

## **PROBLEMS OF TRAINING UPDATE QUALITATIVE SPECIALISTS IN CONDITION OF INNOVATIONS IN EDUCATION OF KAZAKHSTAN**

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**Abstract.** The article considers in detail the actual problems of training quality specialists in condition of innovations in education of Kazakhstan and foreign countries. The article gives a report on setting modern requirements in the maintenance of preschool education, ways to form pedagogue's professional competence, factors to improve the professional qualification level and examples of experience work to perfect the skills.

**Keywords:** innovations in teaching, to train specialists qualitatively, professional competence and professional qualification.

### **Nowadays condition to train quality preschool specialists in Kazakhstan**

Our society needs quality specialists to make our country well developed politically, economically and culturally, therefore the educational institutions realize their responsibility and try to train well educated, broad-minded specialist and an expert.

The program of education development 2011-2020 in Kazakhstan defines some duties that necessary to educate creative person who understands his role in society as a quality specialist, who is responsible to his activities. To enlarge the number of preschool education institutions, to renew the maintenance of preschool education, to provide preschool education institutions with quality staff are the main tasks in the state program of education development of Kazakhstan, the number of state grants for specialists of preschool education institutions are increasing in order to realize the tasks of the Ministry of Science and Education of Kazakhstan.

One of the most important tasks of Kazakhstan high education institutions is to train preschool specialists that able to teach future generation qualitatively and develop their professional competence, social-ethic and well educated skills.

Teachers have some peculiarities in their professional activity. These peculiarities are in their ability to create new scientific pedagogical ideas, to master the theory and methods of teaching, to improve the professional-pedagogical competence.

Following scientists investigate the basis of methodological-theoretic techniques to train quality specialists in high educational institutions: Aringazin, Sh.A. Abdraman, B.Abdikarimuli, A.E. Abilkasimova, B.A. Almukhambetov, E.I. Burdina, S.A. Druzhirov, E.O. Zhumataev, S.T. Kargin, B. T. Kenzhebekov, K.M.

Kertaeva, E.A. Klimov, S.Z. Kokanbaev, V.V. Kolosova, A.K. Markova, M.S. Malibekova, Sh.M. Muhtarova, N.A. Minzhanov, A.K.Nurgalieva, T.S. Sabirov, A.P. Seitezhev, V.A. Slastenin, N.D. Hmel, A.A.Usmanov, A.I. Sherbakov, R.K. Toleubekova, G.O. Tazhigulova, V.D.Shadrikov, L.A. Shkutina.

Scientists that investigated the scientific-theoretical and methodological issues of preschool education: B.O. Arzanbaeva, M.P.Asilbekova, B.B.Baimuratova, S.G.Batibaev, N.B. Barimbekov, A.S.Amirova, S.N. Zhienbaeva, F.N.Zhumabekova, T.I. Imanbekov, T.A. Levchenko, A.K.Menzhanova, K.M.Mendayakova, G.Zh. Menlibekova, A.E.Mankesh, G.M. Meterbayeva, M.T.Turiskeldina, Zh.Kaldibaeva, N.D. Hrapchenkova, M.S. Satimbekova, Sh.S.Saparbaeva, A.Zh.Salieva, N.S.Sailauova, G.Z. Taubaeva etc. And their works are important to accept as guidance in training specialists.

The value of these scientists' works are in their rich archival base, their works execute the advantages and disadvantages of experience in preschool organizations of our republic, the maintenance of teaching-educational work and these works are accepted as a methodological guidance to renew the methods and ways in preparing future specialists.

Nowadays 29, 8 thousand men work in preschool organizations of our Republic, among them 8, 3(27, 9 %) are young teachers. Last years the kindergarten tutors' teaching level are improving: 54,4 % – high education, 3,6 % – not finished yet high education, 40,7 % – special middle, 1,3 % – general middle.

The middle age of teachers is 35 – 40.

25 high educational and 31 technical professional institutions realize the training of quality specialists on specialty 5B010100 “Preschool education and teaching”.

The number of graduates on specialty 5B010100 “Preschool education and teaching” is increasing. For example, in 2006-349 men, in 2007 – 528 men, in 2008-705 men, in 2009-750 specialists were trained.

In 2010-2014 the number of graduates on specialty 5B010100 “Preschool education and teaching” will be 5884 men.

