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roza@mail.ru, sairan@mail.ru, merci@mail.ru, ajjan@mail.ru**FEATURES OF PREPARING STUDENTS
FOR PROFESSIONAL CERTIFICATION**

Abstract. According to the authors, the quality of management in teacher training (long-term and short-term) should undergo a fundamental change. To attract strong candidates to the teaching profession, it is necessary to use marketing and recruiting techniques used in business to find qualified applicants, remove obstacles to entering the teaching profession for applicants with other non-pedagogical experience, and apply effective mechanisms for selecting candidates for teaching the teaching profession. The process of preparing students, today leads society to professional certification, however, the features of this approach have their advantages and disadvantages, as described in detail in this article. The needs of society show that educational programs for training teachers in pedagogical universities should be oriented towards the demand in the school system.

Keywords: certification, profession, students, educational technologies, knowledge, training.

INTRODUCTION

In a rapidly changing open world, the main professional quality of a teacher is the ability to learn. The teacher needs to be able to quickly and flexibly respond to new challenges in the context of systemic changes in the field of education, quickly find vectors for the development of their professional activities in accordance with the requirements of the Professional Standard "Teacher".

The knowledge economy implies new models of education and training. This, in turn, implies the repeated return of people in one form or another to the educational process. This kind of concept is known as "lifelong learning" (Life Long Learning) or continuing education.

MAIN PART

Continuing education has become, perhaps, the greatest impetus for the modern school since its design in the mass factory transmitting knowledge and skills. Indeed, the most important task of the school today is not the formation of a sustainable set of knowledge and skills that will remain with a person until the end of his life, but above all the education of the ability to produce and receive new knowledge throughout life. From this it follows that the teachers themselves must obviously possess the appropriate skill. Finally, due to the rapid renewal of the pedagogical work itself, the content of education, socio-cultural contexts, the ability to acquire new knowledge and competencies becomes necessary for teachers.

This model has long been the basis in many countries of the Organization for Economic Cooperation and Development (OECD), and still is. It is assumed that teacher professionalism grows in a discrete way - from one deficit to another, from one refresher course to another. In developed countries, this has led to the notion of continuous professional development of teachers (Continuous Professional Development - CPD) instead of the previously used "In-service Training and" on the job training ". It is really wider than these two representations. This is a fundamentally different approach, because the subject of the training (training, training) is the teacher or trainer, and the subject of professional development is the "developing" one. The role of the advanced training system is thus changing dramatically. Her main task is to create conditions for self-development.

The idea of "Mentoring" - on-the-job consultancy by more experienced colleagues or experts is finding ever wider use in this area. This idea is close to the traditional term "mentoring," but it implies a more structured joint work to develop professionalism.

The focus is on the “fine-tuning” of trained specialists in the workplace, taking into account the specification of their work activities. This provides for subsequent access to the resources of continuous professional development. Traditionally, most of the training and work on the professional development of teachers took place in universities, special agencies (professional development institutes). Today, it is increasingly practiced in schools, where students observe, assist and teach. This kind of training has both formal and non-formal aspects. Thus, in a number of states in the United States, entire networks of professional development schools have been formed. There is also practiced the association of schools in associations in problem areas. Within these associations, inter-school courses for teachers are organized. Teachers working in public schools must pass special exams, the results of which give them a license for the right to teach, for teachers in private schools this is not necessary. The teacher is obliged to work for some time under the supervision of experienced colleagues and only after that he gets the right to work independently. The teacher can also obtain a national license, valid throughout the United States. The issuance of such documents is the organization of the National Board of Professional Teaching Standards (National Board for Professional Teaching Standards). Holders of such licenses, as a rule, receive higher salaries and benefits. In addition, the license does not work forever: exams have to be retaken regularly, in many states teachers are required to constantly upgrade their skills in order to renew the license. A variety of forms of training future teachers: along with bachelor and post-bachelor training, a whole spectrum of various “bridges to the profession” appears.

