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Preparing teachers in pre-school education in the Republic of Kazakhstan

Professor, Dr, A.S.Amirova*, K.A.Muhamedinova, Master student S.Zh.Erkebaeva G.K.Makshieva*

*Kazakh National Pedagogical University. Almaty, Akbulak district, 18 flat 129 house Chulanova street.

Abstract

Solving problems of the education system upgrade necessitates the search for reserves of new ideas, concepts, which make possible the access to the international level of teacher training. "State Program of Education Development 2011-2020" of the Republic of Kazakhstan stated that in today society needs experts who can proactively, independently solve complex professional and life tasks, which owns the achievements of science, able to practice and increase the knowledge and skills, having flexibility of thinking, creativity and resourcefulness in rapidly changing situations, which is responsible for its own activities and results-oriented self-efficient. (Freeman, 1999)

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1. Introduction

Quality public preschool education is caused primarily composition and competence of teachers, their level of psychological, educational, special training, since they are agents in the practice of training and education of preschool children.

One way of addressing this issue is to improve the training of specialists in early childhood education aimed at high level educational activities. Educational activity in preschool institutions is a complex phenomenon involving the object and subject of activity, target, and meaningful, operationally active and evaluative-effective components.

* A.S.Amirova. Tel.: +7 707 385 18 78.
E-mail address: zhanat_2006@mail.ru
Training of educators in preschool education in the Republic of Kazakhstan is based on the national model of education, result-oriented and trained to expect the new formation, which holds the European multi-culturalism and communicative, and the ability to creatively solve the modern scientific and practical problems in educational levels of business (Yeganeh, & Gheitasi, 2014; Aigul, 2014).

Currently, 12 universities in Kazakhstan are preparing highly qualified teachers in specialist 5V010100 - Preschool training and education. Professional competence as a result of graduate professional education is based on core competencies, among which a special place belongs to the research work.

Development of research work of students is organized today as an innovative process, characterized by the use of new technology training and education. Because one of the aims of this study was to determine the capacity of institutions to meet the demand for qualified preschool teachers within the state, we asked participants a series of questions concerning various institutional resources related to faculty and student supports as well as challenges facing institutions of higher education. (Kunanbayev, 1999; Hedayati & Vakili, 2013; Gabdrakhmanov, Rozhko & Kucheryavenkoi, 2014)

The aim of this study is to investigate preparing teachers in pre-school education in the republic of Kazakhstan comparing with other countries and to understand the differences and possible causes of the differences.

2. Method

2.1. Participants

Development of theoretical and practical foundations of teacher training for pre-school education is devoted to a series of studies including such scholars as Sheryazdanovoy, Mendayahovoy, Amirovoy, Levchenko, Arzanbaevoy, Autalipovoy, Kasymovoy, Taubaevoy, Iskakovoy, Meterbaevoy etc.

Reforming higher pedagogical education has caused the need to strengthen the law-governed standardization, improvement programs, teaching methods, improving education quality control.

Existing state general educational standard of education of the Republic of Kazakhstan "Preschool training and education" provides students with cultural level and training within the competence approach. Competence approach to the level of education Bachelor includes the following competencies:

1. Special - possession of professional activities in the field of early childhood education, the ability to design their further seasoned professional development;
2. Communicative - the ability to establish and maintain necessary with other people, to be clear, possess a high level of culture;
3. Informational - ability to hold information technology, analyze, select and convert the necessary information.
4. Intellectual - own personal self-development techniques,
   Self-realization and self-expression;
5. Social - the ability to live in social interaction, carry social responsibility for the results of their professional work;
6. Personal - the ability to identify, interpret and evaluate chances of his personal and professional development, develop methods of physical, spiritual and intellectual development and tolerance in a multicultural environment.
7. Professional - the ability to design and organize upbringing and educational process in different types of pre-school organizations; select, adapt, and modify the innovative methods and technology education and training of preschool children, to organize search and research, independent children's activities. (Dunning, 1997; Arslan, 2014; Bozkurt, 2014; Staretu, 2014).

2.2. Data analysis

It is intended to include the contents of bachelors learning and problem solving tasks, the use of modern technologies of educational and educational process in preschool. In the methods and technologies of teaching
focuses on developing technologies based on active, reflexive-activity forms and methods of teaching, problem-modular training system design and research methods by which expands and activates students' independent work.

Content of teacher education is based on the broad theoretical basis, in which a significant role is played by independent interaction, exchange views and ideas on the basis of the group, extended, open, interactive communication using the latest electronic technology.