In 2008-2009 the number of graduates was 742 men. In 2009 – 2010 there were 717 men.

Today the system of preparing quality preschool specialists is realized by methods of new teaching technologies. For example: retraining the specialists, teaching through interactive education, through various technological methods. The main purpose of modern society is to update the teaching methods and techniques.

The system of renewing the education in our country is realized according to three main directions. First, to use modern technologies and methods in educating process in high institutions. Second, to renew the process of teaching and to improve the professional quality of teachers. It is necessary to strengthen the requirements on special pedagogical education, school teachers and teachers of project works. In each region there should be special state integration centers to increase the qualification of teachers. Third, to increase availability of efficient education service and it is necessary to create an independent system to improve qualification.

To renew the system of education in preparing specialists is developing. For example, the development of academic freedom changed radically the system of education. Subjects chosen by student on his specialty are reason of academic freedom. The elective components are taught according to necessities of labour-market. The system of education is in the process of renewing, it is defining and planning the necessary specialties to modern society. Besides, the state pays a great attention to master languages, electronic teaching, inclusive teaching, problems of small complex school, 12 years school education. In the process of retraining it is necessary to form intellectually sociable future pedagogue who manages the innovative technologies and interested in research work. The systematic retraining in our country and in abroad the school teachers and pedagogues are well organized.

It is necessary to improve the efficiency and availability of education through innovative technologies, using computer possibilities, interactive teaching, to teach from distance, virtual pedagogy. The scientist-teacher, researchers and teachers of secondary school unite their abilities and skills to introduce and practice innovative technologies at schools, to develop pupil's personal intellectual abilities. The high educational institutions of our country began to take experience in teaching process from world universities. The universities of Kazakhstan practice various innovative technologies in teaching process in order to prepare quality specialist. The program of "Academic mobility" successfully realized in our universities.

The quality of knowledge is basic to prepare future specialists, it has main reasons:

1. The system of values is quickly changing in society. People understood the necessity of prognostic investigations, not only facts and descriptions.
2. The variety of education plans, teaching programs, the quality of teaching-methodological equipments.
3. The variety of material, social, intellectual possibilities of graduating students.

In conclusion we consider that while preparing quality modern specialists it is necessary to pay attention to teach them to make correct prognosis, to make projects, to designs, to create a good psychological atmosphere between teacher and children, to save professional ethics norm, to improve quality education that needs our modern society.

#### **Basic questions on preparing preschool specialists in near and far countries**

Nowadays it is necessary to our country to develop the scientific-methodological basis, accurate strategic plan, basic directions in the theory of training quality preschool specialists to form highly developed country with civil society.

The various discussion in near and far countries in the system of high education gives the result of high quality mechanism of training, thus not only those countries citizens, but also citizens of other foreign countries tries to be educated in abroad. As in the countries where the industry is well developed a highly professional specialist is accepted as one of the main value of that country, also he is accepted as the main factor of scientific-technical and culture progress. That's why the mentioned sector is considered to be the element of system to compete with other countries.

People's progressive thinking is served as the main scientific-social factor in the following countries (Japan, England, Germany, Sweden, Finland, France, etc.) where the teaching of high pedagogical form is well developed. In above mentioned countries except CIS, the maintenance of pedagogical education work connected with the achievement of psychology science. This situation shows that in above well developed countries there is a lack of pedagogical specialization and the maintenance is based on pragmatic relation. To this question in well developed countries the unitary relation is accepted as the main tool to achieve the result in most situations, the pedagogy science doesn't pay a big attention to the problem "person-specialist". In well developed countries the attention is given to individual training, to remember the material, to provide the self-management. Therefore in well developed countries an independent work is realized under the leadership of teacher in the system of high pedagogical education. The quality of high pedagogical education is estimated by the international quality management. For example: concerning the pedagogical specialization the main attention is given to vocational training in the USA, Japan and Great Britain, while in CIS among them Russian and Kazakhstan the main attention is given to general-scientific training:

- in most countries the priority is given to students individual work to identify the process of education;
- to prepare programs on training high professional specialists;
- to improve the forms of individual teaching;
- to pay attention to use and include in training process the modern methods and technical equipments.

