

Formation of Professional Development Model of Specialists Through Innovative Technologies

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Abstract: In recent years in line with the communicative and especially the competence-based approach in the domestic and Foreign science actively is being developed the problem of formation of professional development “as a mandatory competency component of professional training of modern specialist” in different branches of science; Philosophy, Sociology, Psychology, Pedagogy, Cultural Studies, Economics, Ethics. Such a multifaceted study of the phenomenon of “training” is determined by the dynamics of the social life of society, the real needs in the research for modern philosophical orientations is the necessity of its formation in the learning process.

Key words: Training, professional, competence, education, science

INTRODUCTION

In this regard, increasing demands on the quality of professional development of teachers which must have a high level of training for the successful organization of joint productive activity, effective participation in dialogue on the basis of a competent behavior, active speech, self-regulation and self-correction, knowledge and awareness. Presented requirements demand adjustment of the educational process in higher education, to find new ways of professional development, ensuring a high level of formation of the professional training of EFL teachers (Anonymous, 2012; Baydenko, 1994).

Meanwhile, there is no researches in Pedagogical Science in the area of a comparative analysis of future teachers professional development on the basis of innovation technologies in Kazakhstan.

Modern educational practice shows that the level of training, does not fully meet modern requirements of society, employers as well as the growing needs of the individual itself.

Thus, the analysis of the research and the real condition of educational practice leads to the conclusion that there is the necessity of studying the problem of formation of professional development of specialists through innovative technologies and it should be regarded as a targeted process that requires a scientific basis.

MATERIALS AND METHODS

The reliability and validity of the results of research will be provided the theoretical and methodological bases of initial operating parameters; a collection of scientific techniques that are adequate to the tasks of research and logic; a combination of qualitative and quantitative analysis; statistical significance of the experimental data their consistency and comparability with the mass of high school practice.

RESULTS AND DISCUSSION

The practical significance of the study lies in the fact that the theoretical and experimental study developed problems brought to the level of guidelines which will successfully be used in the practice of higher education institutions.

Theoretical basis of the study are: educational theory philosophical position (B.S. Gershunsky); theory of communication and intercultural communication (A.A. Bodalev, L.P. Bueva; theory of cultural dialogue (Bakhtin, V.S. Bibler), the theory of activity and personal development (L. Vygotsky, A.A. Leontiev, S. Rubinstein, D. Feldstein; Kazakhstani scientists (S.M. Dzhakupov, Zh. Namazbaeva and others.) competence, student centered, holistic approaches, psychological concepts the role of language in communication in the organization of life of the individual

as well as the competence-based, student-centered, technological approaches, the theory of integral pedagogical process, pedagogical innovation and management (Raven, 1984).

Issues of introduction of professional training in the evaluation of the results of education, namely the identification of the components of key competences studied by Foreign scientists (Adam S.D. Revenm, G. Halazh, B. Hutmaer), the essence of professional competence in the professional structure disclosed by Russian scientists (A.A. Andreev, A.N. Afanasiev, V.I. Baydenko), the essence of pedagogical competence and the peculiarities of its formation in the educational process of high school is disclosed by Russian scientists (A.G. Bermus, N.A. Grishanova, N.V. Kuzmin, M.V. Mazo, issues of formation of professional competence of experts in modern Kazakhstan scientists studied by (Zh.K. Ahmadiyeva, A.A. Beisembayeva, A.K. Kopzhasarova, B.A. Turgunbaeva) (Halazh, 1996) psychological aspects of formation and development of the individual in the learning process through the use of modern educational technologies are considered in the works of Russian psychologists (V.A. Artemov, B.V. Belyaev, D.C. Tikhomirov, D.B. Elkonin and Kazakh psychologists (C.B. Zharykbaev, R.B. Karimov, A. Nadirov, Zh.I. Namazbaeva, L.O. Sarsenbaeva, etc.).

Overall, the results of the research is updated the further study of the problem of formation of professional training of EFL specialists.

The purpose of the research is theoretical basis and scientific and methodological support of formation of professional development of EFL teachers through innovative technologies on the basis of comparative analysis (Hutmaer, 1998).

Taking into account the fact that the current requirements for the training of future teachers including teachers of a Foreign language has increased and at the forefront of this process serves high school, the main focus of which should be focused on a comprehensive improvement in the quality of vocational training teaching staff.

Training aimed at the formation of a teacher having teaching skills, development of cognitive activity and independence, in turn, requires a professional orientation work among university students in order to develop a deeper interest in the future specialty.

In this regard, the most important role in the implementation of these requirements is owned educational institutions of higher education, called to carry out the training of the future teacher-teacher, armed with modern scientific knowledge, possessing linguistic theory and practice and knows how to apply the acquired in high school skills into practice.

The results of the surveys (tests, questionnaires, experimentation, etc.) which we conducted showed that students repeatedly pointed at a number of problems on our chosen theme.

The problems faced by the students in the learning process, require high school to review the principles and methods of teaching foreign languages, bring them in line with the main objective is to teach them practical knowledge of foreign languages as a means of communication (Halazh, 1996).

CONCLUSION

Creativity of the research concludes in following that the conditions of formation of professional development of EFL teachers through innovative technologies have been analyzed. As well as the methodological bases of formation of professional development of EFL teachers through innovative technologies have been discussed and the essence of the concept of “professional development is being specified.

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