 1972 recognized by many international organizations as a basic principle, is a "guiding structure" in the reform of education all over the world. Subsequently, scientists affirmed and substantiated the priority of education as an instrument for overcoming major world contradictions (between global and local problems, between traditions and modern trends, etc.) and its importance in terms of sustainable development of mankind [1]. In 1968, the report of Zh. Delor within the framework of the concept of "lifelong learning" proclaimed the basic principles of education — "learning to live, learning to know, learning to do and learning to coexist" [2]. This led to the institutionalization of lifelong learning as an educational principle in the legal and regulatory frameworks of countries around the world. In 1976 the American legislation adopted the Lifelong Learning Act, the implementation of which was specially financed by the state during the period 1977-1982.

Since the 1970s regularly, the European concepts of lifelong learning have not been removed from the agenda and are constantly discussed, and at the beginning of the twenty-first century one of the specialized councils in the structure of the EU Council, the Council of Ministers of Education, meets.

In 1975 the "European Centre for Vocational Training" was created, and since 2006 the Executive Agency for Education, Audiovisual and Culture is active. 1996 was declared the European Year of Lifelong Learning.

The beginning of the twenty-first century has led to the modernization of European education strategy and policy. The Lisbon Summit of the European Council in March 2000 adopted a document called "Memorandum of Lifelong Learning", more precisely "A Memorandum of Lifelong Learning". The adoption of this document was conditioned by several preceding decisions: "European Employment Strategy", approved at the Luxembourg Summit of the European Council in 1997 and included as one of the supplements to the Amsterdam Treaty (1997), and the Cologne Charter "Aims and Ambitions for Lifelong Learning", adopted at the G8 Summit in 1999 [3].

The European Employment Strategy defined continuing education as a comprehensive learning activity carried out on a continuous basis to improve knowledge, skills and professional competence. The memorandum emphasized that continuing education should be the main policy program of civil society, social cohesion, and employment.

Historical and scientific reflection showed that educational issues traditionally occupy quite a prominent place among the key issues related to the system of European integration. All institutions of the European Union, as well as various pan-European centers and agencies are involved in the development and implementation of educational programs.

In the Republic of Kazakhstan, the status of lifelong learning has also been enshrined at the legislative level. In our country the education system on the basis of the principle of continuity and succession of general educational training and educational programs includes the following levels of education: preschool education and training; primary education; basic secondary education; secondary education (general secondary education, technical and professional education); postsecondary education; higher education; postgraduate education. For example, Kazakhstan implements the Concept of Lifelong learning (continuing education) approved by the Decree of the Government of the Republic of Kazakhstan dated July 8, 2021 No. 471 [4].

This document notes that at all levels and stages will be implemented the possibility to acquire microqualifications, taking into account the results of nano-learning ("Nanodegree" / "Nanostep"), which will allow in a short time to acquire the necessary professional skills, to build their individual learning trajectory and to eliminate gaps in knowledge:

- There will be an opportunity to acquire knowledge, skills and competencies through various forms of learning, including Massive Open Online Courses (hereinafter referred to as MOOCs).
- Certificates and credits obtained through short courses will be translated into "Stackable degrees".
- To develop the model of "Silver Universities", educational organizations will take measures for their further development, namely the development of teaching materials, course programs and mechanisms for scientific and methodological support and maintenance of courses
- Digital competencies will become an obligatory element of all professional standards [LLL].

According to the recommendations of the Organization for Economic Cooperation and Development (hereinafter — OECD) one of the national priorities defined in the National Development Plan of the Republic of Kazakhstan until 2025 is quality education. Among the expected results from the implementation of education policy is the transition from traditional training programs to prepare students for the future, the motivation of continuous improvement of skills and competencies throughout life [5].

The European Qualifications Framework (EQF) is a framework structure, which describes the generalized structure of educational qualifications at all levels, comparable with the national systems of educational qualifications [6].

8 levels of the European Qualifications Framework, defined on the basis of learning outcomes. Competence includes:

- 1) cognitive competence, involving the use of theory and concepts as well as "hidden" knowledge acquired through experience;
- 2) functional competence (skills and know-how), namely what a person should be able to do in work, learning or social activities;
- 3) personal competence, which means the behavioural competence in a concrete situation
- 4) ethical competence, which implies certain personal and professional values.

In accordance with the Law of RK "On Education", one of the principles outlined in the Concept of Education Development of the Republic of Kazakhstan until 2025 is the principle of continuity of the education process, ensuring the continuity of its levels [7].

These conceptual normative acts and works of scientists were the methodological basis of our research on lifelong learning: E.V. Greznova, E.G. Chudina, I.A. Treushnikov, A.A. Khlap (Principles of lifelong learning); L.N. Danilova (Terminology development of lifelong learning); E.O. Babich, V.V. Afanasiev (Main forms of

lifelong learning), on continuing teacher education: V.P. Kovalev, T.V. Gorbunova (CPE is a condition of teachers' preparation for professional activity); V. Motrosov, D. Melnikov, G. Artomonov and N. Borisova (CPE system in the context of educational integration processes), on adult education: S.I. Zmeyov (Adult Education Technology); E.N. Elezarova (Adult Education Issues and Priorities) and others.

