

EXPERIENCE-ORIENTED TRAINING CONTENT FOR ADVANCING THE QUALIFICATIONS OF UNIVERSITY LECTURERS

Baidaliyev K.A.¹, *Khazhgaliyeva G.Kh.², Kudarova K.T.³ Medeshova A.B.⁴

^{1,3}Zhangir khan West Kazakhstan Agrarian and Technical University,
Uralsk, Kazakhstan

*^{2,4}M. Utemissof West Kazakhstan University, Uralsk, Kazakhstan

Abstract. The article touches upon the eliminating contradictions between the potential of professional knowledge of young people, practical experiences of production specialists working in higher educational institutions and the empirical idea of professional and pedagogical competencies that contribute to the development of cognitive and personal skills and competencies of students in the educational process. In order to form and develop the above-mentioned personal qualities the authors have developed a level based professional development program for young and experienced university lecturers, the content of educational courses and the methodology of modern training. The level based educational program has been developed for three years. The content of the educational material of the second training module is aimed at developing innovative teaching methods and the final module allows them to study the methodology and monitoring of conducting pedagogical research. The practice of using active exercises as methodological methods at the beginning of classes allowed increasing motivation for educational and cognitive activity and improving the psychological state of students.

Upon completion of the level training courses, students will be given the opportunity to perform project work on training modules and test themselves in readiness for transformative activities. The results of the work on the development of the content of the course program and the methods of teaching students at the courses can be useful for teachers, managers of advanced training courses at the university.

Key words: professional and pedagogical education, advanced training, level based training, professional skills, professional competence, content of education, interactive method, content of training

Introduction

The industries of production and services in modern social relations are subjectively capable of contributing to the activities of young professionals in the labor market, as active participants in the organization, management, improvement of technological processes in their structural units, improving the quality and quantity of products, along with the performance of services by new methods of profile content of labor, the needs and requirements of personal values are growing.

Based on the paradigm of lifelong learning, arises from the need to equip the subject knowledge of teachers of a higher educational institution with a professional profile with the best, advanced achievements of areas and practices of pedagogical, psychological science of a continuous, innovative nature, as well as their professional and pedagogical competencies within the framework of improving qualifications in the branches of science. This is necessary to meet the demands of the future, including preparing young professionals for industry and emphasizing the need to continually develop, recognize, and nurture their identity and potential.

The intellectual potential of teacher-scholars among the faculty in the implementation of the educational model of a technical higher education institution aimed at meeting production requirements is insufficient in preparing professionals, including their theoretical subject knowledge and methodological culture of research work. The impact of the economic upheaval in the 1990s of the last century led to a disruption in the continuity of scientific potential in the field of education. The number of experienced scientists is decreasing and young specialists with a priority for master's education are joining the ranks of educators. In higher education institutions dual learning or its combination with elements of experiential-oriented education is practiced. When hiring for teaching positions, both professionals and experienced specialists in the field of production are considered. Equipping the teaching staff of this category with new knowledge in scientific fields, specialists possessing sufficient competencies in modern tools of production practice, insufficiently expressing the psychological and pedagogical capabilities for the formation and development of cognitive and personal skills and competencies of students.

Despite successfully applying work-related content in the classroom, a specialist engaged in teaching within a production setting may struggle when facing criticism regarding problem-solving experience in the field of production. They might lack experience in applying modern forms, methods, technologies, and means of preparation, organization, management, and assessment for effective delivery. At the same time it does not limit itself to understanding the cognitive and personal qualities of students in an empirical sense. It is necessary to have the potential to explain the reasons for the following regularities in educational science: societal necessity for shaping the integrated personality of future specialists; harmonious connection between the upbringing and development of students and their professional training; pedagogical process is shaped by external and internal connections within the educational institution; entire composition of the educational process and its influence on effectiveness; content of the lesson, its connection, and dependence on the educational and upbringing process.

