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FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

The article was prepared within the framework of the grant funding project AP08856810 "Formation of professional competencies of future primary school teachers adapted to the updated content of education"

Abstract

Modern teacher has high requirements in the education of the younger generation. The teacher is the only person responsible for the education of the younger generation. Thus, a teacher-teacher, i.e. a mentor, professional qualification of a teacher is one of the most urgent problems of our time. The professionalism of the teacher is the main factor in the teaching system, which improves the quality of training and efficiency. That is, the content of education in any society is based on the professionalism of the teacher. Pedagogical skills - high level of pedagogical activity; the complex of special knowledge, skills and abilities, personal professional skills that allow the teacher effectively manage the educational and cognitive activities of students, effectively orient pedagogical influence and interaction. Thus, skill is a combination of entrepreneurship, teaching abilities, professional knowledge and professional skills, pedagogical techniques, etc. the article considers classification and analysis of the personal qualities of a teacher and characteristics of pedagogical skills. And also conclusions about the competence of the teacher are formulated.

Key words: competence, professional position, personal development, pedagogical responsibility, language communication, pedagogical skills.

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БОЛАШАҚ БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНІҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

Мақала АР08856810 «Жаңартылған білім мазмұнына бейімделген болашақ бастауыш сынып мұғалімдерінің кәсіби құзыреттіліктерін қалыптастыру» тақырыбындағы гранттық қаржыландыру жобасы аясында дайындалған.

Аңдатпа

Бүгінгі қоғамда мұғалімге қойылатын талап ерекше. Өйткені, мұғалім - жас ұрпақ тәрбиесіне жауапты бірден-бір тұлға. Сондықтан мұғалімнің, кәсіби шеберлігі - бүгінгі күннің өзекті мәселелерінің бірі болмақ.

Бастауыш сынып мұғалімінің кәсіби құзыреттіліктерін қалыптастыру деңгейін арттыратын жеке қасиеттерінің, білімі мен дағдыларының жүйесі педагогикалық шеберлікке байланысты жүзеге асады.

Педагогикалық шеберлік - педагогикалық іс-әрекетті меңгерудің жоғары деңгейі. Оқушылардың оқу-танымдық іс -әрекетін тиімді басқару және педагогикалық әсер мен өзара әрекетті мақсатты түрде жүзеге асыруға мүмкіндік беретін арнайы білім, білік және дағдылар, мұғалімнің маңызды кәсіби сапаларының жиынтығы болып табылады.

Мақалада болашақ бастауыш сынып мұғалімінің жеке қасиеттері мен педагогикалық қабілеттерінің мазмұны, жіктелуі мен талдауы қарастырылады. Сонымен қатар, мұғалімнің құзыреттілігі туралы қорытынды жасалды.

Түйін сөздер: біліктілік, кәсіби ұстаным, тұлғалық даму, педагогикалық жауапкершілік, тілдік қарым-қатынас, педагогикалық шеберлік.

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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

Аннотация

Современному педагогу предъявляются высокие требования в воспитании молодого поколения. Профессиональная квалификация учителя - одна из самых актуальных проблем современности. Профессионализм учителя – главный фактор в системе преподавания, повышающий качество обучения и эффективность. То есть содержание образования в любом обществе основывается на профессионализме учителя. Педагогическое мастерство - высокий уровень педагогической деятельности; комплекс специальных знаний, навыков и способностей, личные профессиональные навыки, которые позволяют учителю эффективно управлять учебной и познавательной деятельностью учащихся, эффективно ориентировать педагогическое влияние и взаимодействие. Таким образом, педагогическое мастерство представляет собой сочетание предпринимательства, педагогических способностей, профессиональных знаний и профессиональных качеств, педагогической техники и т. д. В статье рассматривается содержание, классификация и анализ личностных качеств учителя и особенности педагогического мастерства. А также формулируются выводы о компетенции учителя.

Ключевые слова: компетентность, профессиональная позиция, личностное развитие, педагогическая ответственность, языковое общение, педагогическое мастерство.

Introduction. Currently, a new education system has been created in the sovereign country and is moving towards integration into the world educational space. This is due to significant changes in the educational process. After all, the paradigm of education has changed, the content of education is being updated, new approaches and new relationships are emerging. The effectiveness of new approaches to teaching on the updated content of education has become one of the most important issues in the development of scientific and pedagogical foundations of innovative activity of teachers in the education and training of future generations in accordance with the requirements of society. The problem is relevant.