In turn, the scientific basis in Kazakhstan is formed by the works of scientists in the field of professional development (non-formal education): B.A. Almukhambetov, A.A. Zhaitapova, B.A. Turgunbaev, A.J. Murzalinova, A.E. Bijkenova, K.N. Bulatbaeva, L.S. Sabitova and others.

The analysis of scientific works and normative documents allowed us to identify the degree of developing continuous pedagogical education and determine the prospects in our research activities.

Methods and materials

The analysis of normative legal acts has shown that the importance of lifelong learning in the sustainable development of society has been recognized in the country. However, the term "lifelong learning" itself has not received a universal definition at the moment, its essence have not been considered, and as a consequence, no unified approach to its implementation in the sphere of teacher education has been developed yet. This was the factor that led to the project research with the financial support of the Ministry of Education and Science of the Republic of Kazakhstan and coordination of Y. Altynsarin NJS on the development of continuous professional teacher education and Lifelong Learning.

For the research work on lifelong learning we took the following definition as the basis: Lifelong learning (LLL) — education throughout life, which is provided by the unity and integrity of the educational system, creating conditions for self-education and comprehensive personal development, a set of continuous, coordinated, differentiated educational programs of different levels and stages, which guarantee citizens the right to education and provide an opportunity to receive general education [8].

The main purpose of lifelong pedagogical education, as well as the concept of lifelong education in general, is a comprehensive mobility of a person in the educational space throughout the life, competitiveness in the labor market, personal development and active civic position in society. The task we have adopted to develop the concept of continuous teacher education means that a teacher will be provided with a scientific and methodological basis as conditions for acquiring and updating the latest knowledge and skills that are necessary for daily and work activities throughout life. Building an effective system of continuing teacher education will create a sufficiently flexible, adaptive model of educational trajectory at the country level, corresponding to the needs of the individual teacher.

When modeling continuing education (Fig. 1) its structural elements were determined in relation to levels of education, and their place in the institutional system of formal, non-formal and informal education.

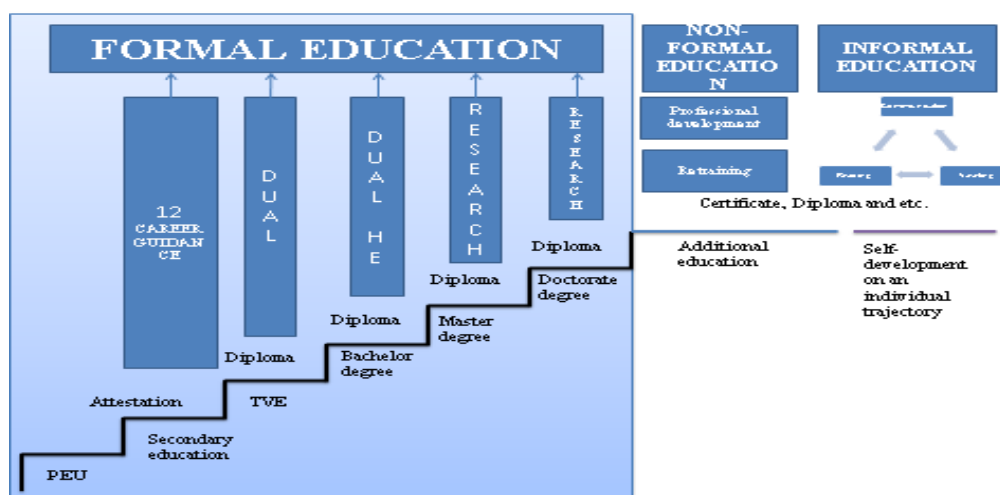


Figure 1. Model of the institutional system of continuing education

The model of the institutional system of continuing education of a teacher includes the level of additional education as professional development and / or retraining in non-formal education. The system consists of informal education involving self-development on an individual trajectory.

In modeling this process we have formulated the following goal: develop a sustainable and transparent national model of continuing teacher education aimed at professional development, validation of experience, education, demonstrated knowledge and competencies of the teacher.

In order to implement the goal, the following objectives were defined:

- creating a competency-based model of continuing teacher education;
- identifying and defining the relationship in terms of continuity and scientific and methodological validity in the system of formal- non-formal-informal education;
- determining the place of this model in relation to levels of education and levels of teacher qualification;
- formation of the teacher model in the system of continuing teacher education with the definition of levels of professional components of activity and development of a functional map of competencies.

Therefore, continuing education is a single, holistic and integrated process, the main components of which are three types of educational activities -formal, non-formal and informal, denoted in modern theory and practice as "educational triad" (Fig. 2).

