

A.R. Esenomanova, Zh.A. Satpaeva, U.Zh. Zhandaeva, D.F. Zakirova, Zh.A. Dosmuhanova

*Abay Myrzahmetov Kokshetau University, Kazakhstan
(E-mail: Dinara_78_05@mail.ru)*

New approaches to the organization of the continuous development of the teacher's competitive personality

This article aims to identify necessity and theoretical foundation of basic components and indicators of competitiveness of the formation of the future teacher. Key categories in the capable identification of these professional principles were such notions as teachers' competitiveness, constructiveness, professional training. It discusses some aspects of the process of professional development of teachers in modern conditions, based on the introduction of the andragogical approach, informational and pedagogical learning technologies, discusses the readiness of teachers to changes in education. The problems of continuing professional education of teachers on the example of improving the qualifications of teachers based on the principles of the activity approach to learning were considered and studied according to the norms of the state. The authors proposed pedagogical conditions promoting the improvement of training of future teachers to the profession, including more successful development of the competitiveness of the future teacher in a higher school, university and post graduate education.

Keywords: health competitiveness, qualification, the quality of teaching staff, components, education reform, professional training.

Education is recognized as one of the priorities of long-term strategy of Kazakhstan. The overall goal of education reform in Kazakhstan is the adaptation of the education system to the new socio-economic environment. International experience has shown that investment in human capital, particularly in education, from early childhood through adulthood contribute substantial returns to the economy and society. Investment in human capital is critical to the creation of technologically advanced, productive workforce that is able to adapt to the rapidly changing world. Successful economies of the future will be those that invest in education, skills and abilities of the population. Thus, it is of crucial importance that education is understood as an economic investment, as opposed to merely expenses on social needs. There exists abundant evidence linking education and economic growth: a review of international research in the fields of macro- and micro-economics suggests that there is a close link between education, income and productivity. Moreover, there are greater returns on investment in the earlier stages of training and education; research confirms the importance of investment in education. In addition to economic benefits education also creates other social benefits, promotes the formation of social capital — of a society with a high degree of civic participation, high social solidarity and integration, low crime rates. From the earliest ages, education plays an important role in the formation of social, emotional, and other essential skills. These are the compelling arguments in favor of further development of the full range of educational services. Kazakhstan needs radical modernization of education: substantial and sustainable increases in investment in education and improvement of its quality.

The Kazakhstan 2011–2020 education strategy set a target of developing «the training system and professional development of the pedagogic staff of Kazakhstan». In response to this target, in May 2011, the Government of the Republic of Kazakhstan set up the Centre of Excellence (CoE) programme under the auspices of the Autonomous Education Organization (AEO) «Nazarbayev Intellectual Schools» (NIS). The strategic plan included a target of training 120,000 teachers by 2016; that is, approximately 40 % of the 307,000 comprehensive schools teachers of the Republic of Kazakhstan. In October 2011, the University of Cambridge became strategic partners in this educational reform process.

One of the important problems in the field of education of the Republic of Kazakhstan is the professional training of teachers. Issues of training teachers are always relevant in the world, not only in certain regions. This is an aspect of education that is always complemented with new ideas and new teaching technologies, is always updated and developed. The problems of training of teachers can be seen in two areas: the first — the sphere of higher education, the second — in secondary and secondary-special education. These areas are two interrelated branches of teacher training that have their own characteristics and topical issues unique to them. If higher education institutions are located mainly in towns and cities across the country, high schools are located not only in cities but also in all regions of the country, even in communities with a

