

MODERN APPROACHES TO PROFESSIONAL ACTIVITY OF THE TEACHERS IN EDUCATION

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ABSTRACT

In modern conditions of modernization of the higher education the problems of vocational training of teachers are actual. Society will be need, first of all, those experts who can generate a large number new, occasionally non-standard decisions, who possess the high degree adaptability, as well as ability and proficiency, "intuition" to select the most effective idea from a set of non-standard ones. Essential change of views of values of modern education demands to create a new educational product, a basis for which is a competence-based approach, constructive teaching where individual motivated data retrieval, its interpretation, processing and analysis for the purpose to obtain new knowledge is a priority instead of information awareness of a trainee, digestion and reproduction of educational material.

The most important purpose of modern education is to give to a future expert a certain complex of knowledge and abilities and to create that a trainee has a setting for self-training and self-organization, continuous expansion and increasing knowledge and abilities that is a key for continuation of study during all life. An expert, who possesses research competence, is able actively and productively to analyze the actual information, to create and choose more effective algorithms, resources, technologies, and not just to use ready, sometimes outdated, algorithms and the facts. In my opinion, application of the principles of development of divergent thinking in the field of professional development of a teacher is especially interesting, as is in the broadest sense, area of professional interests of teachers.

Keywords: Reflection, Divergent Thinking, Competences, Self-Improvement, Self-Realization, Reflexive Consciousness

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EĞİTİMDE ÖĞRETMENLERİN MESLEKİ FAALİYETLERİNE MODERN YAKLAŞIMLAR

ÖZET

Yüksek öğretimin modernleşmesinin modern koşullarında, öğretmenlerin mesleki eğitim sorunları önemlidir. Toplumun, her şeyden önce, çok sayıda yeni, bazen standart dışı çözümler üretebilen, yüksek derecede uyarlanabilirliğe ve ayrıca aralarından en etkili olanı seçme yeteneği ve becerisine, "sezgisine" sahip uzmanlara ihtiyacı olacaktır. Bu çok sayıda standart dışı fikir, Modern eğitimin değerlerine ilişkin görüşlerde önemli bir değişiklik, önceliğin öğrencinin farkındalığı olmadığı, özümseme ve yeniden üretme değil, yetkinliğe dayalı bir yaklaşım, yapıcı öğretim olan yeni bir eğitim ürününün oluşturulmasını gerektirir. Eğitim materyali değil, yeni bilgi elde etmek için bilgi, yorum, işleme ve analiz için bağımsız motive olmuş bir araştırma.

Modern eğitimin en önemli amacı, geleceğin uzmanına belirli bir dizi bilgi ve beceri vermek ve öğrencide bilgi ve becerilerin sürekli genişlemesi ve derinleşmesi için kendi kendine öğrenme ve kendi kendini organize etme zihniyeti yaratmaktır. Yaşam boyu devam eden eğitimin anahtarı. Araştırma yetkinliğine sahip bir uzman, gerçek bilgileri aktif ve verimli bir şekilde analiz edebilir, daha verimli algoritmalar, kaynaklar, teknolojiler oluşturabilir ve seçebilir ve yalnızca hazır, bazen eskimiş algoritmaları ve gerçekleri kullanamaz. Özellikle ilginç olan, en geniş anlamda öğretmenlerin mesleki ilgi alanı olan bir öğretmenin mesleki gelişimi alanında farklı düşünce geliştirme ilkelerinin uygulanmasıdır.

Anahtar Kelimeler: Yansıtma, Iraksak Düşünme, Yetkinlikler, Kendini Geliştirme, Kendini Gerçekleştirme, Yansıtıcı Bilinç

INTRODUCTION

Innovative development of education determines the implementation of competency-based paradigm, which qualitatively changes the whole of the education system and the system of pedagogical education, as it allows improving the professional competence of the modern teacher, his successful professional activity in accordance with the requests and needs of society. The rapid development of science and technology, almost uncontrollable and unpredictable process of social transformation, the is integration of States and changes in the geopolitical map of the world, scientific inventions and their implementation defined the requirements faced by educational systems in the last decades. Modern society is characterized by the inherent transformational society's rapid changes in all spheres of life. Especially fast changes occur due to many factors;today move the economy and industry influence the development of the culture of interethnic relations, information, including educational space, depend on world migration processes³⁵.

⁵ Competence-based education: from theory to practice / Bibik N. M. Ermakov I.G, Ovcharuk O. V. and others– K.:A galaxy, 2005. –p.15

The problems of pedagogical education are inseparable from the problems related to a teacher's activity. Whatever forms, methods and technologies, were introduced in modern education, a teacher will always be a major figure in it. The teachers of the past wrote about the role of a teacher in a teaching and educational process. The teacher must constantly perfect himself to be an authority for students in order to carry out one's pedagogical mission. As a professional the teacher forms a faith in what he teaches, and following these principles determines a moral and humanistic character of relations in a pedagogical process.