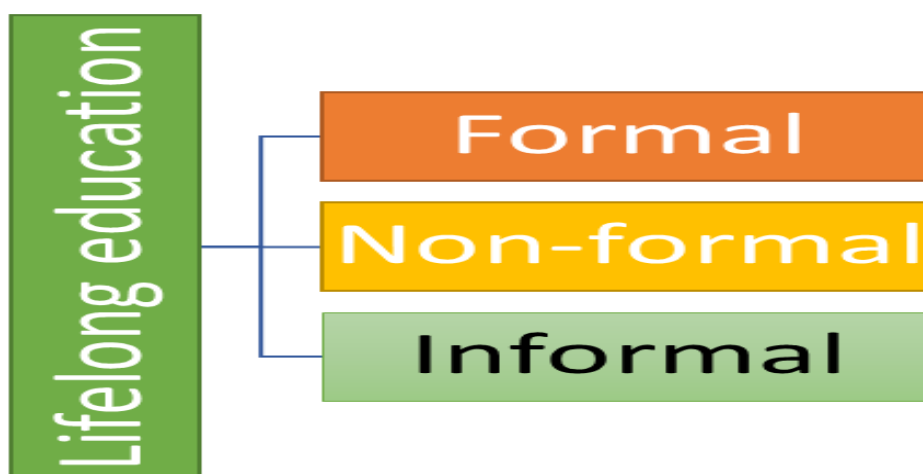


Figure 2. The Triad of Lifelong Learning

In this article, we have adopted the following definitions of the triad terms under study as the basic ones:

Formal education is considered as education that is institutionalized, purposeful and planned with the participation of public organizations and publicly recognized private organizations, which together constitute the formal education system of the country.

Non-formal education is education that is institutionalized, intentional, and planned by a person or organization providing educational services; it is a supplement and / or alternative to formal education in an individual's lifelong learning experience. Instruction in such programs is often provided to ensure the universal right of access to education.

Informal learning — forms of learning that are intentional or carefully planned but not institutionalized. They are less organized and structured and may include learning activities in the family, workplace, community and daily life. The focus of informal learning is determined by the self, the family, and the community [9].

Objective trends in the development of continuing teacher education strategy have led to a large surge of scientific-theoretical research aimed at comprehending the methodological foundations and technologies of designing educational programs of this process. Modern scientific publications treat the term "continuing education" as a process, as a system, and as a structure. At the same time, it is the content provision of continuing teacher education that is the leading factor in the transition to a new learning paradigm (LLL).

Thus, the process of comprehension of the new learning paradigm is accompanied by the decision at the state level, active scientific and pedagogical research in the field of teacher education.

However, to date, there is no unified, generally accepted, well-established conceptual and categorical apparatus, in many developed interpretations there are different interpretations, not contributing to a clear understanding of the issue. Such terminological disunity, in our opinion, leads to inappropriate expansion of the thesaurus, which hinders mutual understanding of researchers, developers and users of content support of continuous pedagogical education.

In this regard, we believe that the research and implementation of continuing education should consider various clarifying definitions that complement the previous and which, in our view, provide meaningful understanding not only by novice researchers, but also by practicing educators. Here are such definitions, for example, continuing professional education is an educational activity of continuous renewal and acquisition of new professional knowledge, skills, and competencies.

Formal education is an institutionalized, streamlined and bureaucratized system of educational institutions with the subsequent issuance of diplomas and certificates.

Non-formal adult education is a different, flexible in organization and forms, educational centers, focused on the specific needs and interests of trainees. Non-formal education may end with diplomas, often with certificates, or may not be supported by any document.

Informal education is a learning, independent activity of the individual, implemented in the course of everyday life through its own activity, characterized by the optional presence of purposeful nature, lack of organization, spontaneous.

The study revealed that the system of continuous teacher education in Kazakhstan, as well as in most other countries, is conceptually considered in three planes (Fig. 3):

- as a process of formation and development of a specialist's creative personality;
- as a pedagogical system, covering all the totality of technologies, means and ways of acquiring and improving education and professional competence of a student;
- as an organizational structure or a complex of educational institutions, providing interconnection and continuity of educational programs, capable of satisfying the entire set of educational needs arising both in society as a whole, and for each individual.

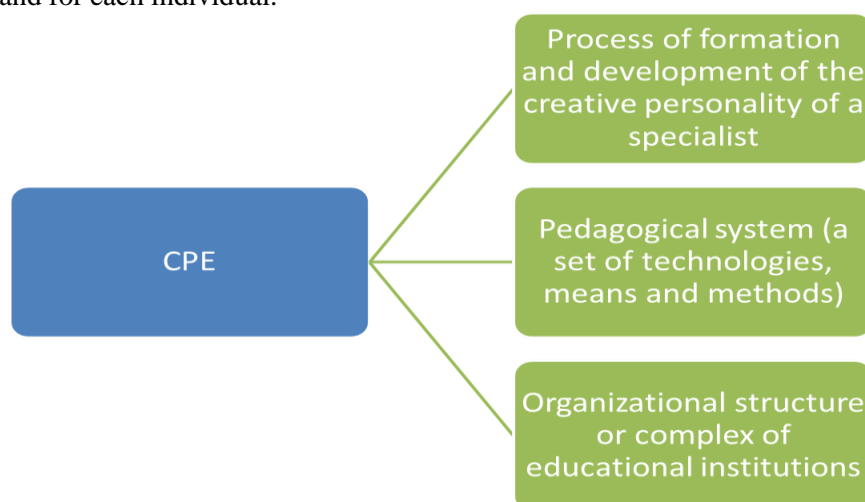


Figure 3. Conceptual Consideration of NEP

Thus, continuing teacher education is defined as a comprehensive learning activity carried out on an ongoing basis to improve professional competence. The system of continuous teacher education is a dynamically developing system, which is characterized by openness, multistage, multilevel, multifunctionality and flexibility. Constant updating of the content and structural components of pedagogical education at all levels and stages are the main indicators of system development.