In education standard on training the bachelor the USA divides 27,3% to public, social and economic subjects, to basic subjects 20,4%, to professional subjects 52,3%, while Japan gives 31,2%, 15,8%, 53,2% deposit, according to the standard of high pedagogical education of Kazakhstan is 21,5%, 33,1%, 45,4%.

The comparative analyses show that the system of high education in developed countries is basic financing industry. In 60-tieth of past century the developed countries decided to finance the high education, they realized it role as one of the decision factor in economy of country and there would be quality specialist if to finance the education sufficiently. Basic part of high professional education is dedicated to fundamental research works. Last years the USA financed – 60%, Japan – 54,9%, The South Korea – 59,7%, France – 90%, Great Britain – 95% to prepare high professional specialists.

Last 30 years the USA, Japan, west European countries had general concepts to develop high education, leading methods of teaching and innovations through integration process in the system of education were shared by these countries.

University education is the basic type of getting professional specialization in the world. The total number of students getting university education is 78, 3% – in Japan, 85% – in France, 91% in the USA, students are considered to be

specialists only graduating from universities in these above mentioned countries. In Germany university education is supplement with education in college. In 1970 – 1980 high professional colleges with new type directions were opened to train new specializations to industry. Because of developing information technologies and their practical demand in society there appeared necessity to open not traditional education institutions. Curriculum used by education institutions passed diversification to provide peoples' need and the integration in special high education was activating to close the maintenance of science and education.

Methodology and discussions about their comparative – pedagogical use are the main questions in high education system. The main problem in above mentioned countries is high professional education; to define a concrete place of high professional education in social-economic and scientific-technical progress. Therefore it is important to research a modern place of high education in developed countries. Nowadays the system of high education has a lot of positive changes:

- to develop the system of high professional training in macrostructure of science-industry;
- to diversificate the functions of different educational institutions on the basis of chosen speciality;
- to develop the structure of training multilevel specialist;
- to perfect the activity of training specialist in private high educational institutions;
- to develop intensively the continuous training;
- to perfect different forms of training after degree education;
- to provide the research works in the system of high of education;
- to prepare specialists according to the requirements of industry.

Today our government is in the process of creating one of the most developing state and civil society, so training the quality specialists, to define scientific – methodological basis, accurate strategic action are the main purposes. Any actions based on the scientific fundamentals aims, plans will give successful results.

### **Tasks to renew the maintenance of preschool education**

The maintenance of education describes three united processes. First is to study the experience of past generation. However, it is important to take into account not only past experience in the maintenance of education, but also the achievements of nowadays science and its practice. Second is to take into consideration the quality of program in teaching students. Third is to pay attention to person's mental and physical capacities. The maintenance of education is defined according to needs of society, development of science and technique, to the historical periods of social economic circumstances. The main and important part of society needs is philosophical basis in the maintenance of education and person's place and role which closely connected with aims and structure of education. In theory of teaching the main conceptions are taken from deep philosophical ideas.

From the didactic point of view the aim, duties, maintenance, the role of textbook and a teacher are general notions in the classical theory of education. The maintenance of education is a key of education.

Basic directions and tasks to update the education:

- to correspond the maintenance of education to modern social-economic demands of society;
- to provide the variability of maintenance of education;
- to create module education programs in high education institutions in order to increase the competence of given knowledge, to offer components (subjects) for choice and to publish them;
- to study needs that develop students' skills to life and helps to use their knowledge in practice;
- to renew the program and the maintenance of education, teaching, methods in preschool upbringing and education institutions;
- to pay attention to the forms of professional competence through the maintenance of education;
- to make equivalent, additional, regional author's program;
- to clarify the content of branches in preschool education; to define the connection and characteristics of basic and additional education;
- to provide the work of preschool education institutions with scientific, methodological, information-technological materials;
- to take into account the retraining of teachers' professional skills, to use modern technologies in teaching process and in the process of changeable conditions to use innovative teaching programs and technologies in order to prepare child to school;
- to give pedagogical, psychological advice to families that have children of preschool age and to help them from methodological and didactics way;
- to know the maintenance of preschool education the future specialists should perfect their theoretical practical skills;
- to respect the maintenance of education, the national traditions and culture;
- to introduce with the basis of ethnopedagogical and regional components;

As the results of realization of these tasks: at the primary stage of training the system of preschool education is considered as the base to provide the availability and interconnection of education maintenance. The industrial-technical base of preschool education institutions will be strengthening. Condition to develop scientific and innovative work will be provided. The social partnership will grow to train professional specialists. Special conditions will be created to develop scientific and innovative work. In the process of research following works were published:

1. Professional competence concepts of specialists in system of preschool education. Master, Astana. 2012
2. Concepts to renew the maintenance of preschool education. Master, Astana. 2012.
3. Preschool pedagogics. Textbook. Foliant. 2012. P. 326.

