

## Professional training of future school teachers

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**Abstract:** The article examines the following questions: on the basis of the theoretical analysis of scientific methodical literature the content of concept improvement of professional training of future school teachers is opened. Organizational and pedagogical conditions of improvement of professional vocational training of future school teachers are revealed. Organizational and pedagogical conditions of improvement of professional training of future school teachers are realized. Criteria of improvement of professional training of future school teachers are defined. The Model of improvement of professional training of future school teachers is developed.

**Key words:** *Future school teachers; Professional training; Professional training of future school teachers; Improvement of professional training of future school teachers; Model*

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### 1. Introduction

The level of research scientific problem. Future school teacher as the graduate of pedagogical higher education institution owning the training theory in initial classes, but not capable to put it into practice training in initial classes, represents, according to Schantz, E.A [1], Sakenov, D.Zh. [2], Kul'kov, S.A. [3], Shavaliyeva ZSh, Ahmuldinova AN, Isinbayeva KG, Ayapbergenova GS, Alibayeva ZhE, Sakenov DZh. [4], Kabieva S.Z., Mukataeva Z.M., Toktarbaeva A.S., Syzdykova G.K., Korogod N.P. [5], Janet Looney [6], Zhumasheva A.S., Zhumabaeva Z. E., Sakenov J.Zh., Ismagulova B.H., Sametova F.T., Bazarbaeva A. S. [7], Jagodin, D.V. [8], Otepova G.Y., Ilyassova A.S. [9], John Maynard, Vikki Smith [10], Bashkina, GV [11], Kristin Litster and Jillian Roberts [12], Andriesh, V.A. [13], Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. [14] diplomaed the school teacher without the moral and professional right to work in initial classes of school including as the expert having low professional useful value for the employer and low professional requirement on a labor market. In this regard, actual there are problems of comprehensive training of future school teachers to successful professional activity, rendering to them the help in professional improvement. Process and results of improvement of professional training of future school teachers not always are personally significant as in educational process of pedagogical higher education institution there are no methodological and methodical

prerequisites of collaboration of future school teachers and teachers of profile chair of cooperation and mutual estimation of educational and personal achievements of future school teachers. Improvement of professional training of future school teachers is an objective characteristic of results of professional training of future school teachers and subjective experience of this result, as significant positive event. In an assessment of improvement of professional training of future school teachers two positions are accurately traced: subjective and objective result.

Thus, in the course of preparation and improvement of professional training of future school teachers it is necessary to create conditions for a dual assessment of this process: self-assessments of as future school teacher and assessment professional environment, teachers of higher education institution and other educational institutions, fellow students, heads practician. Today according to Schantz, E.A [1], Sakenov, D.Zh. [2], Kul'kov, S.A. [3], Shavaliyeva ZSh, Ahmuldinova AN, Isinbayeva KG, Ayapbergenova GS, Alibayeva ZhE, Sakenov DZh. [4], Kabieva S.Z., Mukataeva Z.M., Toktarbaeva A.S., Syzdykova G.K., Korogod N.P. [5], Janet Looney [6], Zhumasheva A.S., Zhumabaeva Z. E., Sakenov J.Zh., Ismagulova B.H., Sametova F.T., Bazarbaeva A. S. [7], Jagodin, D.V. [8], Otepova G.Y., Ilyassova A.S. [9], John Maynard, Vikki Smith [10], Bashkina, GV [11], Kristin Litster and Jillian Roberts [12], Andriesh, V.A. [13], Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. [14] actual there is a formation of new perfect type of the identity of future school teachers. So far in science the certain

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fund of knowledge necessary for research of a problem of improvement of professional training of future school teachers in pedagogical higher education institutions is saved up. At the same time, this situation is characterized by insufficiency of research of organizational and pedagogical conditions of improvement of professional training of future school teachers defining formation of high-quality future professional activity in educational process of school. Proceeding from it, the analysis of development of a modern educational situation in pedagogical higher education institution allows to reveal contradictions:

I. Contradiction- between high requirement of society in competent, competitive, focused on achievement of success and able independently to build the professional activity experts of the educational sphere and an insufficient readiness of organizational and pedagogical conditions of improvement of professional training of future school teachers defining formation of high-quality future professional activity in educational process of school;

II. Contradiction - between increasing requirements to professional activity of the modern expert of the educational sphere and lack of the developed model of improvement of professional training of future school teachers directed on realization of organizational and pedagogical conditions of improvement of professional training of future school teachers.