Results and discussion

The expert analysis of formed learning outcomes in educational programs (bachelor, master, doctoral) for training in pedagogical specialties of four Kazakhstani pedagogical universities showed that in the programs the learning outcomes are reflected in the subject-content and pedagogical components of future pedagogical activity of specialists. However, as foreign and Kazakhstani experience of continuous education of teachers shows, the above-mentioned components do not reflect the full range of professional competencies required for effective and high-quality pedagogical activity in modern educational society. To address this situation of reflecting the full range of competencies, the need to meet modern standards and requirements, we have identified the following components of the professional activity of a teacher (Fig. 4): subject-content, pedagogical (general didactic/didactic/private-methodic) psychological, information-technological and managerial.

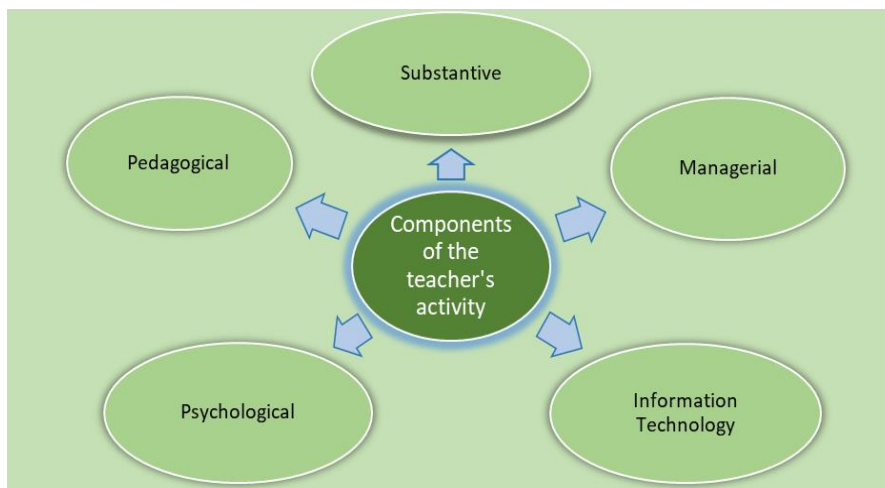


Figure 4. Components of the professional activity of a teacher

Methodological solution of continuous pedagogical education is seen in the development of an innovative systematic methodology, purposefully focused on comprehensive formation and development of the component of pedagogical activity.

The interrelation of the model components is manifested in the continuity of goals, objects, tasks, and methods of the educational process. Subject-matter and process-technological components of pedagogical activity are implemented within a holistic logically structured cognitive and communicative complex, ensuring the achievement of the end result — formed readiness and ability of teachers to professional self-realization, to implement authentic professional-basic, effective and qualitative impact on the educational process. To this end, the component-competence model of the teacher was developed and presented below (Fig. 5).



Figure 5. Component model of the teacher in the system of continuing education

The analysis of the research on the problem and practice of continuing education allows us to conclude that the following approaches are implemented as methodological bases: systemic, andragogic, sociocultural, competence, constructivist, synergetic, connectives, effectiveness of which is based on such principles as consistency, integrity, continuity, subjectivity, flexibility (curricula and programs, alternative methods of educational process organization, variability of learning strategies, etc.).

Let us consider the essence of each approach as a methodological basis for continuous pedagogical education.

Andragogical approach — the organization of adaptation education of adults in the socio-cultural sphere, the implementation of the function of directed training (professional development, postgraduate education) carried out by mediators, recognized experts and methodologists, specialists, trainers IAT, training centers in real or delayed mode.

The sociocultural approach is a methodological approach based on the systems approach, the essence of which consists in an attempt to consider society as a unity of culture and sociality, formed and transformed by human activity. This unity, according to the principles of the systematic approach, forms a whole, the properties of which are not deductible from the characteristics of the parts. Sociocultural approach allows us to consider the attitude of teachers to non-formal and informal education, their needs for professional and personal self-development with regard to the changing requirements of the market, the attitude towards education as a cultural process [10].

The competency-based approach is a set of general principles for defining educational goals, selecting educational content, organizing the educational process, and evaluating educational outcomes. The whole point of education is to develop students' ability to independently solve problems in different types and spheres of activity, using social experience, which includes their own experience. The competency-based approach assumes that students learn competencies that allow them to act effectively in professional, personal, and social situations in the future. In this approach, knowledge is viewed as a set of abilities and skills (competencies) that allow students to act and achieve the expected results in various problematic situations.

Constructivism is a pedagogical philosophy, the key idea of which is that knowledge cannot be transferred to the learner in a ready-made form. It is only possible to create pedagogical conditions for successful self-construction and self-growth of students' knowledge. Constructing in the learning process is defined as "a means of deepening and expanding the obtained theoretical knowledge and development of creative abilities, inventive interests and aptitudes of students" [11]. The constructivist approach considers learning as an active process in which the learner constructs new ideas and concepts based on his / her previous knowledge. The learner selects information, hypothesizes and makes decisions based on cognitive structures. Cognitive structures (logical constructions, mental experiments) ensure the acquisition of experience and allow a person to "step beyond the available information".