Thus, the efficiency of any activity, including pedagogical one depends on practical readiness of a person to it, his individual qualities and abilities. E. Bondarevskaya and T. Belousova developed an image of the system of professionally meaningful qualities of a teacher, characterizing his pedagogical culture: conviction, sociability, intellectuality, restraint, delicacy, self-control, sense of humor, pedagogical tact, love for children, kindness. Scientists' ranking of dominant qualities showed, that students value as the most good will, such qualities as tactfulness, courtesy, energy, emotionality, sensitiveness, understanding, keenness of a teacher while teaching his subjects ⁶. A modern educational situation objectively requires from a teacher the awareness of necessity and responsibility for own professional development.

1. DIVERGENT THINKING

Divergent thinking (from Latin *divergere* - to diverge) is a form of thinking, based on strategy of generation of a set of solutions of the unique task. A work on practical projects can be used as one of ways of activation of divergent thinking in the actual practical directions. In this case, the principles of contextual training for formation of competences and abilities of a trainee are realized according to requirements of reality. Trainee has also an opportunity of the choice of a certain specialization, so he can accurately define what knowledge and skills he will need for high-quality compiling of the project. It can serve as additional motivation for self-education and self-improvement.

Self-improvement is one of the problems of vocational training of teachers. It can be considered as a result of conscious interaction of the personality with the concrete social environment during which a teacher develops such personal qualities which lead to success in professional activity and in life in general. It is known that the fullest disclosure of a person's abilities is possible only in socially significant activity. And it is important that implementation of this activity is determined not only from the outside (by society), but also by internal need of the personality. In this case, activity of the personality is a self-activity, and realization of his/her abilities in this activity gains nature of self-realization.

⁶ E. Bondarevskaya, *Vospitanie kak vstrecha s lichnostyu*. [Education as a meeting with the person. / E. Bondarevskaya // Selected pedagogical works in two volumes. - Rostov-on-Don]. 2006. Vol 11- 36 p.

A feature of demand for self-realization consists that satisfying it in single acts of activity (for example, compiling of the project, creation of an art work), the personality can never satisfy it completely. Satisfying basic demand for self-realization in different types of activity, the personality pursues the vital aims, finds the place in system of public relations and intercours. That is why, telling about the comprehensive and harmoniously developed personality, it is necessary to emphasize not only wealth and comprehensiveness of his/her abilities, but also (that isn't less important) wealth and variety of demands, in satisfaction of which the comprehensive person's self-realization is carried out. Formation of skills of self-development, self-improvement and self-realization is realized by means of methods of interactive training (a case-study, role-playing games, trainings, a method of projects).

The results of the newest researches about the mechanisms of personality's development are actively introduced to self-education. An important value is attached to self-knowledge, self-regulation, self-control, self-organization, personalization, self-identification, aspiring to self-actualization, self-realization and other internal mechanisms of individual self-development. Education and self-education are examined as a part of culture, which, forms feeds and influences on a maintenance and development of a person. To provide the ascent of a person to common for all mankind values and ideals of culture, education must be culturally appropriate. It means that the logical approach, which defines all of the educational tools to culture and a person as to a creator and subject, who apt at cultural self-development, must become the basic method of planning and development ⁷⁴.

Change of system of the values, socially important beliefs and settings, valuable orientations, ideals, moral qualities of the personality necessary for achievement of success in a certain society (social medium) and reached in the course of own activity of the individual is considered as self-improvement as a result of own conscious activity, but not as a result of external purposeful influence.

One of aspects of innovative activity of the teacher is training through a reflection. The reflection is the person's activity directed to judgment of own actions, the internal states, feelings, experiences, the analysis of these states and a formulation of the corresponding conclusions. In order that the person could understand himself, control and regulate the actions, develop the inner world, he has to acquire a reflection. The reflection includes self-observation and introspection. Based on functions of a reflection, I use the following classification: reflection of mood and emotional state; activity reflection; reflection of a content of a training material. It is expedient to carry out a reflection of mood and an emotional state at the beginning of lecture for the purpose to establish the emotional contact with group and at the end of lecture.

For example, an emotional decorating is applied for this purpose. An activity reflection – this type of reflexive activity is accepted at different stages of lecture.

⁷ E. Bondarevskaya. *Teoriya i praktika lichnostno-orientirovannogo obrazovaniya*. [Theory and practice of student-centered education. - Rostov-on-Don]. 2000. - 21 p.