At the same time, alongside traditional principles of education, the principles of active learning include: creating an environment; learning through actions; relevance to real life; fostering independence, and adapting to the extent to which one can observe the process of implementation in practice, thoroughly explaining the advantages and disadvantages [1].

Similarly, the ability to use communicative skills in harmony with the conceptual apparatus of psychology and pedagogy is part of his professional pedagogical expressive verbal skills. Young teachers who join the profession after obtaining a master's degree bring a wealth of new knowledge from their priority field. However, this knowledge tends to be exclusively subject-specific, lacking in interdisciplinary and integrated educational materials, and real-world production practices, and, as a result, may lead to the delivery of educational content in a traditional manner.

Pedagogical problems in the university education process have revealed the following contradictions: the discrepancy between the increasing demand of modern

companies for the professional competencies, cognitive and personal skills, and competencies of young specialists, and the traditional approach to the substantive and procedural aspects of the preparation process in universities; the tension between the development of "hard" skills in students and the cultivation of "soft" skills, as well as the acquisition of professional pedagogical competencies by both young and experienced professionals, such as understanding and empirical experience; among the professional motives, there is a low level of interest among young and experienced professionals in the industry in consciously understanding the theoretical basis of forming professional pedagogical competencies. This includes explaining their provisions, regularities, principles, pedagogical values implementation through the application of technologies and active learning in practice, and professional motivation for independent improvement of their professional- pedagogical competencies [2].

To resolve these contradictions in our research, we have approached it in the following way: instilling in young and experienced professionals in the field the skills of applying modern active teaching methods and practices. This involves combining the achievements of pedagogical and psychological science with practical examples aimed at shaping their professional pedagogical activities within the framework of empirical experience in the educational process. Within this framework the development of innovative methods and techniques aligned with the content of specialized disciplines, practical testing, and coursework cognitive activities take place.

The goal of the research is to create and experimentally test an environment using active methods applied to the education of adult learners. This involves the content and technology of professional pedagogy aimed at shaping the professional development of young specialists.

Materials and methods include analysis, synthesis, comparison, clarification, modeling, pedagogical experience, surveys, observation, content analysis, and working with documents. In the Soviet era increasing the skills of university teachers in the professional field was carried out with the help of seminars, practical lessons, laboratory works aimed at improving the level of professional education in profile teaching disciplines. Their new sources of knowledge have led to the provision of accessible and effective terms to students, develop their cognitive and personal qualities, strengthen their interests, orientation, the formation of professional positions, their methodological bases. The need for modern production to young professionals is first paid to the emergence of new requirements developed by their professional cognitive and personal qualities, developing new requirements, to address new searches of pedagogical science, solving these problems.

In our study we provide a model of professional development of young teachers and professionals at the university and presentation of the process of improving the training and teaching methods, modern learning technologies and active methods.

Our study revealed that traditional formal types of qualification advanced training in education prevail in solving the research topic. In this regard the main

purpose of advanced training of teachers is to develop and systematize various modern technologies and methods that increase the didactic, methodological and pedagogical skills of teachers. It relates to the effectiveness and rationality of technology and methods, comparing the structure and methodological approaches to the content of methodological approaches to the methods used in the classroom. That is we have developed a logical system of modern technologies and teaching methods, and a combination of mutual harmony of used didactic materials. In pedagogical practice we strived to answer the questionnaire in order to take their opinions and recommendations on the effectiveness of lessons of various levels conducted by young lecturers and production professionals. At the same time they were tested for their independent work and analyzed recommendations to addressed issues.

Results and discussion

In the practice of our university the faculty provides extensive support from the administration for the implementation of distance, full-time, and informal forms of professional development aimed at professional growth in the respective field. In these types of professional development, teachers are directed towards developing practical skills and acquiring subject-specific knowledge sources in their priority professional profile.