4. “Pedagogic basis to renew maintenance of preschool education” special course program. Kultegin, Astana, 2010.

Stages to realize the research:

*First stage:* to create modern and normative-legal basis and tasks of education development and to plan new maintenance of education. The aims of education are not to prepare children to school, but also to develop social institutes and net of kindergartens that give opportunities for women and poor-provide families to work.

*Second stage:* In order to use the results of research, the facilities and resources the preschool education should be development in the way that specialists of preschool education could totally use and realize tasks in the program of preschool education.

Changing’s in the maintenance and structure of education program is realized through the sufficient system of preschool education institutions. The results of the research help preschools education institutions to achieve efficient work of preschool institutions and to train quality specialists. In future monograph, concepts, textbooks, articles and tutorials corresponding to the results of the research will be written so that specialists of preschool education institutions as tutors, methodologists, managers, teachers of pedagogical colleges that training the future professional specialists of preschool educations could use these works in their practice. To realize that work several concrete tasks should be carried cut:

1. Future specialists have to put into practice the materials based on research work, to create methodological basis of preschool education system, to prepare the standard legal documents of preschool education. To update methodology of preschool education, to make changes in the maintenance of teaching subjects according to the modern conditions of society.

2. In conditions of renewing preschool education process to strengthen material-technical and to provide scientific methodological basis, future professional specialists should research modern approaches of teaching.

3. To retrain tutor-pedagogue is one of the important factors in preschool education process, to prefect professional skills and to reorganize the system of retraining, to use modern technologies in education help to achieve the results that perfect the specialists’ competence. The clearness of education program, modernization of the programs’ maintenance and their successful use in practice are directly depends on teacher. Teacher’s professional knowledge and skills help to achieve successful results in educations process, while teacher’s not competence breaks the system. Special financial-legal documents must be created to attract specialist’s interest to research work.

4. One of the main factors of nowadays preschool education is giving pedagogue an opportunity to retrain his skills in schools of well-developed European countries. This program gives positive results to perfect professional competence of specialists.

5. To strengthen the responsibilities of society and preschool education institutions and to use modern available approaches in the process of training professional tutor-pedagogue

in universities. Therefore it is necessary to develop conditions of training tutor-pedagogue specialists in universities, pedagogical institutions and pedagogical colleges.

6. To renew the maintenance of tutorials and textbooks is one of the main questions in the process of training future specialists. Summarizing the process of renewing the preschool education it is necessary to emphasize that basic ideas in the maintenance of education and using scientific-methodological approaches are close to basis of national strategy and ways to form future pedagogue's professional competence.

### **Ways to form professional competence of future pedagogues**

Young peoples' conscious upbringing and quality of education will depend on specialists of preschool educations institutions, their professional competence and skills to realize teaching activity. Pedagogue is a main figure to provide child's personal development, a leader to start an important model of upbringing, a man to do well actions, a person to help children to create dreams. The main aim in the process of training is to achieve tutor-pedagogues' quality professional competence and skills. To become professional specialist, to get common directions, to be adapted to kindergarten's life and experience, pedagogical intelligence, individual style of professional work, training professional skills and skills for research depend on specialists' desire to develop and improve them. The process of upbringing has two means in the basis of pedagogy: united work of family and kindergarten.

Pedagogue is a main person to realize the education reform. The task of the state program directed to pedagogues of kindergarten and school is to educate people that responsible to their actions, decisions, close to peace and unity, have high competence and not irresponsible to future of their countries. One of the main reasons to train tutor-pedagogues' professional skills is to renew the maintenance of preschool education and to set modern changes in Kazakhstan's system of education. Social clearness in the system of education and tendencies which define them are directed to specialists that have quality competence and professional pedagogic culture.

The work of preschool education pedagogue has special characteristic peculiarities related to his professional activity. The results of the research show that preschool children's well developing, self-activity and their social condition are formed by adults.