Synergetic approach implies taking into account the mobility and variability of the educational process to develop the educational space and improve the effectiveness of specialist training. According to the synergetic paradigm, the educational space has bifurcation (critical) points of destruction of old structures and the emergence of new opportunities for the system to transition to a new quality. It has the property of non-linearity, i.e. multivariate and unpredictable transition of the system from one state to another. An educational system is unstable and highly non-equilibrium, fluctuating, open to development. Attractors are more meaningful meanings, the process of meaning formation should be organized in such a way that within this organization there was a meaning self-organization, formation of a sense base of the learner in accordance with synergetic laws. Self-organization occurs if the system is non-equilibrium, which occurs if a substance or energy is "pumped" through the system. In an educational system such energy is information. In synergetic they talk about the attraction zones, in which phase trajectories will tend to come to a particular attractor — a region that attracts the trajectory of development [10; 20-29].

Connectivism is a theory about how learning happens in the digital age. Connectivistic learning is a process of immersion, discovery and communication, a process of pattern recognition rather than hypotheses and formation theories. According to connectivism theory, knowledge is distributed over an information network and can be stored in various digital formats. The learning process is cyclical, as learners will connect to the network to share and find new information, will change their beliefs based on the new knowledge, and then will connect to the network to share new knowledge and information again. Connectivism theory highlights two important points that contribute to learning: the ability to seek current information and the ability to filter out secondary and superfluous information. The ability to acquire knowledge is more important than the knowledge itself. The ability to make decisions based on acquired information is considered an integral part of the learning process [12].

Thus, the methodological basis for designing the author's model of continuous pedagogical education was based on systemic, andragogic, sociocultural, competence, constructivist, synergetic, connectivity approaches [13, 14].

The basic categories that define the meaning of these scientific approaches are: for systemic approach — “system”, for constructivist approach — “constructing”, for competence approach — “competence”, for connectivity approach — “e-learning”, for andragogic approach — “adaptive education”, for synergetic approach — “developmental self-organization”.

In our study, “lifelong learning”, “formal, non-formal, and informal education” are the basic categories, respectively.

Methodological approaches, interconnected with each other, act as a scientific platform for the study of continuous pedagogical education. Their interrelation and substantive aspects are presented in Figure 6 below:

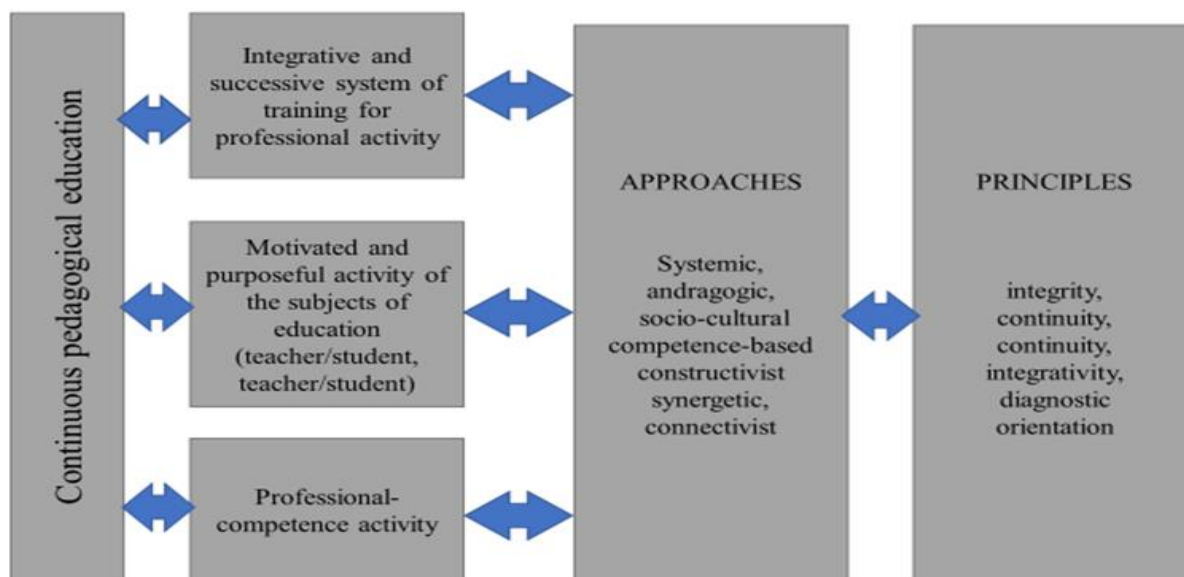


Figure 6. Relationship of approaches and content aspects of continuing teacher education

In our opinion, the above-mentioned approaches are the priority and leading ones in the system of continuous pedagogical education. However, it should be noted that other approaches of traditional classical pedagogy can be applied or combined in the process of specific educational activities taking into account the level of students, content and specifics.

In professional growth as a complex process consisting of a set of interconnected progressive changes occurring in personal, subject, functional, social and other components of professional activities, the practice of non-formal education in the Republic of Kazakhstan has identified four levels: baseline, level of change, level of transformation, level of sustainable development, which are dialectically interrelated and deterministic.

The initial level of a teacher (certified specialist) implies theoretical knowledge and elementary practical skills acquired by the specialist during the training in a professional teacher training institution (formal education).