The country's education sector has achieved significant success in implementing the state program for the development of education for 2020-2025 [1].

The peculiarity of this program from the traditional one is that the content of the discipline is transmitted on a spiral principle. That is the complexity of the content of the discipline from simple to complex; the hierarchy of educational goals according to Bloom's taxonomy; the transfer of "common topics" within the same educational framework and in order to implement interdisciplinary connections; organization of the educational process through long-term, medium-term and short-term plans; increasing the educational potential of learning, the formation of moral and spiritual qualities of a student; setting a pedagogical goal for a full course of study, which allows us to take into account the continuity of the subject between educational levels; compliance of the content of sections and proposed topics with the requirements of the time, attention to the formation of social skills; a systematic and active approach to learning (active participation in the educational process of a student).

It is well known that the importance of the updated educational program is the ability to think critically, conducting research, experiment, using ICT, engaging into communicative communication, working individually, in groups, in pairs, using functional literacy creatively, creating a harmonious, favorable educational environment for the student's personality. One of the main requirements of the updated education program for the educational process is aimed at organizing active exercises of students for self-education. This approach contributes to the formation of not only subject knowledge, social and communication skills, but also personal qualities that allow you to understand your own interests and prospects, make constructive decisions. Strengthening personal-oriented education is carried out through the use of a variety of interactive teaching methods that contribute to the cooperation of participants in the educational process, without allowing dominance in their interaction.

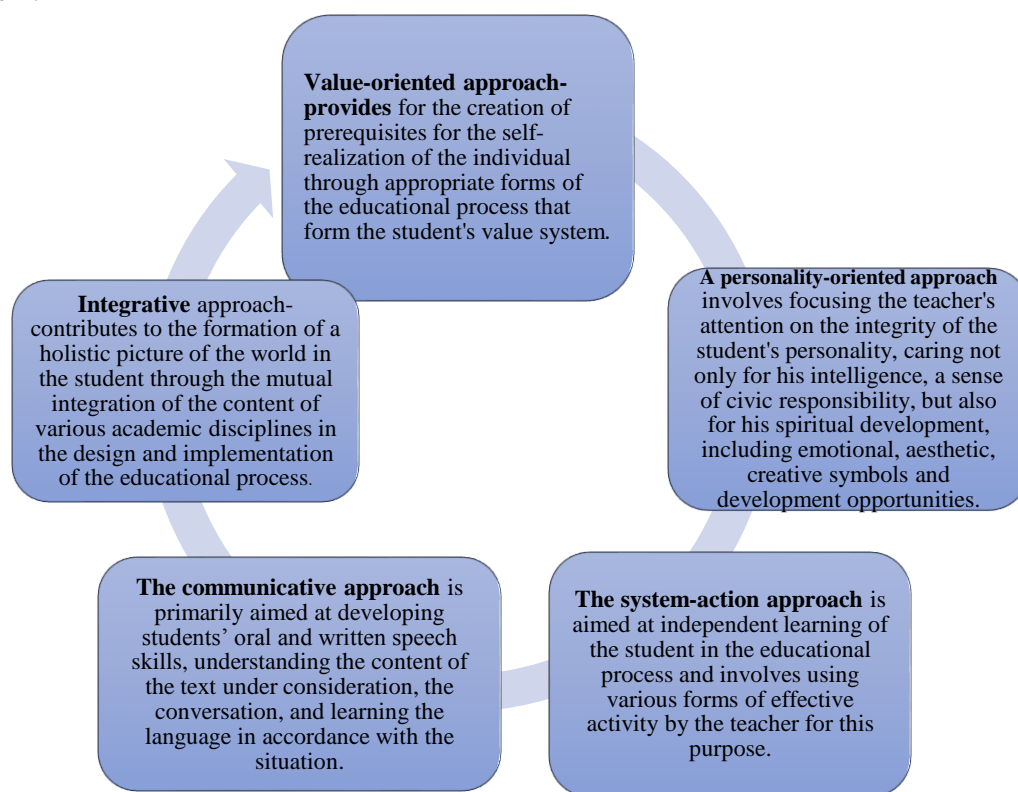
Research methodology. In the training programs that were mentioned above, the expected results are formulated which presented in the form of a system of learning goals. The daily educational process is understood in the course of studying effective teaching methods and techniques necessary to achieve the educational goals and creatively use the acquired knowledge and skills of students in any educational and life situation, develop, apply and effectively implement functional literacy. The peculiarity of the updated educational program is the curriculum which built on a spiral principle based on the Cognitive Theory considered in Jerome Bruner's work "the educational process". We made sure of this in the process of drawing up tasks and lessons, studying the educational goals.

