



Aigul Salieva

Assoc. Prof. Dr.,

Aida Meirkulova

MS student

Lev Gumilev Eurasian National University

Astana, Kazakhstan

**SCIENTIFIC AND METHODOLOGICAL SUPPORT TO THE TRAINING
OF PROFESSIONAL ACTIVITIES IN PRESCHOOL EDUCATION
SYSTEM OF REPUBLIC OF KAZAKHSTAN**

Originating in the Republic of Kazakhstan for the past decade, the rapid changes of the humanization and democratization, with the transformations in the economy, change the place and role of education in social development. These changes suggest a response to them on the part of one of the most important elements of the educational system - comprehensive school.

The State Program of Education Development in the Republic of Kazakhstan for 2011-2020 sets targets forming intellectually, physically and spiritually mature citizen of the Republic of Kazakhstan, to meet their needs in education, socialization, and help them to live and work successfully in the rapidly changing world.

Fundamental public documents in this regard are the provisions: the Strategic Development Plan of the Republic of Kazakhstan till 2020 February 1, 2010 № 922; state program of development of education of Kazakhstan for 2011 - 2020 of December 7, 2010 № 1118, President's message to the people of Kazakhstan January 28, 2011, "Building the Future Together", the state compulsory standards pre-school education (2008) program to provide children with preschool education and education "Balapan" in 2010-2014

In the educational sphere of innovation are changing the strategy of training, including future teachers of pre-school education. Special attention is paid to modern researchers trained professionals able to creatively realize their pedagogical skills in the new conditions of life, in situations of rapid change. Therefore, in modern domestic pedagogy are contradictory processes associated with changes in its content characteristics. One of the distinguishing features of these processes is that under revision and rethinking content of professional preparedness of high school teachers in general and pre-school teacher education in particular.

In the educational sphere of innovation are changing the strategy of training, including future teachers of pre-school education. Special attention is paid to modern researchers trained professionals able to creatively realize their pedagogical skills in the new conditions of life, in situations of rapid change. Therefore, in modern domestic pedagogy are contradictory processes associated with changes in its content characteristics. One of the distinguishing features of these processes is that under revision and rethinking content of professional preparedness of high school teachers in general and pre-school teacher education in particular.

Problems of improving the training of professionals in higher education devoted to pedagogical research V.I. Andreev, A.V. Mudrik, V.A. Slastenin, V.G. Yarkova, A.V. Yastrebova etc.

Methodological foundations of simulation specialist training is reflected in the works of (A.A. Kirsanov, A.K. Markova, E.S. Smirnov, NF Talyzina etc.), the theoretical basis of pedagogical innovation (K. Angelovski, V.I. Zagvyazinsky, M. Clarin, V.J. Liaudis, PS Podymova, MN Potashnik, VA Slastenin, OG Khomeriki Yusufbekova NR, etc.).

Of occupational skills training and modeling the process to their growth and development in preschool education professionals engaged E.B. Belaya, L.M. Volobueva, O.V. Dragunova, L.A.Nenasheva, A.V. Nikolaeva, . N. Perminov, L.I. Pavlova, L.V. Pozdnyak, L.VLopova, R.S. Bure, L.G. Semushina, L.P.Stupnikova, A.N. Troyan, I.A. Fadeeva , V.I. Yadeshko etc.

In studies of Kazakh scientists (Zh.A.Ismailova, B.O.Arzanbaeva, Zhumabekova FN A.S. Amirova, B.B. Baymuratova, T.A.Levchenko, A.K. Menzhanova, G.ZH. Menlibekova, N.D. Hrapchenkova, T.I. Imanbekov, M.S. Satimbekova, etc.) the most complete the methodological, theoretical and

conceptual bases of problems in supporting early childhood education, analysis of pre-school education, concepts, ideas, trends and becoming improvement training of pre-school education.

Analysis of existing research has shown that the issues of specialist training for professional careers in early childhood education require additional study.

Particularly relevant is the problem of providing pre-school educational institutions professionally competent teachers, able to effectively manage the educational process and to facilitate the successful socialization of children of preschool age. Therefore, the professional education has an important task to form in the future teachers of pre-school education both personally and professionally relevant competencies that define their professional commitment to work with children of preschool age.

Modern dynamic world presents qualitatively new requirements for the training of specialists in the field of early childhood education. From a specialist is required high professionalism and competence, mobility, ability to adapt to the professional, continuous learning, knowledge of information technology and knowledge in the field of economics and management.

Forming a competence model of preschool education specialist, perhaps, the most given to the circumstances of his professional activities and to formulate a list of specific teaching competencies needed to successfully carry out their professional activities in early childhood education.

Higher education policy is determined by the need to ensure the terms of the training of competent and competitive professionals for all sectors of the economy, strengthen the intellectual capacity and the practice-oriented activities of higher education, the integration of science and production, alignment with international educational standards.

Graduate School of Kazakhstan should seek to achieve a world-class education and to join the unified educational space.

At present, 22 institutions in the republic are trained specialists in this profile. Effect of state educational standards of higher education of the Republic of Kazakhstan in the specialty "Early Childhood Care and Education" provides students with cultural level and professional training. It identified the following areas of high school teachers in the formation of professional competence of students: the use of educational technology in the teaching of subject disciplines of

a comprehensive program of training students for professional work, organization and practical research.

Pedagogical faculties feeling the shortage of specialized national literature, especially for managing pre-school education, training to new forms of pre-school, pre-school teaching.