small number of inhabitants. There are small working schools in settlements of Kazakhstan with a small number of inhabitants. Small schools are public schools with very limited contingents of students, with combined class-sets and specific organizational forms of the training sessions. The state guarantees the functioning of small schools and boarding schools to ensure that children living in communities with small populations maintain their rights to primary, basic secondary and general secondary education. Most of the main problems arise due to geographical and social aspects of the two spheres. Firstly, cities provide sufficient and abundant sources of informational and communicational resources, which result in teachers of higher educational institutions having greater opportunities to access the types of information resources relating to not only professional work, but also other aspects of cultural activities. While the teachers of rural areas tend to be devoid of such opportunities. Secondly, higher education institutions play the roles of not only centers of learning and science centers; they also provide vast opportunities for doing scientific research in parallel to one's teaching career. While high school teachers tend to be devoid of such opportunities. Thirdly, as centers of science and education, higher education institutions often engage in the organization of various workshops, courses, round tables and conferences. Another factor, worthy of consideration, is the participation of other universities and professionals in the above mentioned events that are willing to share ideas, opinions and wish to propagate, publish their innovative ideas and experiences. Finally, yet importantly, is the wide scope of socio-economic differences in the conditions of cities and villages? Rural life tends to be detrimental to the professional development of teachers. Thus, rural teachers, in addition to their professional obligations have other liabilities like tending to their gardens, caring for livestock that they keep for their modes of life. One must also consider the fact that, increasingly, rural areas lack central systems of heating, plumbing, gas, etc. These, in turn, aggravate and complicate the lives of rural teachers and require additional forces, resources and time. All these factors, in turn, hinder the professional development of rural teachers. Professional development of the teachers is affected by not only internal factors like the problems of education but training, but also by external factors such as foreign and domestic policy, education policy, economic status, etc. According to the Law of the Republic of Kazakhstan On Education, Teaching professionals have the following social benefits: «1) housing accommodation, including service accommodation and (or) community housing, in accordance with the laws of the Republic of Kazakhstan, and 2) the annual paid leave with a duration of 56 calendar days for teachers, and similar entities of the organizations of general secondary, technical and vocational, post-secondary, higher and postgraduate education; and 42 calendar days — for organizations of teacher training and methodological support, pre-school and secondary education» («Laws of The Republic of Kazakhstan», 2007). The workers of education teaching in rural areas, at the discretion of local representative bodies, have the rights for the following social benefits: 1) salary and wages set at rates higher by at least twenty five percent compared to the rates of teachers involved in teaching practices in an urban settings; 2) a lump sum cash compensation to cover the cost of utilities and the purchase of fuel for domestic heating from the budget in the amounts established by the decision of local representative bodies. The workers of education teaching in rural areas are provided with additional measures of social support provided by the legislation of the Republic of Kazakhstan. Teachers who work in rural areas, who have cattle in personal property are provided by food, land for grazing and haying at the discretion of the local representative and executive bodies. The teaching staff of educational institutions is paid an annual allowance for health improvement at the rate determined by the labor legislation of the Republic of Kazakhstan by the respective budgets. Educational institutions provide teacher training in the Republic of Kazakhstan implementing educational training programs of additional training, research institutions, and institutions of qualification enhancement. Training of the managing human resources and teaching staff of educational institutions is exercised at least once in five years. Pedagogical employee is entitled to proceed with the training courses at least once in every five years, with the duration of not more than four months. Moreover, teaching employees are obliged to have adequate theoretical and practical knowledge and teaching skills in their field of expertise, constantly improve their professional skills, intellectual, creative and general scientific degrees, and pass certification not less than once in every five years.

There are two main structures operating throughout the Republic working to enhance the skills of schoolteachers, both of which are financed from the state budget. These are methodical cabinet and training institutions. Methodical cabinet is a structural unit of the Department of Education, which provides organizational and methodological support, analysis and evaluation of the impact of the educational process, compilation and dissemination of innovative educational experience that promotes creative growth of teachers and their professional fulfillment. Methodical cabinets operate in all cities, regional and district centers. Institute for Advanced Studies is an educational organization implementing an actual training as well as re-training in

continuing education. Training institutions support innovation in education, ensure efficient methodical work. Training institutions for teacher's function in all the fourteen regions, as well as in the cities of national importance such as Almaty and Astana. The Republican Institute of teacher training implements organization and control of the institutions of the urban and regional significance. This year, all of these institutions were united by a single center, which was given a special status, national [1].