Focuses on fundamental psychological and pedagogical training during which students acquire modern pedagogical technologies. So, in a cycle of basic disciplines include: teaching, preschool pedagogy, history, general and pre-pedagogy, pedagogy, general psychology, child psychology, teaching, etc. is carried out on 1-2 courses. The main types of classes are lectures, laboratory and practical, seminar lessons.

Modern media and mass communication can not replace lectures however, they should be more flexible, differentiated, tailored study discipline specifics audience psychological patterns of knowledge processing features affect impact on the formation of estimates, relationships, attitudes, feelings and beliefs of students. (Sheriyazdanova, 2009; Kashkooli, 2014; Dordinejad & Rashvand, 2014)

A special role is played by a class of students with teachers - tutors, creating solid contact between students and teachers. Tutors not only transmit knowledge but also learn to act and think.

The seminars are designed to strengthen the students' interest in science teaching and scientific research, to learn to communicate scientific and theoretical positions in the field of early childhood education with practical activities. On these sessions students are given the opportunity to test, refine and systematize knowledge, learn to accurately and convincingly express their thoughts on a specific language of science, analyze facts, engage in dialogue, discussion, participate in game design, analyze specific situations.

Significantly changed the organization of independent work of students, according to which the loan program is given about a third of the content of school subjects. Independent work includes the study of psycho-pedagogical and special literature, receiving information via the Internet, performance papers and coursework, preparation for the conference participation in various studies and data processing, analysis of problem situations for academic or research topic, the preparation for the games business, performing tasks of a creative nature, making teaching materials, training and development abstracts of cultural and leisure activities, collective and individual design.

3. Discussion

Through computer training programs students have the opportunity to perform training tasks and exercise their assessment is operational assistance in the form of tips and explanations of typical errors, offered an appropriate theoretical material.

It should be noted enhancement of the role of pedagogical practices. Attention to the problem in training evidenced by the increase of their species (Trial, Group early age, pre-school organizations, methodical, undergraduate) duration, complexity of the tasks.

Significantly increased awareness of the scale of teacher training in the spirit of multiculturalism in higher education Components of this work is to review the content and model curricula, teaching methods, improving the professionalism of teachers.

When reform curricula are not limited to higher educational institutions "additives" in the curriculum and introduced new courses in the light of multiculturalism. Didactic setting such courses as "Self-knowledge" (moral and spiritual education), "Formation of communicative competence of preschool children", "Formation and development of arts and crafts of the peoples of Kazakhstan", "Organization of cultural and leisure activities", etc.

Vital for the future teachers of pre-school organizations is task is to learn to perceive the ideas, values, traditions, customs and culture of different peoples. Kunanbaev known Kazakh poet wrote: «You must learn to know what other people know to be equal among them to become protection and support for its people».

To this end, training programs and basic majors and elective courses included students familiarity with literary and musical heritage of the peoples of Kazakhstan, decorative and applied arts, the modern culture of the country. When this is the basic documents of the Republic of Kazakhstan state program "Cultural Heritage".

From preschool teacher organization requires on the one hand a certain general training, and on the other - the understanding and acceptance of cultural diversity of peoples. Teachers must be willing to work with organizations
before school multiethnic children's groups. Necessary to prepare teachers who are able to organize the dialogue of cultures, moral and spiritual education of children.

Particularly valuable in this regard, the course "Self-knowledge" as he considers such important moral issues: the harmony of man with himself and the world around them; valuable attitude to the history and cultural heritage of the people, the concept of Kazakhstan patriotism, ethnic and civic identity and interethnic consent, professional growth and self-development as the basis for the development of personality. (State Educational Development Programme 2011-2020, 2010).

4. Conclusion

Thus, the modernization of the system of higher pedagogical education is directly related to the increased demands on the level of competence of the bachelor on preschool education and upbringing. Despite the fact that the country has accumulated extensive experience in the training of pre-school education by the universities of the country stands still a number of fairly serious problems:

- Improving the scientific and methodological foundations of teacher training for preschool organization;
- The introduction of competence-based approach, increasing functional literacy in the preparation of teachers;
- Development and monitoring criteria of competence of the future specialist in early childhood education;
- Development of computer-based training programs and e-books and their introduction into the system of vocational training;
- Raising the level of research and project students.

All this proves the need to develop scientific and practical bases for bachelors on preschool education in compliance with the requirements for core competencies of the graduates. (Dunning, 1997; Alkhalaf, 2014).

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