Study of the experience of training preschool professional shows that it is characterized by a number of as yet unsolved problems:

1. In the presence of various concepts of preschool education, their comparative value and methodological analysis did not become a matter of professional training of students;
2. In the implemented educational training programs often lack a systematic approach to the educational process, which creates difficulties for students to develop an integrated conceptual state of updating the content of pre-school education;
3. Preparing students for professional work involves the development of its scientific methods and psycho-pedagogical support, while the support is not always provided for educational programs of higher education students in innovative preschool institutions.
4. Insufficient attention is given to personal and professional readiness of students to an established competencies.

Modernization of the system of higher pedagogical education is directly related to the increased demands on the level of competence Bachelor of preschool education and upbringing. Given the fact that the expert must possess both general and private competencies within the professional activity, the model of the future teacher should contain general professional and special expertise.

Therefore, based on the qualifying characteristics of a specialist pre-school education, a state educational standards, should be allocated special competence, willingness to characterize the expert in a narrow field of professional activity, that is, activities in the field of preschool education.

All structural components of professional competence aimed at practical activities of teacher of preschool education in the form of ability to solve specific teaching situation. Professional readiness of the teacher, that is, its ability to mobilize the general state of knowledge, experience, and personal and social skills and values that are acquired in the process the educational activities and constitute the professional competence of future teachers.

Competence model demonstrates the specificity of the teacher-organizer of preschool education, upon the establishment of the conditions for safe and creative preschool employee organizations to improve children's health, their education and development in accordance with the requirements of modern society. Therefore, forming a competence model of future teachers of pre-school education should be specific to his professional activities and to formulate a list of special pedagogical competencies required for successful implementation of their professional activities in early childhood education.

Thus, a holistic view of the structure of the pedagogical activity of preschool specialist profile, description of its content can create professional competence of future teachers of pre-school education: organizational, management, education, research and development.

On the basis of the competence approach is modeled the image of the modern teacher of preschool education, defining it as the level of professional competence and professional knowledge to make the right decision in a particular teaching situation in order to promote successful development of children in preschool education. And the above competencies constitute occupationally preschool teacher profile on the basis of which it performs its educational function and meet the challenges it professional tasks.

For scientific and methodological support training specialists in the modernization of pre-school education to develop a model of formation of readiness specialist in pre-school education based on the principles of integrity, systemic, open, dynamic, self-actualization, multi-functionality focused on students' adaptation to the realities of modern education and innovative professional .

The importance of scientific and methodological support is that technology in organizations making the readiness of preschool education specialist in the study of elective courses, "Pedagogical bases of updating the content of pre-school education", "Innovative technologies in preschool institutions", "psychological and educational research and ICT" "The development of moral and spiritual values of future professionals" will be introduced in the educational process to specialty "Pre-school education and training" higher educational institutions;

- Will be offered to the direction of foreign experience in the training of specialists of pre-school education.

In order to further the development of areas of training for professional activities and academic support necessary to take the following measures:

1. Study, analysis and systematization of the state of theoretical and methodological foundations of early childhood education.
2. Development the concept of professional training of specialists in early childhood development.
3. Scientific and theoretical, educational and methodical support of training specialists of preschool education.
4. Development and implementation of a theoretical model professional training of specialists of preschool education in the higher educational institutions
5. Development and implementation of elective courses, containing issues of modernization the system of preschool education, management in preschool education.
6. To provide scientific and methodological support in preschool institutions.
7. Cooperation with national and municipal scientific, educational institutions (Ministry of Education and Science of Kazakhstan, a research institute named after Y.Altynsarin, Kazakh State Women's Pedagogical University, Kazakh National Pedagogical University named after Abai, etc.).
8. Organization and conducting conferences, seminars and round tables on problems and prospects of training of specialists for professional careers in early childhood development.

Training of professional personnel will be a constructive factor in the development of professional social status in society and in the development of the education sector of independent Kazakhstan. Concrete scientific methodical recommendations will ensure higher efficiency of education and the level training of specialists for professional careers in the specialty and pre-school education in higher education institutions.

References:

1. State Program of Education Development of Kazakhstan for 2011–2020, approved by *the Decree of the President of the Republic of Kazakhstan*, № 1118 (7 December, 2010).
2. President's message to people of Kazakhstan: *"Building the future together"* (28 January, 2011)
3. *Program is to provide children with early childhood care and education "Balapan"* in 2010–2014.

4. K. Belaya. *Innovation activity in the DOW. Manual* (M.: Creativity Center "Sphere", 2004).
5. Selevko G.K. *Modern Educational Technology: Manual*. (M., 1998).
6. Zhumabekova F.N. *Interactive methods in the training of future specialists of preschool education*. International Scientific and Practical Conference (Astana, 2007), pp. 8–14.
7. Mirza N.V. *The preparation of future teachers of pre-school education to professional communication activities*. (M., 2004), p. 220.
8. Bicheva I.B. *Development of professional competence of teachers of pre-school educational institutions* (M., 2003), p. 180.
9. *Problems of preschool education on the modern stage: Issue 5* /with. O.V. Dybina, O.A Enik. (Togliatti Tomsk State University, 2007), p. 116.

ALMANACH VIA EVRASIA, 2013, 2
RUSSIA BETWEEN THE SOVIET PAST AND THE EURASIAN FUTURE
www.viaevrasia.com

ISSN (online) 1314-6645