The group reflection is resulted by enrichment of subject experience of each student and his decomposition on separate reflexive abilities. The reflection of a content of a training material is used for identification of level of understanding of the content studied. A method of the incomplete sentence, thesis, selection of an aphorism is effective.

1.1. New Technologies in The Education System of Kazakhstan

During the last few decades in the education system of Kazakhstan appeared a lot of technologies that help to solve the problem of professional skillfulness for the modern teacher. Different models of the concept of reflection can be referred to them. The idea of this phenomenon is defined as a dynamic, mutual link between the existing situation and outlook in educational space directed at the professional development of teacher⁵.

In our opinion, the notion of reflection is the key one within the modern approaches to the problem. This understanding of the matter mostly coincides with today's researches of Kazakhstan educators in the area of teacher training. In educational theory appeared a new stream of research concerning the sphere of teacher professional thinking. Its supporters have grounded the leading role of the practical knowledge-base. Taking into account the fact that "the knowledge-base" traditionally meant "a structured scope of knowledge, skills, habits, techniques, ethic norms, relationships and ways of their representation"⁶, one may see the principal shift of accents towards the practical experience in teacher training. Thus, the core problem of educational theory lies not in making ties among different kinds of knowledge but in reaching the unity between knowledge and practice.

The reflection of a teacher is characterized by his capability to accept internally, to realize and estimate difficulties and contradictions of pedagogical process. The reflection of the teacher allows independently and structurally solving difficulties according to the valuable orientations, and also, to consider a difficulty as an incentive of further development, overcoming of own limits. The reflexing teacher is a cogitative, dissective teacher, who can investigate own experience, possessing ability to self-development. It is important that productivity of influence of the teacher considerably increases thanks to reflexive processes. The reflection on a goal-setting in innovative activity has the following characteristics: the direct analysis is a goal-setting from an actual condition of pedagogical system to the ultimate planned goal; the return analysis is a goal-setting from a final state to actual one; a goal-setting from the intermediate purposes with the help of direct and return analyses.

It is possible to claim that innovative activity begins with "fight of motives", search of sense. Sometimes, creation of the purposes begins at obviously insufficient information on a way of creation of concept model, on activity conditions that can lead to emergence of risk in introduction of innovations. Generalizing the aforesaid, it should be noted that process of a reflection is individual.

⁵ Gordon P. Teaching as a graduate profession, 1890-2000 // in J. Wilkes (ed.). The professional teacher. -Leicester: History of Education Society, 2001. -p. 89

⁶ Shulman L.S. Knowledge and teaching: foundation of the new reform // Harvard Educational Review. -2007. -57 (1). -p. 15

Activization of a reflexive position in innovative activity, undoubtedly, is connected with the identity of the teacher, with his orientation to self-development. The system of the realized contradictions in pedagogical activity is as a source of this process, for this reason it is necessary to create situations in educational professional activity, which would make actual a reflexive position, form positive self-perception, stimulate processes of self-affirmation.

The reflexive consciousness controls process of construction and check of these or those innovations, critically comprehends all stages of activity. There are bases to assume also that innovative activity isn't always accurately realized, at least, at a stage of creation of programs, purposes. Often, it is realized as consciously extramental, spontaneously and consciously realized ways and forms of pedagogical activity.

2. ANALYSIS OF THE PROBLEMS OF HIGHER EDUCATION

Addressing the analysis of problems of high school education inevitably puts forward a problem of an assessment and development of theoretical bases of formation of innovative activity. This task has a deep social and pedagogical meaning as the success of transformations in an education system, prospects of development of an education system depends on its decision. Society needs creatively conceiving people, experts, and it assumes creative development of modern knowledge. Search of the new approaches providing learning efficiency is necessary, and it is impossible without innovative activity. For this reason it is so important to teach it teachers now and to change training system of pedagogical personnel.

Unfortunately, there are many material and technical, financial, social difficulties which constrain innovative aspirations, prevent to possess the modern spiritual culture necessary for creativity on the required level. There is an obvious contradiction between opportunities and a real condition of pedagogical community in development and an assessment of modernity. The principle in innovative pedagogics is interesting by the personal focused approach, i.e. a potential possibility of creation of a diversity - nearby. And the more will be this diversity, the better. There will be more opportunities for the choice. Also can be therefore, right now, it is necessary to be engaged especially in training system of pedagogical personnel in innovative deposit as guarantor of our "light" future in education.