Recent years the University's Professional Development Department has started conducting short-term professional development courses with a 3-level educational program consisting of several modules. These courses are aimed at young specialists and professionals with postgraduate education, focusing on the competencies of professional pedagogical activities. Each level consists of 3-4 modules. Interns can enhance their professional development by completing multi-level short-term courses over a three-year period, comprising several modules. One educational module of the first level is designed for studying professional pedagogy, psychology, and teaching technology. The next educational module is intended for gaining experience in applying information technologies in the educational process. The third module is for the development of multilingual educational programs, and another educational module is for the development of research skills. The courses for the next 2 and 3 levels contribute to the development of professional and pedagogical competencies in continuity and sequence, in connection with the deepened, more complex educational material of previous modules using a "Spiral" approach [3].

Let's consider the content of the curriculum and the teaching methodology aimed at developing the professional - pedagogical competencies of teachers in the mentioned category in our research on the implementation of this level educational program in the educational process and its initial practices and results.

The formation of professional-pedagogical competence consists of three educational modules of professional pedagogy and psychology, and teaching technologies, combined with active methods: personal and organizational features of teaching; education design and innovative learning; pedagogical assessment and diagnostics. In the first educational module, psychological and pedagogical issues

of the development of cognitive and personal qualities of students in universities are addressed, including their characteristics in the learning process; professional-pedagogical activities of a university teacher; didactic features of organizing the educational process; the content of education in traditional and innovative forms, methods, and means of teaching in higher education. While the second educational module covers the forms, and methods of designing, modeling, and constructing (designing) the development of innovative technologies and teaching methods, the final educational module focuses on training teachers in methods of organizing pedagogical experience and statistical processing of obtained results to determine the effectiveness of new teaching methods and technologies in the educational process [4].

The teaching methodology aimed at developing the professional-pedagogical competencies of young and experienced specialists has an experiential-oriented character. It involves the use of active and interactive methods, shaping professional-practical skills and competencies in the trainees to perform small-scale tasks most commonly encountered in the content of the educational process. This includes forming individual, group, and shift groups for task execution. The practical training session is conventionally divided into three stages. The first stage of the lesson is to reinforce the mood of the trainees, preparing positive emotions for educational and cognitive activities. This preparatory moment is determined by the content of the priority topic and the practical action of the task being performed [5].

For example, training on the specifics of cognitive and personal qualities of learners, presenting each of the trainees to the audience: values, behavior, personal qualities, influence on their professional work, achievements, in lessons of designing, modeling, and constructing an innovative teaching method, and as part of the training, participants are encouraged to create an image of any bird, flower, animal, or product from paper based on their preferences. Within this framework, each trainee will explain the stages of designing, modeling, and assembling this product based on their own experience. In addition, during one of the training sessions aimed at creating an innovative teaching method, the trainees are invited to quickly adapt a sample of a product made of paper in different colors in a new design. The trainees share their thoughts on the idea of the sample product, the thought process during design and modeling, and the specific actions involved in construction. This moment allows summarizing the completion of any problem-solving activity in intellectual tasks. In the same way, exercises performed in the third educational module are applied to methods of developing criteria for determining the effectiveness of the teaching methodology for the trainees determining the degree, and scale in statistical processing, determining the reliability in determining the levels of both groups. This experience is combined with practical actions in real life. For example, to visually explain that measurement used in various cognitive works involves determining the characteristics of measuring instrument units, the ability to measure the level of knowledge of both learners and determining their reliability and validity. Motivating the direction and content of the topic for which such training sessions are conducted, without suppressing motivation and emphasis in this rhythm, the teacher moves on to the content of the topic, to the

practical work that the assignment involves. The participants are divided into groups to carry out the task. The exercises related to the content of such a topic allow for a quick understanding of the pedagogical and didactic abstract concepts, actions through similar "internalizing" methods and "knowledge transfer" skills [6].

The tasks performed by the students in the course lessons are formulated and presented in the content related to common difficulties in the learning process and the teaching content of academic disciplines. In other words the thematic content of the lesson leads to the consideration, discussion, and justification of ideas for solving these tasks, formulating the competencies of the students in groups.

