

Methodology the efficiency of training students

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Abstract: The article examines the following questions: is investigated of methodology the efficiency of training students in the tideway of a tendency of development of modern pedagogical activity and professional education. Efficiency of realization of pedagogical conditions of increase of efficiency of vocational training of students comes to light on the basis of criteria of professional readiness as result of this preparation, including: motivational criterion and indicators: enthusiasm for informative activity, orientation to future professional activity, aspiration to creative self-realization; substantial criterion and indicators: formation of professional knowledge and abilities; formation of professional independence; activity criterion and indicators: ability to carry out introspection, self-image and self-correction of vocational training. Developed a model of methodology the efficiency of training students.

Key words: *Methodology; Students; Vocational training; Efficiency of training students; Model*

1. Introduction

The level of research scientific problem: In this paper, we will try to review the main scientific literature on the subject of the methodology the efficiency of training students, which includes the basic works by Andriesh, V.A. (2011), Ash, D., Levitt, K. (2003), Dianne Mulcany (2011), Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. (2002), Ishanov, P., Bekmambetova, Z. (2013), Janet Looney (2011), Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H. (2012), Kristin Litster and Jillian Roberts (2011), Kul'kov, S.A. (2013), Mane, L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus (2009), Sakenov, D. Zh, etc. (2012). Modern practice of vocational training of students is connected with realization of the state educational standard assuming release of the bachelor of specialty that causes an urgency of problems of integration in education, ensuring functional literacy of students; attention strengthening's to the valuable content of vocational training.

The analysis of researches on problems of vocational training of students of the higher school of Andriesh, V.A. (2011), Ash, D., Levitt, K. (2003), Dianne Mulcany (2011), Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. (2002), Ishanov, P.,

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Despite quite wide range of researches, it is possible to note insufficient study of pedagogical conditions of increase of efficiency of vocational training of the students responding current trends in development of professional pedagogical activity and professional education. The analysis of scientific literature and modern practice of higher education

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allowed revealing the following contradictions: between need of society for competitive teachers and an insufficient readiness of a problem of increase of efficiency of vocational training of students for higher education institution. Need of permission of the specified contradictions allows defining a research problem: what pedagogical conditions, promote increase of efficiency of vocational training of students? Urgency of this problem, practical demand and existence of theoretical preconditions of its permission predetermined the Research objective: theoretically to prove and experimentally to check the pedagogical conditions promoting increase methodology the efficiency of training of students.

2. Methodology and methods

The methodological basis of research was made by theories, concepts of the efficiency of training students, modern psychological and pedagogical theories and concepts of professional education. For the solution of a goal of research the following methods were used:

The theoretical: studying of psychological and pedagogical literature, the analysis and synthesis of received information on a research problem, pedagogical modeling;

The empirical: questioning, testing, conversation, natural experiment, analysis and synthesis of pedagogical experience, analysis of documentation and results of activity of teachers;

The systematic approach is used to analyze and synthesize theoretical and empirical material, as well as for development of a model and recommendations.

The dialectical approach is used to analyze and synthesize theoretical and empirical material, as well as to develop recommendations.

Methods of mathematical statistics: ranging method, method of an expert assessment; methods of mathematical statistics is widely used in studies on pedagogy; its content is diverse and ranges from counting the number of nominations and selection of the most common of them to describing the pedagogical phenomenon and laws of its development.

3. Main part

3.1. Author's original methodological approach

Analysis and synthesis of researches on a problem of increase of efficiency of vocational training of students of Andriesh, V.A. (2011), Ash, D., Levitt, K. (2003), Dianne Mulcany (2011), Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. (2002), Ishanov, P., Bekmambetova, Z. (2013), Janet Looney (2011), Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H. (2012), Kristin Litster and Jillian Roberts (2011), Kul'kov, S.A. (2013), Mane, L. Miville, Changming Duan, Roberta L. Nutt, Charles A.

Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus (2009), Sakenov, D. Zh, etc. (2012), can be noted that:

Vocational training is aimed at formation of all-professional and special knowledge, skills, and the personal qualities of the student necessary for future professional activity.

As result of vocational training of the student as process professional readiness as set of all-professional and special knowledge, abilities, skills, qualities, professional experience, the standards of behavior necessary for students for the follow-up professional activity acts.