New approaches in training assume to expand knowledge of students of a work technique in groups, creation of the benevolent atmosphere in group, acquaintance to effective theories of training and to methods of work on involvement of students in training process. We know that trainees sometimes "drop out" the educational process of lecture in various reasons: because of boredom, wishing to evade from difficult work, are tired with noise, need the individual help which the teacher can't render at some point, the immediate task isn't so fascinating, than reflection or conversation on difficulties of public life and many other things. The called problems are familiar in daily practice of teaching, but if we disregard them and don't try to solve them, the students can perceive them as an integral part of boring daily life. In no small measure the success depends on humanity and the professional qualities of the teacher.

2.1. Methods of group work

Methods of group work are based on activity of each subject of educational process, an opportunity to independently make decisions and to carry out the choice, and also on coexistence of various points of view and their free discussion. During the group work the basic principles of cooperative training are realized: *positive interdependence; individual responsibility; stimulation of success of each other.*

According to the classification by D. Hopkins, one of the leading components of teacher professional skillfulness is personal qualities of the educator. He refers to them such features as tolerance, adherence to moral norms in life, friendliness, a sense of humor ⁷. The author also defines two groups of special skills: constructive and organizational. To the constructive skills he refers the ability to realize and solve the set tasks, to choose the adequate methods of work as well as plan it. A special accent is made on the ability of team working, of setting respectful relations with colleagues and pupils, school administration and subordinates. To organizational skills D. Hopkins refers the abilities of organizing a class and a group, of managing the individual work, taking into account pupils' religious, ethnical, cultural and social characteristics.

Another English scientist, E. Wragg, worked out his own classification of the teachers abilities:

- planning and effective work in small groups;
- addressing the whole class while teaching, with the relevant approaches to every individual;
- management of small groups;
- organization and management of individual classes;
- finding means and ways of encouraging less able pupils;
- understanding individual differences among pupils, including their personal, religious, cultural and social peculiarities;
- assessment, analyses and description of pupils' dynamics in learning⁸.

The quantitative structure of groups usually fluctuates in limits to 6 people. According to researches it has been established that very small group (2-3 persons), often not bad solving didactic problems, has weak opportunities for socialization. Too big group (8 - 9 and more people) badly gives in to management and in process quite often breaks up to subgroups. It is better to carry out exercises in pairs, in which reaching mutual understanding is required. The social and psychological events (phenomena) in small groups are various and rather well studied. We will give the most important of them:

⁷ In-service training and educational development: an international survey/ Ed. D. Hopkins. –London: Croom Helm, 2006. –67 p.

⁸ Wragg E.C. Training teachers to teach mixed ability groups// Handbook of teacher training in Europe. –London: Fulton Publishers, 2004. –p. 64

1) *Phenomenon of group pressure*. From the point of view of the personality included in group, this phenomenon will be called a conformism phenomenon. Conformism is a change of behavior or beliefs as a result of the actual or imagined pressure of group. More frequently ones speak about conformal behavior, meaning purely psychological characteristic of a position of the individual concerning a position of group, adoption or rejection of a certain standard, opinion peculiar to group by him, a measure of submission of the individual to group pressure. Conformality is stated where the conflict between opinion of the individual and opinion of group is overcome in favor of group. The measure of conformality is a measure of submission to group in that case when opposition of opinions was subjectively perceived by individual as the conflict. At external conformality the individual comes back to the initial opinion after group pressure is taken off. At internal conformality the individual keeps opinion of group and after the group ceases to put pressure upon him.

2) *Group norms*. It is a set of the rules and requirements developed by group and playing a role of the major means of regulation of behavior, communication, interaction and relationship of members of group. A general characteristic of functioning of norms in small group: norms are the products of social interaction arising in the course of activity of group, and also entered into it by larger social community; the group doesn't establish norm for each possible situation; norms are formed only concerning the actions and situations having some importance for group; norm can't be applied to situations in general, regardless of the certain members of group participating in it and the roles realized by them, and can regulate realization of this or that role in different situations, that is act as especially role standards of behavior; norms differ on extent of acceptance by their group: some norms are approved by almost all its participants whereas others find support only from a small minority, and the part doesn't approve them at all; norms differ on degree and width of the deviance (deviation) allowed by them and the range of the applied sanctions corresponding to it.

The group keeps itself as whole and achieves the objectives facing it quicker if members of group admit and carry out group norms. In one, who deviates norm, begins to see a source of social threat therefore the majority of group will put upon him pressure that he has returned on "the true way" and again become "as all". This pressure can be shown in the form of sneers, social condemnation, even direct rejection of "the deviating person".

