

Foreign Studies
Чуждестранни изследвания

NEW SYSTEM OF TEACHERS' PROFESSIONAL DEVELOPMENT IN KAZAKHSTAN UNIVERSITIES

Gulnaz Akhmetova
JSC NCPD "Orleu"

Gulnar Balakayeva
Education System of the Republic of Kazakhstan (RIPD)

Abstract. The paper considers a new system of teacher's professional development in Kazakhstan universities. Also paper shows activities of the Republican Institute, cooperation with university partners abroad and wide description of RIPD programs for educational community of Kazakhstan.

Keywords: professional development, SMART-learning, N-Learning, U-Learning, State polylingual project

Introduction

Creating an effective modern education system - one of the main objectives of "Kazakhstan – 2050" Strategy. After all, as we know, "the pedagogical knowledge is the education system foundation", and updating of its success is defined by professional skills, creative approach, responsibility of the teacher. To focus on professional development of teachers – teachers and educators of new generations of Kazakhstan people – that is the problem of high, almost of national importance.

In response to time calls at the initiative of the Ministry of Education and Science of the Republic of Kazakhstan for cardinal updating the system of professional development of teachers the National Center for Professional Development "Orleu" is created. In National Center has been successfully and productively combined activity of Republican Institute for Professional Development of Leading and Research-Pedagogical Staff of Education System of the Republic of Kazakhstan (RIPD) and 16 regional training institutes from all regions of Kazakhstan.

It is impossible to appreciate the scope and the value creation of NCPD "Orleu" for updating the system of professional development of education workers in our country. The most important feature is a systematic nature of reforming and the coverage of all education levels – preschool, school, higher and professional education.

Thus, in the Republican Institute implements a large-scale innovative programs for professional development, which are completely reflects ongoing transformations in the field of professional development education staff: professional development

for teachers teacher training is realized by a joint program of the University of Cambridge with JSC “Nazarbayev Intellectual Schools” the second (advanced) level and for the first time on a systematic basis the program for professional development of teachers of pedagogical specialties of higher education institutions of the Republic of Kazakhstan is organized and implemented. Besides, professional development trainings for managers of educational institutions in short courses are conducted, where “the new format” is entered on practical use of best schools and colleges experience. All this consistently and accurately provides extended multiplier effect of training teachers, moreover, we teach “teachers of future teachers”.

As it is known, Kazakhstan’s labour-market first of all, needs for personnel, so it is necessary to highlight the problems of technical and professional education. RIPD together with the leading colleges of Almaty began work on joint development of training programs, assistance in the organization of training, work practice of trainees. Memorandums with colleges are signed, the international cooperation with the leading foreign organizations of professional and technical education is adjusted, the first republican competition of innovative projects is held.

The key to the successful development of any idea is to have a strategic vision and well-developed strategy of its promotion. The branch of JSC “NCPD “Orleu” RIPD actively works in the field of integration into the world educational space and implementation of joint educational programs with leading foreign universities and international organizations in all areas of its activity.

An important strategic step for achieving competitiveness of higher education and the implementation of the increased requirements in training has become a completely new Program for professional development of teachers of pedagogical specialties of higher education institutions of the Republic of Kazakhstan, initiated by the Ministry of Education and Science of the Republic of Kazakhstan.

For the first time it became possible to train university teachers on the basis of foreign universities. Trainings at universities of Great Britain, Japan, Germany, Spain and Portugal are realized.

The training program has the pronounced prolonged multiplicative effect: trained teachers of future teachers – those who are responsible for formation of future teacher who can think creatively, professionally, owning modern technology. The coverage of the program is impressive – all teachers of universities from all regions of the country, which are lead the preparation of pedagogical specialties. The content of the program reflects the global trends in training for professional development in various forms of training: on-line, full-time intensive training RIPD or in foreign universities.

Training on the basis of foreign universities in the context of professional development program is an unprecedented and unique event in the academic environment of Kazakhstan: for the first time, on a systematic basis, in compliance with the international standards trainings of 570 listeners from 36 Kazakhstan universities are organized and

successfully realized. Inspired by the lessons learned, inspired by the example of foreign colleagues, our teachers-listeners, undoubtedly acquired knowledge, techniques and methods will transform into a powerful force capable to give new impulses to reform the educational process in the walls of the home university.

The Institute provides training programs in three languages: Kazakh, Russian and English. In May 2013 for the first time started learning in English on the basis of RIPD. “English flows” are realized.

Polylingual training involves creating conceptually new education model that promotes the formation of competitive youth with bright advanced linguistic competence to enhance their adaptability to rapid changes occurring in the world. It should be noted the uniqueness of the introduced program of polylingual education which is expressed in simultaneous training in three languages. In higher education institutions teaching of natural-science disciplines in English is planned. Of course, this requires appropriate teacher’s language preparation.

For the first time in system of professional development of teachers launched a program polylinguism through the formation of the “English flows” listeners. Applicants are selected by on-line distance learning system of RIPD. They pass the entrance and qualifying tests. We assist applicants in language learning and training online tests before beginning full-time training. In process of designing of all types of testing was used SMART technology, which allows, figuratively, “test-train”.

In order to fulfill the tasks of the State Program for Education Development and polylinguism Programme, on the basis of RIPD the pilot joint project between JSC NCPD “Orleu” and British Council for development of English in the academic environment is realized. It is also one of the activities under the program polylinguism.

The audience target is teachers of pedagogical specialties of higher education institutions, thanks to it the prolonged multiplicative educational effect is ensured, because the students of these teachers are future teachers.