The called contradictions defined a research problem: what organizational and pedagogical conditions of improvement of professional training of future school teachers defining formation of high-quality future professional activity in educational process of school? All aforesaid allowed to formulate the Research objective: theoretically to reveal, prove and experimentally to check organizational and pedagogical conditions of improvement of professional training of future school teachers defining formation of high-quality future professional activity in educational process of school.

## 2. Methods

Statement of research objectives, tasks. For the solution of the set objectives and verification of initial assumptions the following research methods were used:

- theoretical - analysis of the studied problem in scientific literature,
- empirical - observation, conversations, questioning, discussions, interviewing,
- analysis of the best pedagogical practices,
- analysis of creative works of students, studying of high school documentation (state standards of education, curricula, standard programs, educational-methodical complexes of elective disciplines),
- experiments, modeling.

## 3. Main part

Author's original methodological approach. Our approach of improvement of professional training of future school teachers consists:

- in definition of organizational and pedagogical conditions of improvement of professional training of future school teachers defining formation of high-quality future professional activity in educational process of school;
- updating of a subject position of the identity of future school teachers,
- realization of an individual educational way of future school teachers,
- creation of situations of success and self-improvement stimulation in a failure and failure situation, the accounting of personal achievements of future school teachers;
- in designing of model of improvement of professional training of future school teachers directed on realization of organizational and pedagogical conditions of improvement of professional training of future school teachers;
- in identification and justification of groups of criteria and indicators of model of improvement of professional training of future school teachers.
- in the description and development of the diagnostic procedures, allowing to make subjective and objective estimates of improvement of professional training of future school teachers, first of all this portfolio of achievements of future school teachers.
- in expansion of the developed model of improvement of professional cornerstone of future school teachers at the heart of which are of the idea of pedagogical management including game methods with application of complicating conditions,
- such as temporary restrictions, the sudden prohibitions, new options, information saturation and insufficiency, elements of training exercises and research methods of design with participation of profile chair;
- in development of structure and the maintenance of the modules focused on creation of organizational and pedagogical conditions of improvement of professional training of future school teachers: "Management of future school teachers", "Pedagogical communication of future school teachers" and others;
- in development of textbooks of methodic to programs of student teaching of future school teachers, programs of elective courses, competition of pedagogical skill of future school teachers. In our opinion, improvement of professional training of future school teachers is a process and result of development of the identity of future school teachers in educational process of the pedagogical higher education institution, highly appreciated objectively and subjectively – in educational activity of the academic type, non-learning and educational professional activity;

aimed at the development of professional competences of future school teachers:

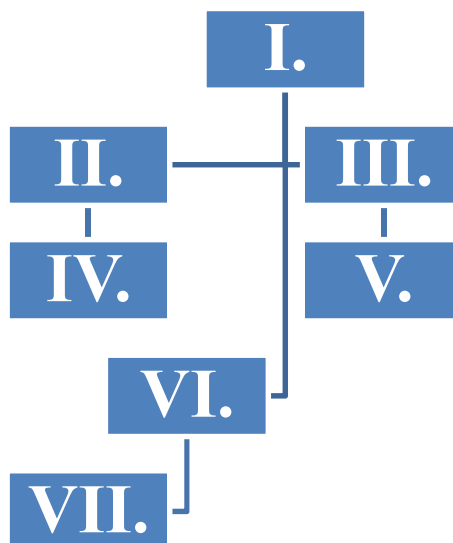
- ❖ realizes the social importance of the future profession, possesses motivation to performance of professional activity;
- ❖ I am ready to bear responsibility for results of the professional activity;
- ❖ it is capable to generalization, the analysis and use of the systematized theoretical and practical knowledge of humanitarian, social and economic sciences at the solution of professional tasks;
- ❖ I am ready to use of theoretical knowledge for generation of new ideas;
- ❖ it is capable to realize training programs of basic and elective courses in various educational institutions;
- ❖ it is capable to apply modern methods of diagnosing of achievements being trained and pupils, to carry out pedagogical maintenance of processes of socialization and professional self-determination being trained, preparation them to conscious choice of profession;
- ❖ it is capable to organize interaction and communications in the course of implementation of educational and extracurricular activities at school, individual work with pupils, leisure activity of school students – in the course of communication with all subjects of educational process (pupils of different age, teachers, parents, social partners);
- ❖ it is capable to organize cooperation being trained, to maintain activity and initiative, independence being trained, their creative abilities;
- ❖ owns research in operation – it is capable to carry out analytical work on judgement of activity of pupils and own pedagogical activity of all subjects of educational process (pupils of different age, teachers, parents, social partners);
- ❖ it is capable to organize design and research activity and pupils;
- ❖ owns in the ways and shows readiness for professional self-improvement and self-development and others. Improvement of

professional training of future school teachers in educational process of pedagogical higher education institution assumes creation of a complex of organizational and pedagogical conditions:

- updating of a subject position of the identity of future school teachers,
- realization of an individual educational way of future school teachers,
- creation of situations of success and self-improvement stimulation in a failure and failure situation, the accounting of personal achievements of future school teachers. Organizational and pedagogical conditions can be realized by means of introduction in educational process of pedagogical higher education institution of model of improvement of professional training of future school teachers. External criteria of model of improvement of professional training of future school teachers:

- ❖ involvement of students and satisfaction with participation in process of improvement of professional training of future school teachers;
- ❖ methodical ensuring improvement of professional training of future school teachers through the enriched training programs, programs of student teaching, educational and methodical grants;
- ❖ achievements of future school teachers in educational process, including the academic progress; achievements in extracurricular activities;
- ❖ Internal criteria of model of improvement of professional training of future school teachers:
- ❖ satisfaction with choice of profession of future school teacher;
- ❖ set of professional competences of future school teachers.

As a result of scientific research, the Model of improvement of professional training of future school teachers will include all above-named components and is in expanded form presented in Fig. 1.



**Fig. 1:** Model of improvement of professional training of future teachers

The explanation to Fig. 1, Model of improvement of professional training of future teachers:

I. – Improvement of professional training of future school teachers.

II. – Organizational and pedagogical conditions.

III. – Realization of an individual educational way of future school teachers.

IV. – Methodical ensuring improvement of professional training of future school teachers.

V. – Portfolio of achievements of future school teachers.

VI. – External criteria of improvement of professional training of future school teachers.

VII. – Internal criteria of improvement of professional training of future school teachers.

Scientific originality and uniqueness of the Model of improvement of professional training of future school teachers. The model of improvement of professional training of future school teachers allows to see prospects of further research of a problem of improvement of professional training of future school teachers through disclosure of conditions of formation of successful professional activity of future school teachers in the first years of work in educational institution.

#### 4. Conclusion

The novelty of the scientific research results. In the course of the conducted research we, on the basis of the theoretical analysis of scientific methodical literature opened the content of concept improvement of professional training of future school teachers which represents process and result of development of the identity of future school teachers in educational process of the pedagogical higher education institution, highly appreciated objectively and subjectively – in educational activity of the academic type, non-learning and educational professional activity; aimed at the development of professional competences of future school teachers. Results of research allowed to prove theoretically and practically to reveal organizational and pedagogical conditions of improvement of professional training of future school teachers. In the course of research organizational and pedagogical conditions of improvement of professional training of future school teachers are realized. In work criteria of improvement of professional training of future school teachers were defined. The Model of improvement of professional training of future school teachers is experimentally developed and approved. The model of improvement of professional training of future school teachers is recommended for use in pedagogical higher education institutions.

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