3) *Group unity*. Group unity is one of processes of group dynamics characterizing commitment degree to group of its members. In this case, process of formation of special type of communications in group which allow turning externally set structure into a psychological community of people, into the difficult psychological organism living under own laws is investigated. There are various interpretations of concept of group unity, each of which is based on recognition of importance of the emotional party of relationship in small group. So, in line with the sociometric direction, the unity is directly contacted such level of development of the interpersonal relations when the percent of the elections based on mutual sympathy is high.

4) *Process of adoption of the group decision.* Group decision-making is a choice which is made by group of a number of alternatives in the conditions of mutual exchange of information at the decision of the group of a task, general for all members. In this case, it is about group discussion of any problem as a result of which the group makes a certain decision. Process of group decision-making consists of four phases:

- 1) establishment of the facts (group interview);
 - 2) assessment of the facts (opinion on established facts);
 - 3) search of decisions (brainstorming);
 - 4) decision-making.
- 5) *Leadership phenomenon.*

Leadership is a process by means of which certain members of group motivate and lead group. A leader is such member of small group who moves forward as a result of interaction of members of group for the organization of group at the solution of a specific objective. He shows higher, than other members of group, activity level, assuming certain functions. Other members of group accept leadership, that is they build such relations which assume that he would conduct with the leader, and they will be driven. Leadership is a group phenomenon: the leader is inconceivable alone, he is always given as an element of group structure, and leadership is a system of the relations in this structure. Therefore, the phenomenon of leadership belongs to dynamic processes of small group.

Each of us lives and works among people. We love ones, we refer others neutrally, we hate the thirds, it's fully unknown why we talk with the fourths. Human communication reminds the peculiar pyramid consisting of four sides: we communicate, we interact with other people, we learn them, at the same time, we endure own state resulting from communication.

Thus, communication can be considered as a way of association of individuals, and also as a way of their development. Methods of work with group on decision-making refer to debatable methods. These methods give the chance by use of system of logical arguments to influence opinion, positions and settings of participants and are applied at discussion of complex theoretical and practical problems, to exchange experience, specification and coordination of a position and elaboration of uniform approach.

Group discussion increases motivation and an ego involvement of participants in the solution of the discussed problems, gives an emotional impetus to the subsequent search activity. Real cases, or incidents; problems of various nature; situations of interpersonal interaction; situations of the moral choice can be as an object of debatable discussion.

"The round table" is the method allowing to consolidate the knowledge gained before, to fill missing information, to create abilities to solve problems, to strengthen positions, to teach culture of conducting discussion. Characteristic feature of "a round table" is the combination of thematic discussion with group consultation. Along with an active exchange of knowledge, the participants of group are able to develop professional abilities to state thoughts, to reason the reasons, to prove the proposed solutions and to defend the beliefs.

At the same time, there is a fixing of information and independent work with additional material, and also identification of problems and questions for discussion.

Method of the analysis of concrete situations (case-study). In the course of training concrete life situations are considered. The example of a life situation or a situation which can occur is given. This example is discussed, solutions, and then the correct decision are offered.

Business games. As a rule, the extensive system of information, which models an object, and rules, which players oblige to perform, is offered in business games; they are role instructions, rules of work with information, rigid restrictions for legal actions, assumptions concerning the imitated systems, etc.

CONCLUSION

Education is a considerable expenditure, but it's absolutely essential for the society, in general, and an individual person, in particular. The roles and duties of persons who take part in the educational process are constantly changing as concerns time and sense of values. Thus, learner-oriented educational strategy is focused on the nature of teacher training, and helps reveal the creative potential of teachers. High-level pedagogical skills can only be achieved through constant and continuous personal and professional self-development and self-teaching throughout life. Tendencies of development of the modern society, its globalisation and total information, rapid growth of information streams and not less rapid development of modern technologies, mention all spheres of social system, including hardly probable not the most important achievement of a civilization – education.

The present day native situation in the sphere of professional education is revealed in the psycho-pedagogical aspects in the article. The analysis of the scientific literature gave an opportunity to determine and substantiate the thesis about the scientific potential of the modern education in connection with the solution of the problem of teacher's self-education. Success of Kazakhstan education with its role as a key factor of actualization of self-educational potential is capable to provide the complex renovation of all spheres of social activity.

On the basis of the aforesaid, it is possible to draw a conclusion that for today for training of competitive experts it is necessary to make a little more efforts to form necessary knowledge of discipline for the trainees as it was in traditional system, and it is necessary to enter elements of innovative activity with a binding to practical reality. It allows training the experts directed to demands of the market capable to find a set of solutions with the choice of the most effective ones. The experts trained according to the offered scheme just in the course of training will already have clear ideas of the specialization, and will have at the same time effective tools for the decision and other questions of wider range.

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