The level of change in the professional activity of the teacher is manifested in the involvement of additional resources to perform the level of professional tasks and in connection with the adaptation to the requirements imposed on them. At this level the teacher is looking for and mastering new knowledge, mastering new ways of activity.

The level of transformation manifests itself in structural changes and technological improvement of professional activity. At this level a teacher improves the quality of his work not by attracting new information and mastering new pedagogical technologies, but by structuring and restructuring the activity, curtailing its reference framework, changing the operational composition of the actions he performs.

At the level of sustainable development, the teacher “consumes” new knowledge, new experience to increase the efficiency of his activity without breaking the established system of the activity. It has an invariant of successful activity which, being transferred to new external and internal conditions, can be multivariant, but essentially stable.

The developed model (Fig. 5) allows us to consider the development of a teacher in the system of NPE as a dynamic system of personal and activity characteristics of it as a subject of professional activity. This

system reflects the structure, content of professional activity and competence component. On this basis, in relation to the above-mentioned levels of continuous professional development of a teacher, we have defined a component-by-component list of teacher's competencies. Due to the limited volume of the article, we have provided a list of general competencies of teachers of the subject-matter and management component (Table 1).

Table 1

List of general teacher competencies

	Professional components of the teacher's activity	General teacher competencies
1.	Subject and Content Component (baseline)	<ul style="list-style-type: none"> - knows the content of the subject, theoretical concepts and provisions, new achievements in the field of the taught subject; - knows classical provisions of school didactics in integration with theoretical concepts of taught subject area (subjects, educational areas); - knows the principles and mechanisms of integration and continuity of school education; - independently uses diagnostics and criterion-based assessment of students' learning achievements; - has knowledge of pedagogical goal-setting of educational process.
2	Subject and content component (level of change)	<ul style="list-style-type: none"> - attracts additional resources to the content of the subject, theoretical concepts and provisions, new achievements in the field of the taught subject; - learns new concepts of school didactics in integration with theoretical concepts of the taught subject area (academic subjects, educational areas); - owns ways of creative interpretation of subject knowledge; - implements principles and mechanisms of school education content continuity; - owns the tools of diagnostics and criterion evaluation of students' learning achievements; - is able to build pedagogical goal-setting for designing the educational process.
3	Subject and content component (level of transformation)	<ul style="list-style-type: none"> - structures and models subject content in relation to theoretical concepts in the subject area taught; - possesses meta-disciplinary knowledge of the subject taught; - differentiates and implements the approaches and principles of school continuity to achieve the best results for students; - develops and applies authentic diagnostic tools and criterion-based assessment of students' learning achievements; - builds optimal pedagogical goal-setting (when designing the educational process) taking into account different degrees of expected learning outcomes.
4	Subject and content component (level of sustainable development)	<ul style="list-style-type: none"> - has an invariant of successful realization of the content of the subject in different teaching conditions; - is capable of constructing students' meta-disciplinary knowledge based on the subject content and the principle of unity of theory and practice; - are able to take a leadership role in promoting interdisciplinary integration to achieve effective pedagogical practice; - promote authentic diagnostic tools for assessing students' learning achievements, including identified areas of students' sustainable development, taking into account the principle of consistency.

5.	Managerial component (baseline)	<ul style="list-style-type: none"> - knows the theory of management and its functions, has management skills; - has ideas about the basics of knowledge and classroom management for use in own practice; - knows the algorithm for implementing an individual plan of professional development to improve own practice; - has knowledge of the basics of reflection (modern theories, ideas and teaching methods) and experience in applying the acquired knowledge in the learning process; - knows the conceptual foundations of coaching and mentoring practice, the LS process; - takes an active part in activities at the level of educational organization.
6	Managerial component (level of change)	<ul style="list-style-type: none"> - possesses management skills based on its functions; - possesses knowledge and classroom management skills to make subsequent changes; - owns ways of implementing an individual professional development plan to improve own practice; - possesses the skills of professional reflection and experience in applying the acquired knowledge in the learning process; - has the skills of a participant in coaching and mentoring practices, the LS process; - takes part in events at the district (city) level.
7	Managerial component (level of change)	<ul style="list-style-type: none"> - uses management theories for effective management and self-development; - uses knowledge and classroom management skills to make subsequent systemic changes; - owns ways of implementing an individual professional development plan to improve teachers' practice; - organizes the application of knowledge gained through professional reflection to systemic change in his or her own practice and that of teachers; - uses skills of coaching, mentoring, and the LS process in the training of other teachers; - takes part in events at the regional level.
8	Managerial component (level of sustainable development)	<ul style="list-style-type: none"> - effectively manages teacher development using systemic knowledge of management theory and practice; - makes innovative systemic changes in knowledge and classroom management based on TQM; - contributes to the improvement of teachers' practice by constructing ways to implement an individual professional development plan; - has a meta-level of reflective practice; - organizes planned coaching and mentoring practices, LS process in training other educators; - participates in events at the national (international) level.

These competencies were developed taking into account the current regulatory and legal documents and require experimental implementation in practice for their validity.

As part of the study we conducted a diagnostic questionnaire to summarize the state of continuing teacher education in the republic. The purpose of the survey: to identify the component functional level of teachers, contributing to the alignment of the quality of professional level for further development of the Concept of continuing teacher education.