Development of innovative technologies – one of priorities of Republican Institute activity: online training of teachers of higher education institutions is realized. On a permanent basis were organized online video lectures in a format of webinars. The modules of distribution of digital educational content and system of testing of knowledge connected by the principles of Smart Learning are developed. Also, developed an electronic on-line distance learning system (DLS) with the use of SMART – Technology: automated tests, intelligent tuning of educational content considering the individual characteristics of each student and others. The basis of the DLS is the principles of access to education in accordance with the latest international methodologies.

The system of distance learning will support completely mobile devices of new generation, including smartphones and tablets with touch interfaces according to world to methodologies of N-Learning and U-Learning.

The modules of digital learning content distribution and knowledge testing system related to the following principles Smart learning are already developed:

- the intellectual automated progress control;
- formation of individual educational trajectory;
- availability of educational content on mobile and online platforms.

The predominance of interactive components in the structure of the educational process of RIPD can significantly improve the effectiveness of listeners training and strengthen its leading position of institute in the field of professional development and the use of IT-technologies in learning and knowledge control.

Teachers of higher education institutions study innovative pedagogical technologies, new techniques of estimation of knowledge, the latest digital technologies, techniques of development of critical thinking, technology of self-development and self-improvement at courses of professional development.

We introduced a new format of training with a combination of distance learning and classroom training. All theoretical material is provided in system of distance learning of institute, after studying of materials on online mode listeners can pass test and then will be allowed to intensive trainings. The task to develop fragments of new occupations with use of the gained knowledge and abilities is set for the teacher already at the beginning of training. Teachers choose discipline on which they can develop new lectures or seminar occupations. They constantly discuss the development process with teachers of our Institute, and with colleagues, and in the end of training will present a reflective portfolio on its defense.

Tens teachers from higher education institutions of all regions of Kazakhstan were trained abroad. This is an unprecedented experience, because many of them do not even travel abroad before. They are simple university teachers and our state by the Programme of the Ministry of Education and Science has given them a chance - training abroad with a “full immersion” in a foreign academic environment, thereby predetermining the highest level of motivation for self-improvement and enhance professional (Balakayeva Tokmagambetov, Ospanov, 2014).

International Academy of Management and Technology (INTAMT, Germany) is one of the long standing partners of RIPD. The cooperation with Academy allows to deepen knowledge RIPD listeners and expand their idea of use of the latest educational technologies in higher educational institutions (Желдыбаева, 2014). “The realized advanced training course on the basis of INTAMT is devoted to Innovative methods and technologies of training at universities of Germany (Желдыбаева, 2014; Балакаева, Джантемирова, 2014). The basis of a course is:

- modern approaches in system of continuous practice oriented education;

- realization of dual education;
- project learning - practical realization of transition from the concept of “transfer of ready knowledge” to the concept of “education-formation”;
- competence approach, focus on learning specific result;
- the personal focused approach in training.

RIPD listeners highly appreciated possibility of training according to professional and organized program and hope that will be able to realize experience which they have received (Желдыбаева, 2014). It is said by the listener B. Zheldybaeva, Semei University, Kazakhstan.

For the listeners who are trained in RIPD, we invite professors of Nazarbayev University, representatives of Thomson Reuters, Elsevier's and other foreign professors.

RIPD actively supports feedback from all listeners who were trained abroad: published their portfolio with fragments of training which is based on acquired knowledge and articles are prepared for printing. At their own universities listeners organize seminars, public lectures, develop manuals – they are all directed to implement gained experience into real educational process that allows to be confident in the quality of educational services provided to students – future teachers.

Program implementation leads to increased motivation for self-improvement of the teacher: by results of professional development listeners prepared more than 600 analytical reports and articles, including in English language. There were published 3 volumes of the periodic collection of “Catalogue Portfolio” including 2000 portfolios of listeners in three languages with new fragments of lessons based on professional development. Also, was published article collection “Teachers in Kazakhstan: the experience of educational technology” about listeners trained abroad (Балакаева, Джантемирова, 2014).

By results of professional development there is an increase of competitiveness of teacher (career height of 20% of listeners). All this causes an increase in the quality and efficiency of teaching activities, strengthening the training of future teachers (the multiplicative educational effect) (Балакаева, Джантемирова, Уалиева, 2014).

It says that the new system training is very timely and relevant. Carrying out so significant and important reforms affecting the most important directions of educational policy in the field of secondary, professional, technical and higher education makes the significant contribution to formation of national property – the intellectual capital, future our country.

By implementing a new system of training we set as the purpose the professional growth of the teacher, strengthening of its competitiveness, appeal of pedagogical specialties to youth, and thus, updates of the academic environment. The words “teach the teacher – teach the nation” – the key of our responsible mission.

REFERENCES

- Balakayeva G.T., Tokmagambetov, A.Sh., Ospanov, S.I. (2014). Professional development of university faculty: the sociological analysis. Bulgarian Education. *Strategies for Policy in Science and Education*, vol 22, #2, pp 126 – 137.
- Балгын Желдыбаева, старший преподаватель Государственного университета им. Шакарима г. Семей, к.п.н.. Германия елінің білім беру жүйесінен. Семей таңы №75 (18418) от 23 сентября 2014 г.
- Балакаева, Г.Т., Джантемирова, Д.С. и др. (2014). *Профессиональное развитие педагогов Казахстана в зарубежных университетах*. Портфолио: Том 3. Германия, Алматы, г., с. 96.
- Балакаева, Г.Т., Джантемирова Д.С., Уалиева И.М. (2014). *Некоторые вопросы функционирования системы повышения квалификации в Республике Казахстан*. Материалы международной конференции «Съвременни предизвикателства педагогическата наука» София, 6 – 8 юни.

✉ **Prof. Dr. Gulnaz Akhmetova**
President JSC NCPD “Orleu”
E-mail: g_akhmetova@mail.ru

✉ **Prof. Dr. Gulnar Balakayeva**
Director at RIPD
E-mail: gulnardtsa@gmail.ru