Practical-oriented sessions are conducted step by step in priority group, pair, and individual forms. After completing the mood-setting exercise, all trainees are grouped to perform tasks with an explanation of the content, purpose, and objectives of the lesson topic. At each session group members become accustomed to frequent interaction, e.g. working with any team member, improving interpersonal relationships, solving common tasks with any team member, suggesting ideas and sharing mutual tasks. The division into groups is facilitated by the educational environment, taking into account the interests of the trainees, expressing the will in choosing tasks and performing them by personality types. We experiment with the use of interactive methods and technologies when completing the task. On the topic of cognitive and personal characteristics of learners, to determine the specified characteristics of high school students, junior and senior classes, we apply the "SWOT" method, and for the 'method' of the hierarchy of diamonds, we use illustrative placement on a poster with levels, distinguishing qualitative features of the degrees of teachers: "professional teacher", "creative teacher", "master teacher", "innovative teacher", "authoritative and image teacher". Performs tasks using the "Stations" method to carry out the types of activities of a teacher in educational and upbringing work. Trainees have been given the opportunity to work in groups, equally participate in activities of all four types of work, record and supplement answers in the content of educational, educational-methodical, scientific-research, and educational work of the teacher [7].

Self-consideration of the content of the task that trainees perform in groups takes place. Inadequate educational materials are searched for, collected, discussed, organized, systematized, generalized, and prepared with the help of information tools. After mutual consideration and discussion of the tasks, each group presents its findings to the audience. Then the course instructor makes necessary adjustments and additions to the topic content through demonstration.

In teaching listeners to compile normative and educational-methodical documents in the educational process, separate types of documents of the educational program, syllabus, and educational-methodical complex are distributed. This is presented through the method of "Think, find a pair, group, share". Each group member learns to read the same document, combining documents with each other for exchanging opinions, and then they review and share their tasks with members of the common group. Using the "clay modeling" exercise in the construction of innovative design techniques can enhance the beauty of the image and improve elements such as facial features like head and hair [8].

The task is given to answer questions about how and why, and then proceed to work on transforming the content of education into an innovative character similar to everyday activities. The teacher introduces to trainees its content. The participants are divided into groups, and upon the instructor's suggestion, they are asked to fill in the characteristics of an innovative method (pedagogical, didactic and methodological) in a prepared table. The trainees will prepare and present to the audience about their innovative method [9].

After completing extensive tasks for each lesson using feedback methods, the opinions of the participants on the educational material are listened to. At the end of each thematic lesson, reflection methods ("Exercise", "Reflection", "Stairs," "+, -, interesting", "Self-assessment") are widely practiced. Participants share their opinions on what they learned from the lesson, what they assimilated, how actively they participated, and the benefits of working in a group. The lesson concludes with a summary [10].

The exercises used by the teacher in practical classes, along with active and interactive control methods, allow participants to engage in cognitive actions with their involvement. They can analyze the possibilities of applying their prospective courses to the experience of the learning process, observe, and strive for a deep understanding that there are effective means of educational management and experiment. Without limiting themselves to traditional means of educational management, they can apply them according to the theme and the set goal. Additionally they can apply various interactive methods and learn through practice the development of cognitive and personal skills of students [11].

While the project work of the first instructional module should be transformed into educational content on a specific theme related to the participants' course, using active methods and methodological approaches, the following criteria have been identified for evaluating its effectiveness: logical construction of active methods and methodological techniques transformed by the theme and purpose of the lesson; their unity and coherence in the content of education; viability in forming students' professional knowledge, cognitive, and personal skills; and the ability to activate the lesson through students' independent cognitive activity. In the second instructional module participants are required to develop an original innovative method. The criteria applied to assess the quality of this project's work included the authenticity of the method; compatibility with other teaching methods in the context of education; potential for shaping students' professional knowledge, cognitive and personal skills; accessibility and effectiveness of use in the lesson; viability of tasks' solutions and actions in applying the method [12].