Therefore the specific of preschool pedagogues' professional work is to enrich invariant requirements and tasks in their teaching activity: youth peculiarities of preschool children, ways to organize teaching, specifics of relationship between children and staff.

#### *Organization-leading:*

- to form professional and personal connection with preschool age children;
- to create a good atmosphere for children's education and development;
- to create a friendly atmosphere between the participants of pedagogical process;
- to co-ordinate the relationship of workers in preschool education institutions;
- to develop the relation with society;
- to establish the relation between pedagogues and parents in preschool education institutions;



- to show clearly children's development and specific ways and methods of getting education;
- to develop the rule of making activity plans in preschool education institution;
- to co-ordinate the control of pedagogical process in preschool education institution;
- to develop cultural administration work in preschool education institution;
- to provide the development of professional skills of workers in preschool education institution;
- to provide life and health safety of workers and children in preschool education institution;
- to take part in accreditation, licensing and attestation of preschool education institution;
- to use various evaluate methods to access the program of preschool education institution;
- to organize the economical activity of preschool education institution;
- to make and plan a financial estimate of preschool education institution;
- to develop business – plan of preschool education institution;
- to provide building's lighting and equipment of preschool education institution;
- to keep hygiene norms, technical and fire-prevention norms of preschool education institution;
- to organize marketing activity of preschool education institution;
- to realize analytical and publicity activity (to survey and test needs of society and children; to make scientific-methodological exhibitions, advertising and web-sites).

*Teaching:*

- to understand child's role in social relationship;
- to carry out the system of preschool education according to children's age peculiarities;
- to use different variants of education technology;
- to master and use diagnostic methods in practice directed to understand children's personality;
- to plan and to define the basis of directions on children's personal development according to their age and individual quality;
- to make the maintenance of education taking into account the maintenance of normative documents (state education standard, program);
- to use innovative technologies in teaching;
- to define the advantages of teaching and upbringing technologies;
- to assist in children's socialization;
- to help on forming common personal culture of children and workers of preschool education institutions;
- to organize different forms of psychological-pedagogic activities;
- to master reflexia and self-reflexia skills;

*Scientific-research:*

- to make a program to improve specialist's competence in teaching and to research problems on teaching using innovative methods;
- to develop methodological organizations and their methodological work;
- to realize research works on teaching methods in preschool education institutions;
- to defence scientific projects and to write scientific-methodological articles.

These above mentioned factors are main directions to arrange specialists' professional competence; on the basis of these factors the specialist is able to realize his pedagogical activity and to achieve directed aims in teaching process:

- to develop an advanced system providing to improve specialists' quality professional competence; to train specialists who could solve professional questions himself and is appropriate in update teaching system;
- to create an advanced system to improve scientific and teaching-methodological skills of future preschool education specialists;
- to develop directions of using foreign countries teaching experiences in preschool education process;
- to publish articles concerning the results of the research in native and foreign countries scientific journals;
- to organize round-tables, conferences and seminars in the process of realizing the results of the research projects;
- to publish united monographic research works.

**Factors to improve teachers' professional competence**

Today to reform the quality of professional education is an important task. The necessity of that task appeared from experiences in teaching and society's effort to update the system of education. While defining the conditions to improve the quality of preschool education it is essential to emphasize the following:

- to use technologies without physical and psychical efforts in order to improve children's education; to use health keeping technologies to update the system of education;
- to use education programs that provide conditions to develop and improve ways of teaching and to make this programs according to modern circumstances in society;
- to enrich the sphere of subject-development which improve child's self-education;
- to have quality competence, to develop child's ability to understand the world, to do well activity in life are main tasks for tutor-pedagogues in education process;

To improve and update preschool education recommends which mentioned above are essential and necessary. That is why we consider without competent pedagogue to realize these tasks are impossible to achieve in the system of preschool education.

To become update tutor-pedagogue the following skills must be developed:

- to develop aspiration and creativity;
- to be ready to innovations and motivation reason;
- to understand advantages of nowadays preschool education;
- to form skills and necessities for reflexia;

Professional knowledge and skills, learning methods to provide professional work are important in order to form professional competence. These skills are defined not only by specialists' professional competence, but also by necessary and essential directions, motivating activities, realizing one's own role in the society, style related to general culture and opportunities to develop research skills.