In this case, we note that the development of functional literacy of schoolchildren as the main reference point for improving the quality of education in the Republic of Kazakhstan includes a set of measures for the content, educational, methodological, material and technical support of the process of developing functional literacy of schoolchildren, aimed at ensuring the purposefulness, unity and consistency of actions. The general guidelines for the development of functional literacy of students are also clearly outlined in the state program for the development of education in the Republic of Kazakhstan for 2011-2020 [2]. The main goal is to form an intellectually, physically and spiritually developed citizen of the Republic of Kazakhstan in general educational schools, to meet educational needs that ensure social adaptation in a physically changing world. Ways and problems of forming functional literacy, competence of students not only carry out updating the content of education, but also involve the usage of new pedagogical technologies and teaching methods. That is, one of the main tasks that teachers face today is the constant improvement of teaching methods and mastering new pedagogical technologies, which increases the personal strength of the student and plays a key role in the development of creative play. The acquisition of new pedagogical technologies has a beneficial

effect on the formation of the intellectual, professional, moral, spiritual, civic and many other human qualities of the teacher, contributes to self-development and effective organization of the educational process [3].

Mastering innovative learning technologies in the field of Education "has a beneficial effect on the formation of intellectual, professional, moral, spiritual citizenship and many other qualities of the future specialist, helps him to develop himself and effectively organize the educational process", says Selevko S. V [4].

Research results and discussions. We combine the formative form of assessment with the widespread usage of new approaches in teaching during our practice. Rational using of new approaches in the educational process at primary schools is of particular importance in determining, strengthening the creative qualities of students, improving the efficiency and quality of learning. The purpose of these methods used in the educational process is to teach primary school students to critically approach any content concept , choose the most appropriate opinions, definitions, make decisions, self-esteem, evaluate each other, and raise the level of knowledge of students, encourage creativity, and express their thoughts freely. Most importantly, we believe that any of the strategies that we use in order to improve the level of knowledge of students individually, in groups, and in the classroom contribute to improving the quality of lessons. In order to improve the quality of the lesson, we suggest using teaching methods in picture 1.



Picture 1. **Teaching methods**

Teaching methods allow us to introduce common topics into the content of primary education, integrate knowledge from different subject areas and thus achieve the functionality of the acquired knowledge. The research method of teaching also promotes the development of skills of research activity, familiarization with methods of scientific knowledge, and forms students' cognitive interest. New approaches to teaching and learning are not a separate phenomenon or skill. The mechanisms involved in this work are choosing a teaching method, teaching systematic thinking, studying and identifying students' talent, and developing high competencies in the digital technologies field.

While applying learning new approaches, we are guided by "the importance of dialogic learning" and "teaching how to read". The relationship between the student and the teacher in teaching and learning is undoubtedly through dialogue. When this dialogic learning is effectively used in the lesson,

it helps students express their thoughts, views, speak fluently, and develop. And in “teaching how to read”, we teach the student to remember the knowledge gained to search independently, to take responsibility. It is clear that teaching how to read is the “self-regulation” of this student. In this process, students understand, control, and improve their ability to control themselves. We tried to take into account the age characteristics of the student. It is considered to instill a desire for knowledge through self-regulation through the given tasks. Since it forms the main link between success, aspiration, and support for effective approaches, the concept of metathology can be considered as “learning how to read” by one student.

The requirements for future teachers arise from the needs of modern society. A teacher of a new society should be not only a person with high professional skills, but also spiritually developed, creative, understanding culture, the value of knowledge, mastering pedagogical technologies, and professionally trained on the basis of achievements of science and technology [5].

We will see the effectiveness of new approaches to teaching based on the updated content of education in the following way. This is due to the fact that the range and types of use of modern technologies in primary school lessons, improving the quality of school education, and the use of new methods and techniques in the classroom are changing. The main thing is that with the help of the methods used in the lesson, the technology is fully developed as an individual, the knowledge of creative thinking is fully acquired. When analyzing pedagogical technologies, it is necessary to take into account the following factors: compliance of the acquired technology with the subject and content of the lesson; efficiency, consistency; the criterion is not measured only by the level of literacy (writing, reading, computing), the criterion is functional literacy the introduction of an updated system of educational content allows increasing the activity of students as a systematically developing project of pedagogical activity, activities for the development of students' personality and the achievement of educational goals. The reason is introduction of new approaches to teaching creates a new attitude to the teacher. And the increased activity of the student leads him to creativity. Our task is to reveal student's possibilities that are hidden in him.