The project work for the last instructional module involves determining the effectiveness of teaching methods with reliability and evidence from the statistical analysis of the academic achievements of groups in the educational course (between two groups) using mathematical methods. The criterion established for this project work includes the correct determination by the learner of criteria aimed at assessing the level of academic achievement in groups; the appropriate selection of a mathematical method to verify the reliability and validity of learning outcomes; the application of statistical processing methods and the evidence of quantitative results;

the ability to analyze quantitative results coherently and logically and to generalize them with qualitative content [13].

The trainees understand the didactic requirements for the qualitative implementation of original models and their features, aimed at solving pedagogical tasks in the defense procedure, preparing for the defense of project works completed in three educational modules. To meet these requirements trainees learn to evaluate independently and adjust their cognitive actions [14]. The main attention is focused on providing learners with preliminary criteria for assessment aimed at determining the quality of experientially-oriented pedagogical and scientific-methodical work. Trainees strive to carry out their work in accordance with these didactic requirements [15].

Let's focus on the results obtained by the learners in the practical research on the quality of project work based on the mentioned criteria. The results of the learners' project work at Level 1 for the first educational module, on a 100-point scale, showed the following distribution: learners scoring above 70 points constituted 16.7%, those with scores above 80 points were 50%, and those with scores above 90 points were 33.3%. Among learners at this level, 27.7% had professional pedagogical education, while others were specialists and educators in technical, technological, agricultural, and informational fields. The works of trainees with a pedagogical background were highly praised, as it was noted that they possessed strong foundational pedagogical knowledge and competence. When analyzing the results of evaluating learners from other backgrounds regarding the content and quality of their project work, recommendations for self-improvement of their qualifications on the module's educational material were provided to achieve higher results.

The results of the learners at the 2nd level on the second educational module were as follows: 30% of the group was rated above 90 points, 50% were rated above 80 points, and 20% were rated above 70 points on the scale. Trainees who received a very high score have a professional pedagogical education. While those with a professional pedagogical background were able to develop independently innovative methods, other learners showed criteria such as logical consistency between structural units of innovative method development, incomplete adherence to sequence and consistency, and incompatibility of exercise content with thematic tasks.

Results of the assessment of the work of level 3 learners in the third module: 11.1% of learners were evaluated above 70 points, while 88.9% scored above 80 points. The majority of learners at this level are young specialists in agricultural, technical and technological fields, including two specialists with experience as production teachers.

At the concluding stages of the level based courses, learners were surveyed regarding the content of the educational module, tasks during practical sessions, active and interactive teaching methods, and feedback, including the completion of project work. During the processing of these surveys and the analysis of their indicators, the following data were obtained: it was found that the content of education defined across the three educational modules is experience-oriented. The

need for its study is supported by 87% of the learners, while 13% of the learners were skeptical about the necessity of the material typical for the process of statistical processing to determine the effectiveness of the third educational module in terms of educational content. A satisfactory assessment by the learners that students have gained sufficient experience in cognitive and personal characteristics amounted to 73%, while the remaining 27% still noted the need for independent supplementation of educational material. 78% of the learners supported the effectiveness of using exercises aimed at establishing emotional mood and the relevance of the topic in practical sessions, while the remaining 22% indicated that they are characteristic of the practical mastery of the teacher. The trainee wrote that 74% feel prepared to demonstrate the degree of application of active approaches used in the course during subject-specific lessons, while the remaining 26% are still unsure. In response to the question of whether they have enough competence to develop innovative methods from their own experience, beyond the known active methods in the lesson, 64% of learners point to the potential for a creative character, while 36% recommends gaining experience first. In response to the question of whether they aspire to conduct pedagogical research in their professional teaching work, 57% of learners express readiness to conduct pedagogical experiments based on the experience gained in the course, while the remaining learners recommend doing so if necessary.