The respondents were 3,000 teachers from urban and rural schools of the republic. The quantitative ratio is presented below in the diagram (Fig. 7):

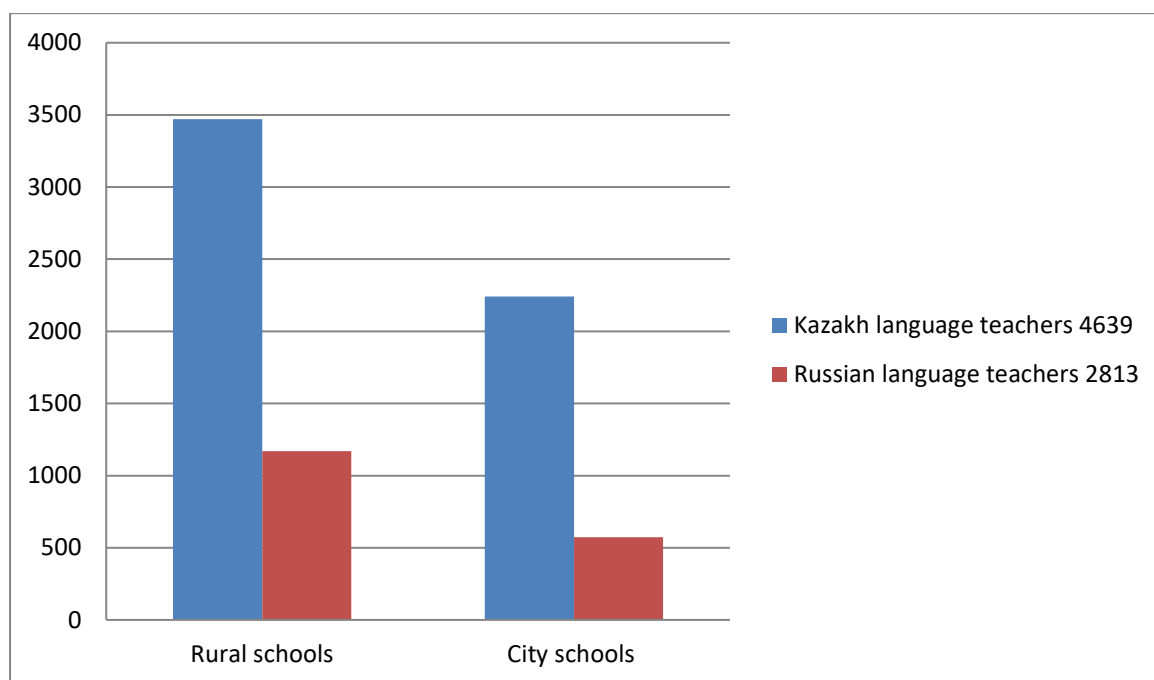


Figure 7. Quantitative ratios of teachers

The survey revealed the level of competence in terms of components of professional-pedagogical activity (Fig. 8)

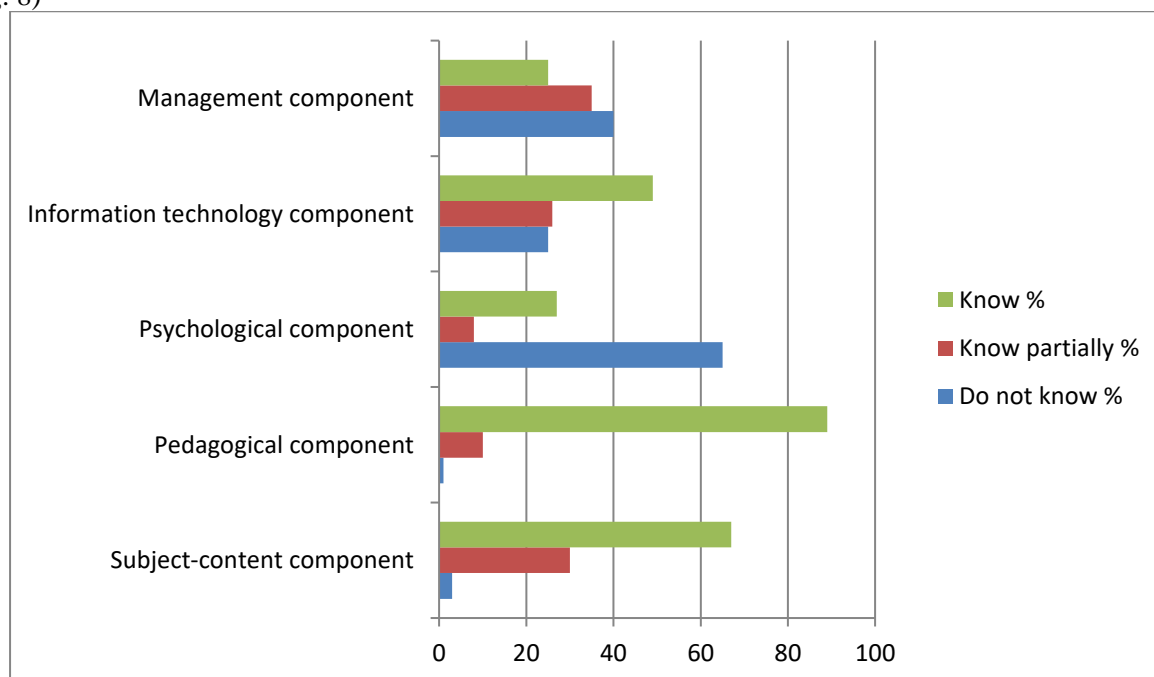


Figure 8. Competence level in the context of the components of professional-pedagogical activity