The main aim of the Teacher Education Reform programme is to develop the learning and expertise of teachers in the public school system, so that the young people of Kazakhstan will become global learners in the 21st century. A further aim is also to establish a network of professional development centers. These centers will provide leadership throughout the regions of Kazakhstan to aid the development process, so that it will be more likely to be sustained beyond the joint CoE — University of Cambridge (UoC) stages of training.

In the strategic documents of the Republic of Kazakhstan, an increasing emphasis is placed on the increasing role of human capital and the adoption of a new approach to education as a means of its formation. Education is one of the highest values for the individual and society, acting as the main prerequisite for their existence and development. Qualitatively trained teachers, in the first place, determine the quality of education. The current stage in the development of education is characterized by an intensive search for new technologies of education and upbringing. A number of contradictions causes this process, most important of which is the discrepancy between traditional methods and forms of education and upbringing of new innovative trends in the development of the education system in the current socio-economic conditions of the development of society. According to Professor E. Nikitin, «no other countries in the world has such a branched, stable network of institutions that provide professional assistance to teachers and all pedagogical workers, providing continuous pedagogical education and surviving in market conditions». This is a system for improving the qualifications of pedagogical workers, methodological services at different levels [2].

At present, one of the key tasks is to raise the prestige of the pedagogical profession and improve the quality of teaching. Skills and skills of teachers are directly related to the skills and skills of students. The skills that teachers should possess best include: reliability, in-depth knowledge of the subject, methods and objectives of the training, the ability to get along with students and the ability to support their interest in learning and the desire to participate actively in this process. The formation of the national education system, which is based on the idea of continuity and continuity of education, requires cardinal changes in the system of raising the qualifications of educators. How much teachers are prepared for their profession is the most important indicator of the quality of education. To ensure the preparedness of teachers for solving problems and problems of a changing world means giving them specific knowledge of the subject, effective teaching practice, understanding of technologies and the opportunity to work with other teachers, parents, the society.

The future of society depends not only on the level of technological progress and economic growth; a person ready to solve the main socio-economic problems for the benefit and for the sake of man increasingly, determines it. The teacher is the main subject of the education system therefore the successful professional formation and development of the teacher's personality should become a priority direction of the state education system and educational institutions. Reforming the system of professional development of teachers has caused the emergence of a number of studies aimed at improving the quality of education, personal and professional development of specialists' main social and economic problems for the benefit and in the name of the individual [3].

The teacher of the new formation faces certain requirements: ideally, the teacher should clearly understand the value of education, be a «person in culture», know his subject well, teach the subject, pedagogy and psychology, use personally oriented pedagogical methods and be motivated for further growth and development of his personality. Constant development and self-development is one of the important components of the pedagogical profession. Development is a universal principle of the existence of nature, society, man, which includes an understanding of irreversible, directed and regular changes. Such qualities as social responsibility, adequate perception and mobile response to new factors, independence and promptness in decision-making, readiness for democratic communication, socially active action, including the protection of one's rights, the ability to adapt quickly to new conditions and other qualities that determine the competitiveness of the individual. In this regard, even more urgent is the task of strengthening the focus of the educational process on the competitiveness of the specialist. The leading goal of continuing education in the new economic conditions of Kazakhstan is the preparation of a person who is competitive in the labor market, possessing such personal and professional qualities that provide the opportunity to successfully solve tasks in all types of activities and be responsible for their solution. In this regard, the main pedagogical task at all

stages of continuous education is the search for and implementation of optimal ways of developing the personality of the teacher, capable of effective self-actualization in the process of long-term intellectually active social, working life.

The need for constant actualization of the knowledge obtained as a result of education, caused by inability to work qualitatively, to solve unforeseen and increasingly complicated social and professional tasks in the course of labor activity, caused the emergence of various forms of organized post-graduate education. Along with the organized, publicly managed sector, various types and ways of informal parallel education and self-education have emerged, designed to compensate to a certain extent for the shortcomings of the established system and its result — people's dissatisfaction with their socio professional status and quality of life.

