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

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### 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.

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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, Amirovov, Levchenko, Arzanbaevoy, Aulalipovoy, 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

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