

Formation of teacher's professional competence in Kazakhstan School

Danna Naurzalina^a, Norslu Kibatayeva^b, Elizaveta Davletkaliyeva^b, Bagdashzhan Muldasheva^c, Bibigul Almurzayeva^a, Aelita Sagiyeva^a

^aAktobe Regional State University named after K.Zhubanov, 34, Moldagulov. str., Aktobe, 030000, Kazakhstan

^bJCS «Orleu», 78, Turgenevave, Aktobe, 030000, Kazakhstan

^cKhromtau mountain-technical college, 13a, Patsaevave, Khromtau, 030500, Kazakhstan

Introduction

Socio-economic changes which occur in the Republic of Kazakhstan, provided the young country with significant growth in the economy, have made it possible to integrate into the world community. In this context increase the role and importance of the education system, human resources as criteria of social development, economic strength and national security of the country. Changes in the system of social relations influence on education requirements from it mobility, an adequate response to the realities of a new historical stage and meeting the needs of economic development. This dictates the need to modernize the education system in accordance with the requirements of society.

Andreyev was analyzing modern tendencies in the development of pedagogical education identifies a number of reasons for resolving the issue on professional self-development of teachers, which was based on improving the professional competence as main factor in the teacher's activity. For example, he noted that graduates of higher educational institutions had very low methodological, pedagogical and psychological culture. They are practically not ready for active participation in innovative experimental research.

Methodology

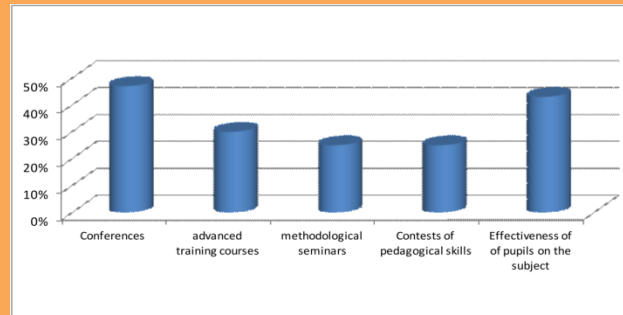
Based on the hypothesis of special scientific and methodological work on the formation of professional competence and identifying specific points of teacher's professional growth, following methods were used in present study:

-theoretical: modeling, comparison, generalization, abstraction, classification, etc.

-empirical: study and analysis of literary sources, normative legal documents, pedagogical observation, surveys, testing, and etc.

Results

This diagram below shows that all participants of the research have positive attitude to innovations in the pedagogical process and are ready to improve their professional activities. Characterizing the statistics of school documentation, it can be noted that among 21 teachers - 2% are teachers without a category, under 5 years work experience, 17% of teachers have second qualification category, with work experience of 15 years with certain educational achievements; 50% of participants have first qualifying category, with work experience of 20-25 years, developed professional skill with constant effectiveness; 31% - the highest qualification category, with experience of 20-35 years, they are teachers, professionals, conducting master classes in their region, active participants of national and international activity among pupils with spread experience.



Conclusion

Result of present study allows us to conclude that teaching personnel need assistance in creating special individual plan of teaching career for each staff. In general, 21 within participants 89.4% revealed active professional personal development, 10.6% of teachers - development strongly depends on conditions. New look at the process of professional and personal formation of the teaching staff, changes the activities' trajectory of the scientific and methodical work, in general, on educational management were noticed during this research. Overall, new educational system requires teachers to improve their professional position and competences, while Kazakhstan is included in a global educational community.

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