As a result of pedagogical experience in lessons using psychological-pedagogical and didactic concepts, there is a lack of expressiveness in carrying out task content, methodological work and communication. This is evident among both young specialists in technical, technological, agronomic and informational fields, as well as experienced professionals. It is noted that even during logically presented methodological approaches in accordance with the content of education, it was not possible to completely eliminate the habit of considering things according to one's own concepts and traditional practical skills, without paying full attention to the possibilities of implementing the regularities and principles of didactics. It is also noted that despite the logical and substantive structure of the project work carried out for each educational module, the "associative" adaptation to its pedagogical values and didactic features is not entirely satisfactory.

Next to them, while completing tasks and discussing project work young specialists with professional pedagogical education at level 1 can demonstrate flexible and adaptive skills, competencies to the specifics of new pedagogical phenomena, changes, and transformations.

The trainees independently demonstrated the ability to engage in the process of transforming cognitive activities of an innovative and creative nature. The course has been successfully completed with effective implementation of innovative content tasks.

Conclusion

In the process of developing the professional-pedagogical competencies of young and experienced specialists at the university, by production needs and demands, there has been an update in the development of cognitive and personal skills. A clear understanding of the psychological characteristics of junior and senior

students was achieved through detailed discussions in practical sessions. At the same time, they managed to implement in practice the regularities and principles of pedagogical and educational theory aimed at developing cognitive and personal qualities. They combined them with active and educational technologies, as well as pedagogical values, implementing these principles through their own experience. Especially noteworthy are the methodological approaches that involve various types of motivational exercises, topic-relevant exercises, dosage of learning tasks, and task execution in different forms, feedback and reflection. The methodologies also include approaches to constant activation of the cognitive activity of trainees, conversion in task execution, intensification of communication, and the effort to independently analyze information, evaluate each other, and acquire self-assessment skills in the management of learning time. These results gained widespread application in our practical sessions during the research. Within the framework of this research, educators in the aforementioned category must increase the established 10 academic hours for adequate, in-depth assimilation of the content of modular courses in the leveled form, aimed at developing professional-pedagogical competencies. Consequently, reducing the period of weekly classes, assessing the moments of implementing educational material in the practice of their lessons, trying it out in their practice and the "internalization" enhances the effectiveness of learning.

REFERENCES

- [1] Igibayeva A., Dyusenbaeva A. Higher School pedagogy. Educational tools. - Ust-Kamenogorsk: S. Amanzholov East Kazakhstan University Publishing House, 2013. – 147 p.
- [2] Halimovna, K. S. et al. The role of modern pedagogical technologies in the formation of students' communicative competence //Religación: Revista de Ciencias Sociales y Humanidades. – 2019. – T. 4– No. 15. – P. 261-265.
- [3] Doherty O., Stephens S. Hard and soft skill needs higher education and the Fintech sector //Journal of Education and Work. – 2023. – T.36. –No. 3. – P. 186-201
- [4] Shrehan L. et al. Critical pedagogies for community building: challenging in higher education physical education in the United States, Teaching in Higher Education. – 2023. - P.195-210
- [5] Zhang A. Peer assessment of soft skills and hard skills //Journal of Information Technology Education: Research. – 2012. – T.11. – No1. – P. 155-168
- [6] Andzik, et al. The Perceptions and Experiences of Nontraditional Students in Teacher Licensure Programs. Journal of Teacher Education. – 2023. - 74(1). - P.101–112.
- [7] Fischer, D., King, J., Rieckmann, M., Barth, M., Büssing, A., Hemmer, I., & Lindau-Bank, D. Teacher Education for Sustainable Development: A Review of an Emerging Research Field. Journal of Teacher Education. – 2022. - 73(5). - P.509–524.
- [8] David Carless & Naomi Winstone Teacher feedback literacy and its interplay with student feedback literacy, Teaching in Higher Education. – 2023. - 28(1). - P.150-163.
- [9] Fauzi, M. "Knowledge hiding behavior in higher education institutions: a scientometric analysis and systematic literature review approach", Journal of Knowledge Management. – 2023. - Vol.27. - No.2. - P.302-327.
- [10] Chiou, H. The impact of situated learning activities on technology university students' learning outcome. Education + Training. – 2020. - Vol. 63 - No.3. - P.440-452.
- [11] Neil H., Jacqueline B., Ivan C. Risky teaching: developing a trauma-informed pedagogy for higher education, Teaching in Higher Education. 2023. - 28(1). - P.180-194