In the development of creative abilities of primary school students, both in the classroom and outside of the classroom, we effectively use the following methods and techniques of the critical thinking project:

- «A, B, C»

A – ask a question.

B – answer the question.

C – control the answers, complete it, if it is not full.

- approach “Unfinished sentence”

“Urgent letter to the teacher”, students are executed by pasting a sticker on the board.

Students choose the phrase closest to them and continue the expressed thought:

- Today I...understand, ...learn, ...was sure at the lesson.
- today the main thing that made me happy at the lesson is that.....
- I'd like to raise myself for.....
- especially I liked
- after lesson it came to me
- today I succeeded with.....
- interesting thing was.....
- The difficult thing was.....
- I have understood.....
- Now I will get with
- “Lotto of literature”

Goal: to fill in the table about the literary works character that had been read. Within a certain period of time, the table must be filled in. You can also use the works you read from the anthology. Title of the work.

What is	Author's	Character like?	What positive qualities and behaviours do you like?	Do you want to look like a hero or not? Explain why.
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The importance of new approaches in teaching in promoting the search for students, leading them to raise the level of knowledge in the classroom, encourage creativity, express their thoughts freely, and most importantly, what are the strategies that we use to improve the level of knowledge of students individually, in groups, in the classroom - methods and techniques in the course of the lesson can be used at different stages of mastering knowledge, each student has the ability to develop and improve himself, to teach him to learn independently, to reach the highest peak of development, to develop a system of work in the process of perception, consolidation of new knowledge, education of business and skills, development of independent active activities of students, improving the effectiveness of independent work. It means the discovery made as the result of creative thinking, the development of the individual accelerates, the ability of students to develop the game in such a way that the comprehensive development of students in the creative direction is the main requirement of today, and from the point of view of this requirement, the search for various methods and methods of organizing the educational process is of great importance for the effective use of new technologies.

Every teacher will definitely use the Q & A method in their lessons. In this way, we can say that we find out how well the student has learned the lesson. There are two types of questioning, which are divided into low-level and high-level. Low-level questions are divided into "open" or "wrong" questions. It is aimed at memorizing and evaluating. And the student tries to answer high-level questions thinking in detail and searching. Thus, while asking questions to a student, it is possible to consolidate their knowledge through motivational, trial, and guidance questions related to the topic. We can encourage constructive speech, instill a passion for knowledge, promote critical thinking, teach and learn from each other, share opinions and respect, appreciate themselves and others, communicate with each other, accumulate and analyze games, develop thinking in solving any situation by creating partnerships between teacher and student, student and student, and others.

According to Merce's research, conversations and answers to questions are an integral part of students' education.

Students are more likely to be able to answer questions in education, search, listen and speak, to share ideas, to share ideas, to improve their knowledge by answering the questions, to ask questions of different levels in the literary subject, to ask questions of different levels, to ask questions and give samples to students on each topic, to ask questions and give samples to students on each topic. We've seen that we can focus on what we know[6].

In the course of using the Jixo method, a dialogue developed between students. Using the Jixo method in the process of understanding the text developing critical thinking, the effectiveness of this method was that the student could read it himself and explain it to others. In this method, the student's language develops, vocabulary increases, and the ability to make a final statement. When using the Jixo method, the student became interested in the different types of activities in the same method, and did not even know that they were reading the text themselves. There were no students who did not understand the content of the text, but during the lesson, the passive, slow students in the group themselves said that they understood what the last observer said. In general, critical thinking is inextricably linked with new methods, and with the simultaneous using of critical thinking and dialogic learning methods, the student's activity in the classroom increases. Because the main goal of this program is to teach students how to read, as a result of which they can freely express their thoughts, think critically, and form a person with high cognitive activity, using questions that direct critical thinking in the classroom during the dialogue. Of course, traditional lessons can also not be excluded. It also has a special place, but it is no exaggeration to say that we prepare primary school students in accordance with the requirements of the time using new methods.

In the context of modernizing school education, future specialists should be well aware of the specifics of using innovative technologies to modernize research training. To do this, we believe that future specialists should focus on the following issues.

Firstly, to identify the main elements of innovative technologies dissemination in the renewal research training.

