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Formation of teacher's professional competence in Kazakhstan School

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Abstract

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. Requirements of society for the teacher of the new formation, in recent years have increased substantially. The aim of the conducted research is to create scientific and methodological working system at schools to improve the professional and pedagogical competence of teachers. We used research methods: theoretical (modeling, comparison, generalization, abstraction, classification) empirical (study and analysis of literary sources, normative legal documents, pedagogical observation, surveys, testing). Application of quality indicators for specifying directions of each teacher allowed developing a plan of teaching career, the content of which is individualized. In general, it should be noted that 21 teachers who took part in this research, 89.4% of them were observed on active professional personal development, 10.6% of teachers – on development strongly depends on conditions. The conducted research on formation of teachers' professional competence at the specialized school № 2 Aktobe, Kazakhstan provided a new look at the process of professional and personal formation of the teaching staff, changes the activities' trajectory of the scientific and methodical work, on educational management.

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1. 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. Although it would seem, that they should become innovative pedagogical capital that could give impulse to professional self-development of the teacher (Andreyev, 1996).

2. Problem Statement

The Kazakhstan signed the Bologna Convention, which allows conduction an educational policy towards European standards. In this regard, the main problem of present research is formation of professional competence of teachers in changing period to the 12-year education in Kazakhstan. This problem is so important for the pedagogical community of Kazakhstan because of the growth of the requirements of European standards.

3. Research Questions

Requirements of society for the teacher of the new formation, in recent years have increased substantially. Ideally, the teacher should clearly understand the intrinsic value of education, to be a "man of culture" who perfectly know his own subject, Pedagogy and Psychology, use personally oriented methods and have the motivation to further growth and development of his personality.

Competence of the teacher depends on the formation's level of three groups competencies that he should possess: methodological (psycho-educational), general cultural (ideological), object-oriented. The teacher should act in the system "man-man" through the realization of humanistic relations in pedagogical process (Mitina, 2004; Kuzmina, 1990).

Professional activity of a school teacher for the last few years has undergone significant changes. Many problems of modern education (increase of teacher's professional level, development of new educational technologies, changing the principle "education for all life" to "education through all life") today are directly related to information and communication technologies.

4. Purpose of the Study

The main purpose of present research is to create scientific and methodological basis in the schools of Kazakhstan to enhance the teachers' professional competence and promotion of advanced pedagogical experience.

5. Research Methods

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.

21 teacher of the specialized school № 2 Aktobe of the Republic of Kazakhstan took part in this research. The work consisted of the following stages: diagnostic, prognostic, organizational, practical, correctional generalizing, absorptive.

Teacher of Kazakhstan School should have so-called "dual competence". In the specialized school № 2 of Aktobe, Republic of Kazakhstan is introduced a funded system, which allows to intensify work on the formation of professional competence of teaching staff, to create conditions for teachers for self-realization in continuing education, self-designing of individual educational path according to their needs in training programs.

6. Findings

Results of questionnaire "Study of professional readiness of teachers to innovative work" (Rogov, 1998), which aims to determine the level of theoretical knowledge and professional skills of teachers. Respondents had to identify their level of readiness on the following criteria: (1 - I do not own; 2 - I own partly; 3 - I own).

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.

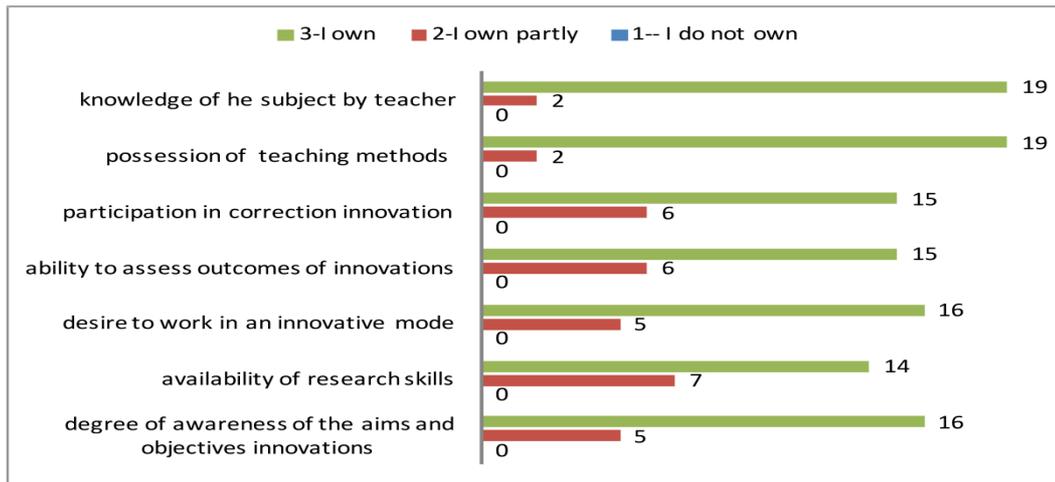


Fig1. Questionnaire "Study of teachers' professional readiness to innovative work"

Diagnostic complex also included analysis of each teacher's pedagogical activity from portfolio of school teacher, which include all documents attesting their work effectiveness: participation in methodical seminars (25%), scientific conferences (47%), training courses (30%), participation in contests of pedagogical skills (25%), training of pupils in the subject Olympiads, competitions (43%).