[12] Fawns, T., Mulherin, T., Hounsell, D., & Aitken, G. Seamless learning and professional education. //Studies in Continuing Education. – 2021. – Vol.43. – No (3). – P.360-376. - Access mode: URL: <https://doi.org/10.1080/0158037X.2021.1920383> [Date of access: 19.01.2024]

[13] Nuridinova G., Sadykova A., Danebek B. Influence of project activities on the formation of professional competencies of future teachers //Bulletin of modern studies. - 2021. - № 1-5 (39). - P.82-89

[14] Pichugin Y., Valentina A. Ivashova, Vadim N. Goncharov, Olga U. Kolosova A New Focus on Research Strategies in Determining the Structure of the Motivational Field of Scientific and Pedagogical Staff of Agricultural Universities //European Journal of Contemporary Education. - 2022. - 11(1). - P.138-147

[15] Al-Zoubi H. Zohair, Maberah Shooroq, Darawsha Najwa, Bany M. Issa Hytham High School Principals' Situational Leadership and Its Relationship with Teachers' Achievement Motivation / European Journal of Contemporary Education. - 2021. - 10(4). - P.1027-1041

ЖОҒАРЫ ОҚУ ОРНЫ ОҚЫТУШЫЛАРЫНЫҢ ДЕҢГЕЙЛІК БІЛІКТІЛІГІН АРТТЫРУДЫҢ ТӘЖІРИБЕЛІ БАҒДАРЛЫ ОҚЫТУ МАЗМҰНЫ

Байдалиев Қ.А.¹, *Хажғалиева Г.Х.², Кударова К.Т.³ Медешова А.Б.⁴

^{1,3}Жәңгір хан атындағы Батыс Қазақстан аграрлық-техникалық
университеті, Орал, Қазақстан

^{*2,4}М. Өтемісов атындағы Батыс Қазақстан университеті, Орал,
Қазақстан

Андатпа. Бұл мақалада жоғары оқу орындарындағы жас және өндірістік тәжірибелі оқытушылардың кәсіби білімі мен өндірістегі тәжірибесі болуы мен оқу үдерісінде білім алушылардың танымдық және тұлғалық дағдыларын дамытудың кәсіби-педагогикалық құзыреттіліктерінің түсінік сипатымен тәжірибеленуі арасындағы қайшылықтардың туындауын жоюға бағытталған мәселе көтерілген. Білім алушылардың кәсіби білімімен бірге, жоғарыдағы құзыреттіліктерді дамытуға ықпал ететін жас және өндірістік тәжірибелі оқытушыларға деңгейлік біліктілікті арттыру бағдарламасын жасап, оны үйретудің білім беру мазмұны мен замануи оқытудың әдістемесін құрып, педагогикалық тәжірибеде тексеру болып табылды. Деңгейлік білім беру бағдарламасы үш жылға арналып, оның бірінші оқу модулі білім алушылардың психологиялық, педагогикалық ерекшеліктері мен оқу пәнінің ұйымдастырушылық, дидактикалық және әдістемелік негіздерін жетекшілікке ала білім алушылардың танымдық, тұлғалық құндылықтарын дамытудың замануи белсенді әдістерімен оқыту мазмұнын құруға үйрету болса, екінші оқу модулі тыңдаушылардың дербес инновациялық оқыту әдістерінің дизайнын жасауға, соңғы модуль олардың педагогикалық зерттеу әдіснамасы мен бағамдау әрекеттерінен құралған.