- the presence of a distinctive feature of the news;

- teachers who are fully committed to innovation activities and are influenced by it, their attitude to general and specific innovations, their weaknesses, strengths, as well as their fears and doubts allow innovation to develop in different directions, to varying degrees;

- create conditions and innovate and plan. These three elements demonstrate integrity in planning and management processes in implementing innovation. Planning is a tool for systematic work. The various characteristics of these factors reveal how step-by-step the innovation is implemented and the nature of the difficulties it presents. Another possibility of successful implementation of the innovation will depend on ensuring a comprehensive analysis, focusing on all dual factors.

Secondly, innovative technologies defining ways to implement it: first strategic planning of preschool organizations introduction, additions to the development program create. Effective usage of internet resources and kindergarten's administrative website is necessary to systematize.

Thirdly, the organization of methodological work in an innovative direction: presentation of the results of educational work: creative skills, methodological skills competition of works, creative portfolio, children's portfolio, parent cooperation [7].

This updated educational program is an effective program for both students and teachers. For example: Bruner offered some very important tips on developing important teaching practices. An integral part of Bruner's theory was the concepts of "discovery" and "if a student is allowed to collect parts in one place and become an discoverer, the results obtained are true".

The advantages of this type of training include four aspects:

- 1) through the growing the intellectual opportunities;

- 2) by going from an external reward to an internal reward;

- 3) this is achieved through discovery and last but not least, the effectiveness of such training can be achieved by development of memory.

If the learning process is based on "building a bridge" that continues the student and the learning material, then the teachers who coordinate this process should be able to observe both sides of the bridge. Teachers try to understand what students know and what they can do, as well as their interests, what each student likes and wants to do.

The implementation of the practical use of innovative technologies in the educational process at the university is a long and complex process. Improving the identified levels consists of the following steps:

- mastering the methods of practical use of innovative technologies in the educational process; conducting work related to the development of new methods and forms of educational work organization in the educational content;

- actively introduce into the educational process the practical use of innovative technologies in lectures and seminars, on the basis of which the teacher will be able to effectively use new methods and techniques in practice;

- radical transformation of the content of continuing education at all its levels; mastering teaching methods that correspond to the use of innovative technologies in practice [8].

In the using innovative technologies, future specialists must have knowledge of innovation, comprehensively master innovations, master diagnostics of innovative activities, and skills in implementing innovations in practice. At the university, students were able to master an innovative culture in the process of studying, develop creative thinking as an individual with the help of innovative teaching methods. New innovative methods play a role in solving this problem. The main goal of today is to enter the world educational space in the future, to master new innovative methods of higher education of civilized countries [9]

Conclusion. Summing up everything, it should be noted that the effective application of the methods obtained in accordance with this program in the classroom will contribute to the development of

cognitive activity of primary school students, independent learning, the formation of creativity, students will learn more easily, learn to work together in a team, and the depth and rigor of knowledge will increase. So, the student openly expresses his thoughts freely, learns to listen to each other, and an atmosphere of cooperation is formed in the classroom. Therefore, it can be said that other subjects were taught with this form of training and were effective. We are confident that only by mastering this program will we be able to form a spiritually rich personality that is fully developed, has a clear future, has a clear orientation, and is competitive.

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ПУТИ ОБУЧЕНИЯ БУДУЩИХ ПЕДАГОГОВ ДОШКОЛЬНОЙ ОРГАНИЗАЦИИ ТЕХНИКЕ ПРИМЕНЕНИЯ СКАЗКОТЕРАПИИ В СООТВЕТСТВИИ С ВОЗРАСТНЫМИ ПЕРИОДАМИ ДЕТЕЙ

Аннотация

Актуальность исследуемой проблемы заключается в том, что подготовка будущих педагогов и воспитателей дошкольных организаций играет важную роль в образовании и влияет на будущие поколения. У детей необходимо развивать способности ясно и четко излагать идеи, критически и творчески мыслить, умело использовать когнитивные навыки. Цель статьи заключается в том, чтобы раскрыть пути обучения воспитателей и педагогов дошкольного образования с применением методов сказкотерапии эффективно и целесообразно. Эта техника способствует развитию социокультурного взаимодействия для детей разных возрастных групп, но важно чтобы эти методы и формы были подходящими для возрастной категории детей. Ведущими методами исследования данной проблемы являются методы анализа и сравнения, которые помогут распознать самые качественные пути обучения будущих педагогов с помощью отбора лучших, а также, метод дедукции, с помощью которого можно логично рассмотреть вопрос с