

Formation of teacher's professional competence in Kazakhstan School

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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).

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:

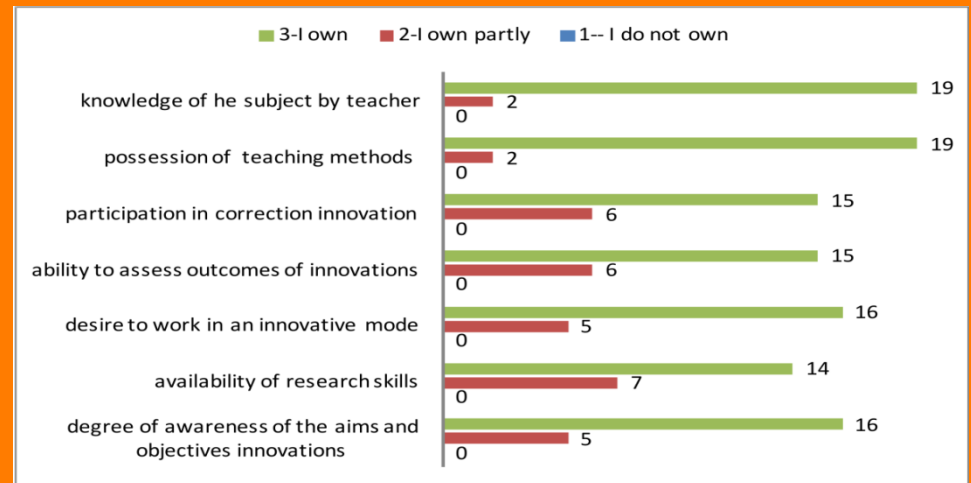
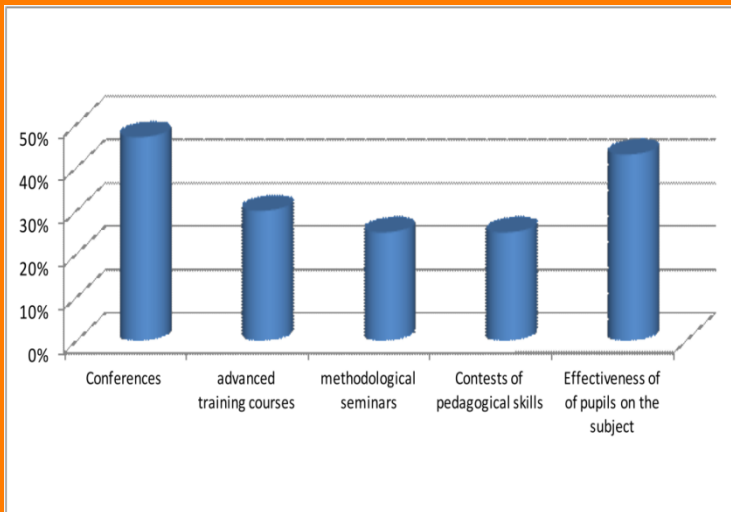
- theoretical: modeling, comparison, generalization, abstraction, classification, etc.
- empirical: study and analysis of literary sources, normative legal documents, pedagogical observation, surveys, testing, and eetc.

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.

Results

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%).



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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