According to the aforesaid, vocational training of students is considered by us as the organized pedagogical process realized for the purpose of mastering by future teachers by all-professional and special knowledge, skills, and also the professional qualities necessary for them for the follow-up professional pedagogical activity. Analysis of researches on a problem of increase of efficiency of vocational training of students of Andriesh, V.A. (2011), Ash, D., Levitt, K. (2003), Dianne Mulcany (2011), Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. (2002), Ishanov, P., Bekmambetova, Z. (2013), Janet Looney (2011), Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H. (2012), Kristin Litster and Jillian Roberts (2011), Kul'kov, S.A. (2013), Mane, L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus (2009), Sakenov, D. Zh, etc. (2012) allowed us to understand professional readiness as one of criteria of efficiency of process of vocational training as system of integrative properties, qualities of the personality and as installation on future professional activity. In our research professional readiness of students is understood as result of vocational training of the students including set of all-professional and special knowledge, skills, qualities of the identity of the student realizing capable to professional activity and aspiring it to carry out. Proceeding from these approaches, the structure of process of vocational training of students is considered as complete set of the interconnected components (motivational, substantial, deyatelnostny). The structure of a motivational component includes definition of the purposes and tasks, development and approbation of normative documents. The structure of a substantial component includes: principles, forms, methods and means of vocational training. An activity component treat: elements of professional readiness, criteria of its formation, and also indicators and levels of changes.

For increase of efficiency of vocational training of students in work we revealed and theoretically proved the pedagogical conditions realized within educational process.

Pedagogical conditions of increase of efficiency of vocational training of students are:

- An orientation of vocational training on educational values;
- Creation of process of training on the basis of integration of the content of all-professional and special disciplines, and also forms of the organization of training;
- Realization of regional aspect of ensuring interrelation of the theory and practice of vocational training of students.

Criteria and indicators of professional readiness as result of efficiency of vocational training of students, include: motivational criterion and indicators: enthusiasm for informative activity, orientation to future professional activity, aspiration to creative self-realization; substantial criterion and indicators: formation of professional knowledge and abilities; formation of professional independence; activity criterion and indicators: ability to carry out introspection, self-image and self-correction of vocational training. Levels of efficiency of vocational training of students: high, average, low. Thus, at design of Model of methodology the efficiency of training student's allocation of the following components is necessary:

- I. – Motivational structure of training students.
- II. – Substantial structure of training students.
- III. – Activity structure of training students.
- IV. – Criteria and indicators of increase the efficiency of training students.
- V. – Levels of increase the efficiency of training students.
- VI. – Pedagogical conditions of increase the efficiency of training students.
- VII. – Result of increase the efficiency of training students.

Thus, the organization of process of increase of efficiency of vocational training of students assumes development of Model of methodology the efficiency of training students reflecting necessary personal and professional qualities of the student. The model of methodology the efficiency of training students represents the complete, interconnected process in which all making components are directed on achievement of an ultimate goal – increase of efficiency of vocational training of students (Fig. 1.).