Continuous vocational education is a systematically organized process of people's education throughout their working life, based on regulatory requirements that oblige the employer to provide the employee with the necessary and sufficient conditions for increasing professional knowledge and skills whenever a change in the conditions of his work is due to the presentation to him new or additional professional requirements, which allows him to remain an effective worker, to be competitive in the internal and external labor markets and to maintain social living conditions that are adequate to the level of his professional rating in the labor market. K.M. Gurevich noted that every person could master any profession. The whole point is how much time and effort it will take. The limited period of the labor activity of a person has necessitated mechanisms to prevent mistakes in the choice of a profession and search for the shortest path to the formation of professional skills, which, in turn, involves the introduction of such concepts as «professional abilities», «professionally significant qualities», «professional development». Important are also questions about the laws of professional development, the conditions that facilitate and hinder it, the opportunities to manage this process [4].

A number of activities and measures will be taken aimed at enhancing the prestige of the teaching profession. A new model of the pay of teachers will be devised, which includes: the introduction of differentiated coefficients used to calculate the size of the salary of teachers, with the qualification category; result-oriented mechanisms of implementation of pay. Because of the taken measures, the average salary of teachers is going to be close to the wages of the private sector by 2015. Contemporaneously, it is planned to provide for measures to strengthen the requirements and qualification demands for teachers. It is planned to introduce a system of creative examination that would allow the determination of the level of aptitude for teaching activities of contestants on admission to the universities for teaching professions. The threshold for entrants to the teaching profession will also be increased. Qualification requirements for teachers will be revised in order to create an environment that stimulates the holders of the profession to receive the first and highest categories. From 2016, the implementation of the procedures aimed at confirming the level of qualification of teachers will take place. Those will be held every 5 years in the form of certifications, including for those coming into the work for the first time or after a long interruption of pedagogical activity. The rules will be developed for working in educational organizations, which envisage going through testing procedures designed for this category of citizens. In the selection, process of teachers for schools with narrow specializations, those teachers holding a Master's degree in the specialization field will be encouraged to be given higher priorities.

To monitor and promote the quality of teaching staff they will be regularly evaluated, based on their skills by independent non-commercial, non-governmental agencies. Certification of teachers will be carried out, based on a comprehensive assessment, which consists of teacher knowledge testing procedures, reports on educational methodological activities, surveys of interested parties (such as parents of students) and the public. The laws of the contemporary world and its conditions state that the long-term foundation for economic prosperity and competitiveness should lie with high productivity levels, the strategic resources of which lie with the human capital. The state should contribute to the development of this resource. Without highly qualified, comprehensively educated human resources, it is impossible to develop modern infrastructural bases, establish effective state apparatus and institutions, to provide a favorable business climate [5].

Previously mentioned, let us define the tasks of preparing competitiveness specialist in the context of globalization and modernization of higher education. First, education is intended to prepare professionals capable of easy to learn, to adapt quickly to changing conditions and content of professional activity, are interested in their continuing education and perfection, with the development of adaptation abilities as well as skills and abilities self-education. Second, education should form the future specialists such personality structures and abilities that would enable him to orient himself in the professional world and to build up the

vector of its career. According to the Law of the Republic Kazakhstan on Education, teachers should participate in active professional development at least once every five years. Kazakhstan has developed a system to support teacher professional development: the JSC National Center for Professional Development «Orleu» was established, along with 16 regional branches (14 regions and 2 cities of national status); various international and national conferences and seminars are conducted to provide professional development opportunities for teachers; and national competitions are held annually, such as Best Teacher, Best Class Master, and the Altyn Disc for ICT Teachers.

References

- 1 Evans L. Professionalism, professionalism and the development of education professionals / L. Evans // British Journal of Educational Studies 56. — 2008. — 20–38 p.
- 2 Evetts J. Introduction: Trust and professionalism: Challenges and occupational changes / J. Evetts // Current Sociology 54. — 2006. — 515–531 p.
- 3 Whitty G. Changing modes of teacher professionalism: traditional, managerial, collaborative and democratic / G. Whitty. — London: Institute of Education University of London, 2008. — 28–49 p.
- 4 Лаврентьев С.Ю. Содержание и структура конкурентоспособности будущего учителя / С.Ю. Лаврентьев, Д.А. Крылов // Вестн. Марийского гос. ун-та. — 2014. — № 15. — С. 112–116.