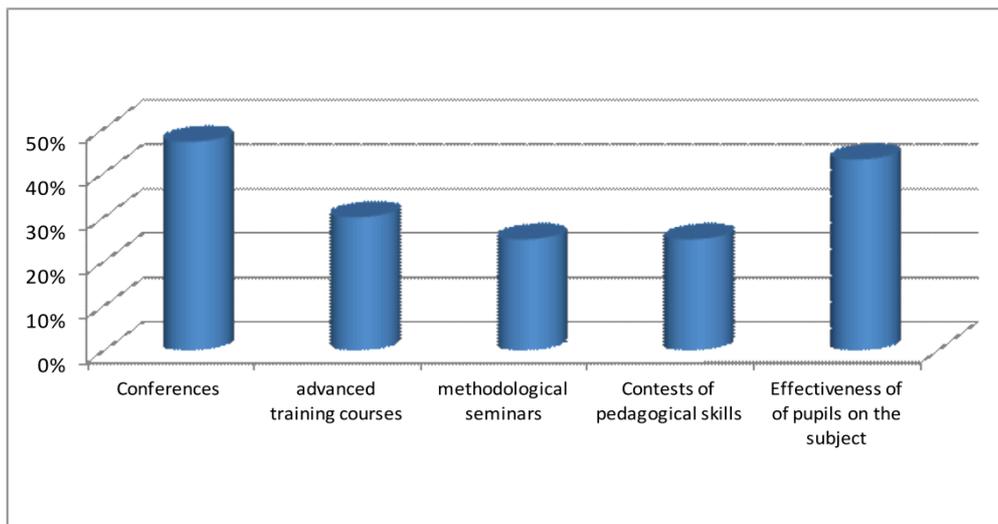


Fig. 2. Effectiveness of pedagogical activity

During assessment of self-development level of school teachers there were used methods of Andreyev "Assessment of self-development " where teachers had to conduct introspection based on a five-point scale (Andreyev, 1996).

Table 1. Assessment of self-development at specialized school № 2 Aktobe, Kazakhstan

№	Questions	«5»	«4»	«3»	«2»	«1»
1	I aim to study myself	19 people	2 people			
2	I'll have time for development, as if I'm not busy	18 people	3 people			
3	Obstacles stimulate my activity	15 people	6 people			
4	I'm looking for feedback	16 people	5 people			
5	I'm reflecting my activity	17 people	3 people	1 people		
6	I analyze my feelings and experiences	19 people	2 people			
7	I read a lot	18 people	3 people			
8	I widely discuss interesting issues	15 people	6 people			
9	I believe in my opportunities	14 people	5 people	2 people		
10	I aim to be more open	14 people	5 people	2 people		
11	I realize the influence of surrounding people	19 people	2 people			
12	I manage my professional development and receive positive results	15 people	5 people	1 people		
13	I get satisfaction from studying	20 people	1 people			
14	I don't afraid of responsibility	20 people	1 people			
15	I will have a positive attitude to my professional growth	10 people	6 people	5 people		

The obtained diagnostic data, analysis of scientific and theoretical literature allowed to develop directions for methodological work on the formation of professional competence.

Table 2. Directions for methodical work on professional competence formation of teachers at specialized school № 2 Aktobe, Kazakhstan

Direction of pedagogical competence	Actualization of teacher's activity	Result of professional activity
Active (knowledge, skills and individual ways of independent and responsible implementation of pedagogical activity)	Subject activity, the usage of modern educational technologies. Information, communication and digital technologies	Academic performance in the subject, elective courses, and etc.
Communicative (knowledge, skills and creative ways of self-realization, pedagogical communication)	Measuring the age and individual features of pupils, forms of interaction with learners, colleagues and parents through playing social roles: tutor, mentor, leader of the training project.	Planning and conducting subject Olympiads, competitions for pupils; extracurricular activities with pupils
Personal (the need for self-development, as well as knowledge and skills of self-improvement)	Various forms of self-development, self-realization, self-upbringing	Advanced training courses professional competitions, scientific and methodological seminars, scientific conferences, workshops; a cumulative portfolio

In working process the innovative teaching mode is developing among school staff, as well as the model of teacher growth at specialized comprehensive school № 2 Aktobe, Kazakhstan. The given model allows to create social and humanitarian, natural and physics and mathematics directions and subjecting methodical sections for primary school teachers, physical training and basic military training.

Teaching subjects in English has integrated nature - in addition to lessons on language learning, children are familiar with the culture the British people on the lessons of music, visual arts, literary reading; at school was established drama club, where were staged performances not only of English but also Kazakh writers.

Efficiency of the scientific and methodological work has a versatile character with excellent results, which were reflected in the citywide monitoring of educational institutions conducted by the municipal Department of Education of Aktobe.

Table 3. Efficiency of scientific and methodological work at the end of the research

Directions	At the beginning of the research	At the end of the research
Participation in conferences (international, regional, urban)	47%	85%
Advanced training courses	30%	100%
Methodological seminars, master classes	25%	50%
Participation in competitions of pedagogical skills	25%	41%
Efficiency of pupils' study (Subject Olympiads, intellectual competitions, etc.)	43%	78%

7. Conclusions

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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