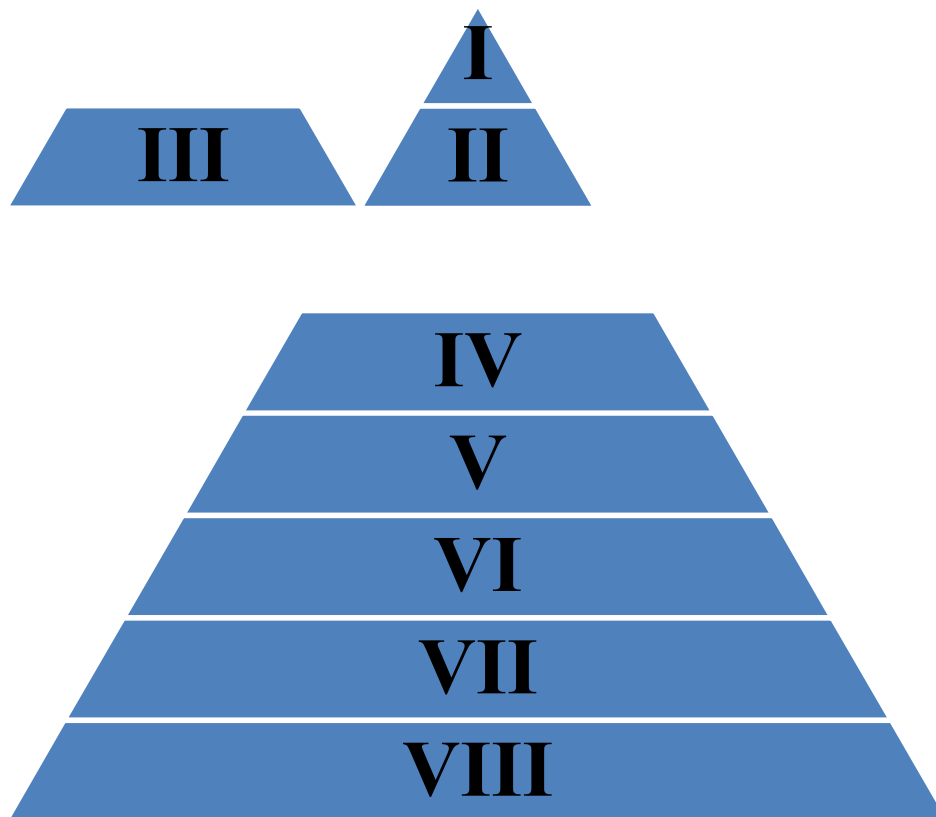


Fig. 1: Model of methodology the efficiency of training students

The explanation to Fig. 1. Model of methodology the efficiency of training students:

- I. – Methodology the efficiency of training students.
- II. – Motivational structure of training students.
- III. – Substantial structure of training students.
- IV. – Activity structure of training students.

- V. – Criteria and indicators of increase the efficiency of training students.
- VI. – Levels of increase the efficiency of training students.
- VII. – Pedagogical conditions of increase the efficiency of training students.
- VIII. – Result of increase the efficiency of training students.

At the first stage of skilled and experimental work the ascertaining experiment which purpose were the analysis of pedagogical experience of vocational training of students and identification of an initial status of level of professional readiness of students was carried out. The forming stage of skilled and experimental work was carried out under natural conditions teaching and educational process. From among 113 students two groups were organized: one control group (G) and one experimental group (EG). Pedagogical experiment consisted in realization of the developed pedagogical conditions of increase of efficiency of vocational training of students put in Model of methodology the efficiency of training students and check of their

efficiency. Dynamics of increase of efficiency of vocational training of students of control and experimental groups for the entire period of training was traced. Experimental diagnostics of results of definition of level of increase of efficiency of vocational training of the students, carried out with use of the ball and rating monitoring system, allowed revealing a tendency of increase of efficiency of vocational training of students to what results of research in experimental and control groups before experiment in Fig. 2 testify. Diagnostics of levels of increase of efficiency of vocational training of students.