The more teachers come from other sectors of the economy, having undergone the necessary training, the more diverse the experience will be available to schoolchildren, the brighter will be the palette of pedagogical techniques and the more will be connected with life around it.

The UK government creates the conditions for improving the system of training and retraining of teachers. It provides loans to provide schools with access to materials posted on the National Education Portal. The idea of the Curriculum Online project (“National Educational Standard - Online”) is that teachers get access to various materials on school subjects through the Internet, and this entails the need to train teachers to use ICT tools, and, therefore, to ensure their portable computers for free internet access. Other BBC Digital Curriculum government projects are a new educational resource for self-educators and the Continuing Professional Retraining project, Continuing Professional Development. The CPD project is designed for teachers of any subject, contains all the materials necessary for professional retraining in their subject, taking into account the use of ICT in the learning process.

British scientists argue that the creation of National Educational Networks, like the NGfL, achieves the goals set by the state in the field of informatization of education, if teachers actively use their resources. The system of vocational training of the future teacher in the universities of Kazakhstan will become truly effective if its content and technologies are consistent with the trends that determine the development of the practice of a secondary school and are far ahead of it.

In the competitive selection of applicants in the country, it is proposed to introduce examinations to determine whether they have psychological readiness, pedagogical skills, and motivation to receive the teaching profession. At the same time, it is necessary to determine the mechanisms of interaction between the two structures and their financing.

The activities in which students are involved may vary from the functions of support staff to assistant teachers and teachers. The student’s connection with the school helps him to find his place in school life, to get used to the atmosphere in which he will have to work, provides an opportunity to observe children, understand the psychology of their behavior and combine theoretical knowledge with practical skills acquired in school.

Primary one-year postgraduate training (internship) will be one of the forms of vocational training for persons who have mastered educational programs of higher pedagogical education in a number of specialties, and will serve as the basis for their employment in relevant educational institutions. The main task of the internship is to improve the theoretical knowledge and practical skills of graduates of pedagogical universities, increasing their degree of readiness for independent professional activity in their chosen specialty.

In connection with the need to address the burning issue of multilingual education in the country, it is required to significantly expand the training of multilingual education teachers, taking into account:

- “Launching” of working teachers of language subjects to tutors for the preparation of teachers and students for the IELTS, TOEFL exams;

- Mandatory independent assessment of language competencies of graduates of pedagogical universities - KazTest to determine the level of the Kazakh language, IELTS, Placement test to determine the level of knowledge of the English language, etc. ;

- Attraction of foreign specialists - native speakers. Advanced Training Systems (SEC) of Intellectual Schools teachers. SEC provides courses within schools, in the country, abroad. The modular training of teachers is conducted in accordance with the needs of the Intellectual Schools (multilingual, integrated programs, criteria-based assessment system, critical thinking, etc.).

Mission of the MTC - Broadcasting the accumulated experience of Nazarbayev Intellectual Schools to Secondary Schools of the Republic of Kazakhstan;

The purpose of the MTC is to improve the qualifications of teachers of Intellectual schools and general education schools of Kazakhstan in accordance with modern approaches of science education.

The objectives of the MTC are:

- coordination of the organization and conduct of short-term refresher courses using various forms of training: mixed (“blended learnin), full-time (face to face), online;

- assessment of the organization and quality of courses

- collection, analysis and synthesis of information on courses for the subsequent adjustment of the organization and conduct of courses;

- securing subsidiaries;

Directions of work of the CMP. The center functions as an integral system with the following directions:

- organizational - preparation of regulatory and regulatory documents, provision and creation of conditions for organizing and conducting courses;

- Coordination - ensuring the organization of activities of all branches of the CMP, including the work of their employees, teachers, coaches, who train and advise teaching staff;

- information and analytical - collection, analysis, compilation and storage of data, as well as the preparation of reports, forecast materials to ensure the quality of services;

- expert - ensuring the effectiveness of the content of educational programs, the training of qualified trainers, lecturers.