А.Р. Есеноманова, Ж.А. Сатпаева, У.Ж. Жандаева, Д.Ф. Закирова, Ж.А. Досмуханова

Оқытушының бәсекеге қабілеттілігін үздіксіз дамытуды ұйымдастырудың жаңа тәсілдері

Мақаланың мақсаты болашақ оқытушының қалыптасуы мен бәсекеге қабілеттілігінің негізгі компоненттері мен көрсеткіштерін теориялық негіздеу болып табылады. Бұл қағидаларды анықтаудағы негізгі санаттар оқытушының бәсекеге қабілеттілігі, сындарлы және кәсіби дайындық сияқты ұғымдар болды. Авторлар педагогтардың біліктілігін арттырудың заманауи бірнеше шарттарында, білім берудің ақпараттық және білім беру технологияларына негізделген, білім берудегі өзгерістерге, оқытушылардың дайындығына қатысты андрагогикалық тәсілді талқылады. Педагогтардың үздіксіз кәсіптік білім берудегі проблемалары, оқытудың белсенді тәсілдерінің қағидалары негізінде оқытушылардың біліктілігін арттыру мемлекеттің нормаларға сәйкес қарастырылды және зерттелді. Автор болашақ оқытушыларды кәсіпке дайындауды жетілдіруге, соның ішінде болашақ оқытушылардың жоғары білім саласындағы бәсекеге қабілеттілігін одан әрі дамытуға ықпал ететін педагогикалық жағдайларды ұсынды.

Кілт сөздер: бәсекеге қабілеттілік, біліктілік, оқытушылар құрамының сапасы, конструктивтілік, білім реформасы, кәсіби дайындық.

А.Р. Есеноманова, Ж.А. Сатпаева, У.Ж. Жандаева, Д.Ф. Закирова, Ж.А. Досмуханова

Новые подходы к организации непрерывного развития конкурентоспособности преподавателя

Целью данной статьи является выявление и теоретическое обоснование основных компонентов и показателей конкурентоспособности формирования будущего преподавателя. Ключевыми категориями в определении этих принципов были такие понятия, как конкурентоспособность преподавателей, конструктивность, профессиональная подготовка. Авторами обсуждены некоторые аспекты процесса профессионального развития преподавателей в современных условиях, основанные на внедрении андрагогического подхода, информационных и педагогических технологий обучения, обсуждается готовность преподавателей к изменениям в образовании. Проблемы продолжения профессионального образования преподавателей на примере повышения квалификации преподавателей на основе принципов активного подхода к обучению рассматриваются и изучаются в соответствии с нормами государства. Авторы предложили педагогические условия, способствующие улучшению подготовки будущих преподавателей к профессии, в том числе и более успешное развитие конкурентоспособности будущего преподавателя в высшей школе.

Ключевые слова: конкурентоспособность, квалификация, качество преподавательского состава, конструктивность, реформа образования, профессиональная подготовка.

References

- 1 Evans, L. (2008). Professionalism, professionalism and the development of education professionals. *British Journal of Educational Studies*, 56, 20–38.
- 2 Evetts, J. (2006). Introduction: Trust and professionalism: Challenges and occupational changes. *Current Sociology*, 54, 515–531.
- 3 Whitty, G. (2008). Changing modes of teacher professionalism: traditional, managerial, collaborative and democratic. *Institute of Education University of London*, 28–49.
- 4 Lavrentev, S., & Krylov, D.A. (2014). Soderzhanie i struktura konkurentosposobnosti budushcheho uchitelia [Content and structure of future teacher's competitiveness]. *Vestnik Mariiskoho gosudarstvennogo universiteta – Bulletin of the Mari State University*, 15, 112–116 [in Russian].