Professional competence of preschool education specialists is defined by their ability to organize successful, organizational-methodological and scientific-research teaching. The theory of didactics, professional knowledge and skills, social experience are considered as important parts in preschool education teaching. Factors to improve future specialists' professional competence are:

- to know preschool education teaching methods, the maintenance of variable pedagogical process, organization forms, different approaches;
- to realize psychology-pedagogical, anatomy-physiological peculiarities of participants and their various-pedagogical process;
- to learn conditions of realizing pedagogical process (psychology-pedagogical, sanitary-hygienic);
- to analyze the maintenance of different education programs, to compare them, to investigate the specifics of each teaching and education programs;
- to analyze pedagogical and methodological literature connected with different programs, to use didactic materials and methodological characteristics related to the main requirements of these programs;
- to control types of preschool education teaching methods experienced in practice and related to concrete program;
- to analyze a role, a duty, a place of pedagogue in realizing teaching process according to the concrete program in alternative teaching institutions.

Thus, each factors of forming professional competence are directed to practice work of preschool education specialists and to develop these specialists skills to cope with concrete pedagogical circumstances.

#### **Experiences directed to improve professional qualification**

Round tables, discussions, special courses and seminars, trainings are constantly carried out in preschool education institutions to improve specialists' professional competence. For example: kindergarten tutor-pedagogues and future specialists organized united seminar.

The aim is to form tutors' pedagogical culture and to improve their professional competence through propaganda of advanced teaching practice.

Questions thoroughly discussed in seminar:

- important problems of preschool upbringing and education were discussed, normative-legal documents were introduced;
- article proved with theoretical and practical examples to form tutor-pedagogues' culture was reported;
- theory and practice of advanced teaching experiences were emphasized, tutor-pedagogues shared their teaching experience;

- requirements during tutor-pedagogues' attestation were surveyed and ways to realize them were described;

- culture of research, requirements to achieve advanced experience, special materials, types of report and methods of writing, maintenance of training, methodological aids, visual aids and different questions concerning the research were discussed by participants in seminar;

- ways and requirements to develop portfolio, structure to make "Portfolio of materials" and "Portfolio of research", the content of portfolio and its example was represented in seminar;

- Projects on theme "Training and developing scientific-research work" was defended by each participant in seminar.

The seminar had a great role for future specialists to renew the ways and maintenance of teaching, to improve professional competence and skills.

On May 4, 2013 the round-table seminar on theme "Using innovative technologies on training preschool specialists" close to the research project "Scientific-methodological basis on training preschool specialists in the process of improving preschool teaching ways" was hold by "Social-pedagogy and self-cognition" department in L.N.Gumilev national university. The seminar was opened with concert program, scholars, and holders of a master's degree, director of "Preschool children's republican center" and the department of Astana city's preschool upbringing and education, specialists from education center "Orleu" in Astana, directors, Methodists, psychologists, speech therapists and tutor-pedagogues were invited.

Important questions on training competence preschool specialists, the theory of using innovative technologies, its history, scientific basis, practical researches, management of control and leading, ideas for discussion were reported during the round-table that dedicated to preschool upbringing and education.

Main problems to improve the quality of teaching, using modern innovative technologies by specialists of preschool education institutions, to use methods of media technology, art-therapy, to practice methods of Montessori, inclusive teaching and ways to develop future specialists' creativity in the process of preschool education were thoroughly discussed in seminar.

During the round-table the specialists and scholars of "Social-pedagogy and self-cognition" department—doctors of pedagogy science, professors K.K. Shalginbaeva, P.B. Seitkazy, candidates of pedagogy science, associate-professors R.H. Aimagambetova, N.P. Albitova, A.Zh. Salieva, M.P. Asylbekova, F.N. Zhumabekova reported their opinions about the process of preschool education on the basis of theory and practice; the specialists as directors, Methodists and tutor-pedagogues told about their teaching activity, ways of using innovative technologies and advantages, difficulties of realizing them in teaching, to develop specialists' abilities to organize teaching. Participants of the round-table decided to hold and to support seminars constantly in order to share their experiences of teaching preschool education.

Summarizing it is essential to emphasize that quality training influences to specialists' high professional competence and creativity work, therefore nowadays the high education institutions try to train high professional specialist with quality competence.

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