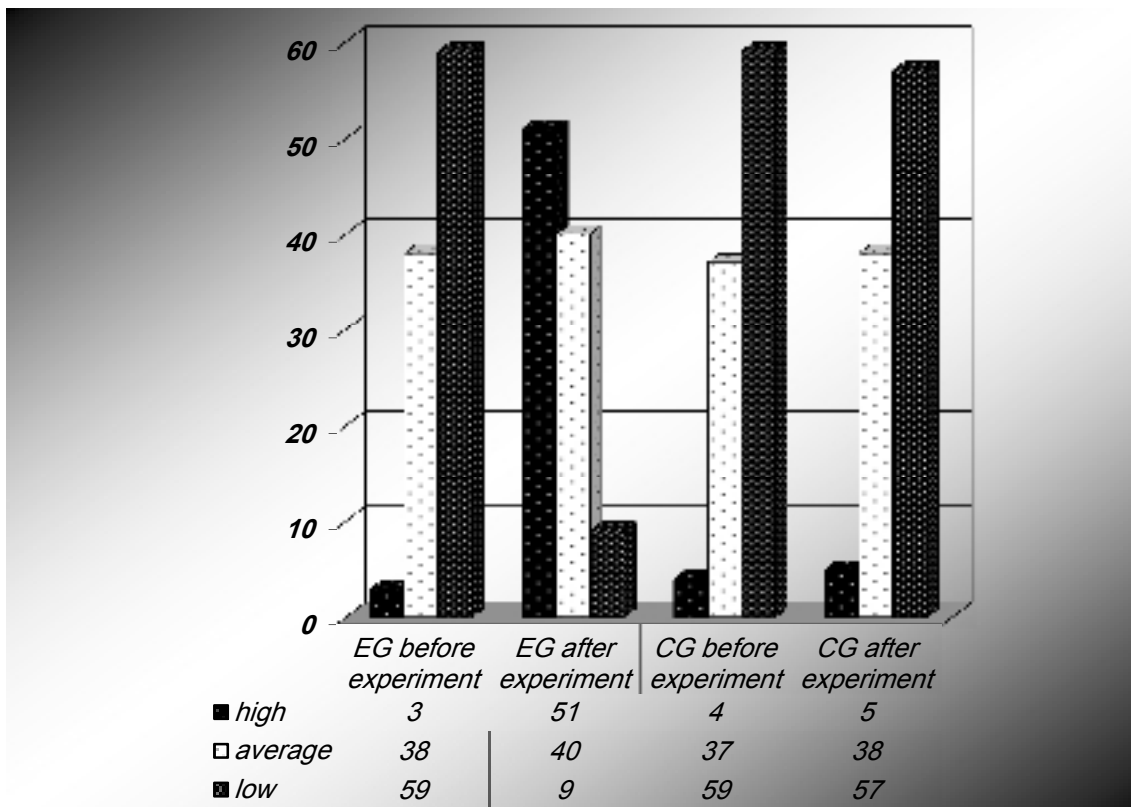


Fig. 2: Diagnostics of levels of increase of efficiency of vocational training of students

4. The results and discussions

Thus, in experimental groups the number of students with high level of increase of efficiency of vocational training after experiment increased by 48 %, number of the students who have reached middle tier of increase of efficiency of vocational training – for 2 %, the number of the students having low level of increase of efficiency of vocational training – decreased for 50 %. Results in control groups testify to increase in number of students with high level of increase of efficiency of vocational training for 1 %, average level of increase of efficiency of vocational training – for 1 %, reduction of low level of increase of efficiency of vocational training by 2 %. The received indicators testify to extra efficiency of offered Model of methodology the efficiency of

training students which represents the complete, interconnected process, in which all making components, such as: motivational structure of vocational training of students; substantial structure of vocational training of students; activity structure of vocational training of students; criteria and indicators of increase of efficiency of vocational training of students; levels of increase of efficiency of vocational training of students; pedagogical conditions are directed on achievement of an ultimate goal – increase of efficiency of vocational training of students

Thus, the carried-out research proved, what exactly realization of the allocated pedagogical conditions and application of the developed Model of methodology the efficiency of training students affected change of levels of increase of efficiency of

vocational training of students in experimental groups.

5. Conclusions and recommendations

The novelty of the scientific research results. In research importance of increase of efficiency of vocational training of students according to tendencies of development of modern pedagogical activity and professional education, including transition to multilevel education, a tendency to integration in education, ensuring functional literacy of graduates, attention strengthening to the innovative content of vocational training is proved. In work it is experimentally proved that pedagogical conditions of increase of efficiency of vocational training of students are:

- An orientation of vocational training on educational values;
- Creation of process of training on the basis of integration of the content of all-professional and special disciplines, and also forms of the organization of training;
- Realization of regional aspect of ensuring interrelation of the theory and practice of vocational training of students.

Results of experiment confirmed that efficiency of realization of pedagogical conditions of increase of efficiency of vocational training of students comes to light on the basis of criteria of professional readiness as result of this preparation, including: motivational criterion and indicators: enthusiasm for informative activity, orientation to future professional activity, aspiration to creative self-realization; substantial criterion and indicators: formation of professional knowledge and abilities; formation of professional independence; activity criterion and indicators: ability to carry out introspection, self-image and self-correction of vocational training. In work the original Model of methodology the efficiency of training students is developed, approved and introduced.

Unlike the works of Andriesh, V.A. (2011), Ash, D., Levitt, K. (2003), Dianne Mulcany (2011), Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. (2002), Ishanov, P., Bekmambetova, Z. (2013), Janet Looney (2011), Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H. (2012), Kristin Litster and Jillian Roberts (2011), Kul'kov, S.A. (2013), Mane, L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus (2009), Sakenov, D. Zh, etc. (2012) broad analytical approach to this problem, allowed to us develop Model of methodology the efficiency of training students.

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