The following conclusions were made based on the results of the questionnaire:

1) Relevance of developing a component-by-component composition of a teacher's professional activity is confirmed;

2) Low level of professional development of teachers in rural schools was revealed, confirmed by the following percentage: 42 % of the respondents have more than 11 years of experience, but a very low rate of teacher-researchers (12 %), master teachers (0.5 %);

3) Identified situation of aging staff, in particular teachers of natural and mathematical cycle, contributes to reducing the quality of education and actualizes the continuous professional development, formation of their competence for the transformation of the educational process;

4) Identified the need for a scientific and methodological basis for the implementation of continuing teacher education in the form of scientific monographs, concepts and educational and methodological complexes;

5) It is necessary to ensure the integration and continuity of educational programs to ensure the quality of pedagogical education.

Conclusion

Thus, the conducted research allows us to talk about the positive trend of promoting lifelong learning in Kazakhstan at the level of theory and practice. Methodological support is implemented by comprehensive normative legal acts.

The analysis of these sources shows:

1. Practical implementation of the modern paradigm of continuous pedagogical education requires from teachers qualitatively new professional competence, and from the system of methodological service new approaches to promoting professional development of teachers;

2. The "competency-based model for a teacher in the lifelong learning system" can effectively operate on the basis of the Lifelong Learning Concept;

The triad of lifelong pedagogical education affects the professional growth of a teacher as a methodological potential to ensure the formation of his / her competence. Reflexing in this process is the most important part of the managed process of professional development of pedagogical staff;

4. Continuous pedagogical education is carried out on the basis of the discussed State Concept of Lifelong learning (lifelong education) within the integration of the world educational space.

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Қазақстан Республикасында үздіксіз педагогикалық білім беруді жетілдіру

Мақалада үздіксіз педагогиканың тұжырымдамалық негіздері және оны Қазақстан Республикасында ілгерілету қарастырылған. Авторлар үздіксіз білім беруді ұйымдастыру мен басқаруды талдаған, тұжырымдамалық мазмұнды, құрылымды және оның жұмыс істеу сатыларын анықтаудан бастап, оны іске асыру тетіктеріне дейінгі көптеген мәселелерді қамтитын үздіксіз педагогикалық білім беру моделін жобалауды зерттеген. Көптеген дереккөздерді, соның ішінде нормативтік-құқықтық актілер мен ғылыми-әдістемелік әдебиеттерді талдау негізінде үздіксіз кәсіптік білім беру жүйесінде мұғалімдерді даярлаудың теориялық және әдіснамалық негіздері анықталды. Үздіксіз білім беруде жүзеге асырылатын, біртұтас, бүтін және интеграцияланған процесс болып табылатын тәсілдер мен принциптер ашылған. Бұл процестің негізгі компоненттері білім беру қызметінің үш түрі болып табылады. Яғни формальды, бейресми және ақпараттық, қазіргі теория мен практикада «білім беру триадасы» деп белгіленеді. Сонымен қатар авторлар қызметтің кәсіби компоненттерінің деңгейлерін және сәйкесінше зерттеудің қазіргі кезеңінде педагогтердің жалпы құзыреттерін дамытуды анықтай отырып, үздіксіз білім беру жүйесіндегі педагогтің құзыреттілік моделін ұсынған.

Кілт сөздер: үздіксіз педагогикалық білім, әдіснамалық тәсілдер, принциптер, құзыреттілік моделі, компоненттер, құзыреттер, ресми білім, бейресми білім, кәсіби даму деңгейлері.

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Продвижение непрерывного педагогического образования в Республике Казахстан

В статье рассмотрены концептуальные основы непрерывного педагогического образования и продвижение его в Республике Казахстан. Авторы проанализировали организацию и управление непрерывным образованием, рассмотрели проектирование модели непрерывного педагогического образования, включающие в себя широкий спектр вопросов от определения концептуального содержания, структуры и ступеней его функционирования до механизмов его реализации. Были определены теоретико-методологические основы подготовки педагогов в системе непрерывного профессионального образования на основе анализа многих источников, включая нормативно-правовые акты и научно-методическую литературу. Раскрыты подходы и принципы, реализуемые в непрерывном образовании, представляющие собой единый, целостный и интегрированный процесс. Основными составляющими данного процесса являются три вида образовательной деятельности: формальное; неформальное и информальное, обозначаемыми в современной теории и практике как «образовательная триада». Авторами представлена компетентностная модель педагога в системе непрерывного образования с определением уровней профессиональных компонентов деятельности и соответственно им разработкой, на текущий момент исследования, общих компетенций педагогов. Актуальность данной статьи обусловлена результатами изучения востребованности в современном обществе профессионально образованных и квалифицированных специалистов, социального заказа, направленного на приобретение ими конкурентоспособных компетенций.

Ключевые слова: непрерывное педагогическое образование, методологические подходы, принципы, компетентностная модель, компоненты, компетенции, формальное образование, неформальное образование, уровни профессионального развития.

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