Сабактың басындағы әдістемелік тәсілдерге тыңдаушылардың уәжін, психологиялық ахуалын ояту мен жақсартуға тақырып мазмұнына сәйкес белсенді жаттығулар қолдану, мәселелі тапсырмаларды интербелсенді әдістермен орындау, олардың өзін-өзі, өзгені бақылаудың кері байланыс және рефлексия әдістерін тәжірибелейді. Осы оқыту әдістемесінің тәжірибесін тыңдаушылар тапсырмалар орындап, сол үлгіде өздері де білім алушылардың танымдық, тұлғалық дағдыларын дамытуға мүмкіндік беретін тәжірибеге үйренеді. Деңгейлік курстардың аяқталу кезеңінде әрбір тыңдаушы оқу модулдері бойынша жоба жұмыстарын орындау тәжірибесі баяндалған. Авторлар зерттеуді жоғары оқу орындарында оқытушылардың біліктілігін арттыруына, еңбектің теориялық элементтері мен тәжірибесі тиімді оқыту мен үйретуді жетілдірудің бір моделі деп ұсынады.

Тірек сөздер: кәсіби-педагогикалық білім, біліктілікті арттыру, деңгейлік біліктілікті арттыру, кәсіби дағды, кәсіби құзырет, білім беру мазмұны, интербелсенді әдіс, оқыту мазмұны

СОДЕРЖАНИЕ ОПЫТНО-ОРИЕНТАЦИОННОГО ОБУЧЕНИЯ ПОВЫШЕНИЯ УРОВНЕВОЙ КВАЛИФИКАЦИИ ПРЕПОДАВАТЕЛЕЙ ВУЗОВ

Байдалиев К.А.¹, *Хажғалиева Г.Х.², Кударова К.Т.³, Медешова А.Б.⁴

^{1,3}Западно-Казахстанский аграрно-технический университет имени
Жангир хана, Уральск, Казахстан

*^{2,4}Западно-Казахстанский университет имени М. Утемисова, Уральск,
Казахстан

Аннотация. В данной статье рассматривается проблема, направленная на устранение противоречий между потенциалом профессиональных знаний специалистов производств, работающих в высших учебных заведениях и эмпирическим представлением о профессионально-педагогических компетентностях, способствующих развитию познавательных и личностных навыков и компетентностей обучающихся в учебном процессе. Для формирования у обучающихся не только профессиональных знаний, но и развития вышеназванных качеств личности обучающихся, авторы разработали уровневую программу повышения квалификации молодым и опытным специалистам производства, работающими преподавателями вуза, а также для улучшения содержания образовательных курсов и методики современного обучения. Уровневая образовательная программа рассчитана на три года. Ее первый учебный модуль призван научить созданию образовательного контента с использованием активных методов развития познавательных и личностных ценностей обучающихся с учетом их психолого-педагогических особенностей, основанных организационным, дидактическим и методическим основам. Содержание учебного материала второго учебного модуля направлено на разработку собственных инновационных методов обучения слушателями, а заключительный модуль позволяет им изучать методику проведения педагогического исследования и мониторинга.

Практика использования активных упражнений как методические способы в начале занятий позволили повышению мотивации к учебно-познавательной деятельности и улучшению психологического состояния слушателей, выполнение ими проблемных заданий интерактивными методами, проведение контроля, взаимоконтроля методами обратной связи и рефлексии способствовали доступно усвоить теоретические и методические особенности использования современных методов на практических примерах занятий. Такая демонстрация методики проведения занятий на курсах слушателей позволяет им практиковать у себя на занятиях. По окончании курсов уровневой подготовки слушателям предоставляется возможность выполнения проектной работы по учебным модулям и проверить себя в готовности к преобразовательной деятельности. Результаты работы по разработке содержания программы курсов и методики обучения слушателей на курсах могут быть полезными для преподавателей, руководителей курсов повышения квалификации в вузе.

Ключевые слова: профессионально-педагогическое образование, повышение квалификации, уровневая подготовка, профессиональные навыки, профессиональная компетентность, содержание образования, интерактивный метод, содержание обучения

Received 2 February 2024