Sample subjects of educational programs for teacher training (modules and blocks)

- New pedagogical technologies in education;

- Critical thinking;

- Criteria-based assessment of student achievement;

- Management in secondary education and training on the basis of competences in the conditions of transition to 12-year education.

- The use of ICT (ICT), “e-learning” in teaching;

- Modern technologies of working with gifted children;

- Psychological and pedagogical features of teaching in specific age groups of schoolchildren.

It is planned to reformat the existing system of advanced training of RIPKSO-IPK with the creation of the joint-stock company National Center for Advanced Training of Teachers and the introduction of the management vertical. As a result of the seminars, teachers of secondary schools:

- will increase knowledge in the field of criterial assessment (in 2012 - on critical thinking)

- acquire ICT skills (e-mail, communication on forums, blogs) that they will need to improve the efficiency of the educational process

- improve pedagogical skills and the quality of teaching in schools.

CONCLUSION

The main component of the quality of higher education is the quality of the educational program of SMS, which is a set of normative documents defining the goals, content and methods of implementing the process of training and education. The program was developed on the basis of the state educational standard of higher vocational education of the Republic of Kazakhstan in its specialty, taking into account the exemplary curriculum and exemplary programs of academic disciplines approved by the MES RK.

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ОСОБЕННОСТИ ПОДГОТОВКИ ОБУЧАЮЩИХСЯ К ПРОФЕССИОНАЛЬНОЙ СЕРТИФИКАЦИИ

Аннотация. По мнению авторов, качество менеджмента при профессиональной подготовке учителя (долгосрочного и краткосрочного) должно претерпеть кардинальное изменение. Для привлечения сильных кандидатов к учительской профессии необходимо использовать маркетинговые и рекрутинговые приемы, применяемые в бизнесе для поиска квалифицированных соискателей, устранить препятствия к вступлению в учительскую профессию соискателей с другим, непедagogическим опытом работы, применять эффективные механизмы отбора кандидатов для обучения педагогической профессии. Процесс подготовки обучающихся, на сегодняшний день подводит общество к профессиональной сертификации, однако, особенности такого подхода имеют свои преимущества и недостатки, о чем подробно описано в данной статье. Потребности общества показывают, что образовательные программы профессиональной подготовки учителей в педагогических вузах должны ориентироваться на спрос в системе школьного обучения.

Ключевые слова: сертификация, профессия, обучающиеся, образовательные технологии, знания, подготовка

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БІЛІМ АЛУШЫЛАРДЫ КӘСІБИ СЕРТИФИКАТТАУҒА ДАЙЫНДАУ ЕРЕКШЕЛІКТЕРІ

Аннотация. Авторлардың пікірінше, мұғалімдерді оқытуда (ұзақ мерзімді және қысқа мерзімді) басқару сапасы іргелі өзгерістерге ұшырауы керек. Мұғалім мамандығына мықты кандидаттарды тарту үшін кәсіпкерлікте қолданылатын маркетингтік және рекрутингтік әдістерді білікті үміткерлерді табу, басқа да педагогикалық емес үміткерлерге педагогикалық мамандықтарға кіру үшін кедергілерді жою және педагогикалық мамандықты оқыту үшін кандидаттарды іріктеудің тиімді механизмдерін қолдану қажет. Студенттерді дайындау үдерісі бүгінгі күні қоғамды кәсіби сертификаттауға әкеледі, бірақ осы мақалада егжей-тегжейлі сипатталғандай, осы тәсілдің ерекшеліктері өз артықшылықтары мен кемшіліктері бар. Қоғамның мұқтаждықтары педагогикалық жоғары оқу орындарындағы мұғалімдерді оқытудың білім беру бағдарламалары мектеп жүйесіндегі сұранысқа бағытталуы тиіс екенін көрсетеді.

Түйін сөздер: сертификаттау, мамандық, студенттер, білім беру технологиялары, білім, оқыту.

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