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**AN OVERVIEW of THE EFFECTIVE ACTIVITIES for TEACHERS`
PROFESSIONAL DEVELOPMENT**

Abstract: The some implements on teacher development are subject of this paper. The aim of this study is to indicate which activities on teacher professional development are effective in the light of the studies of accreditation, attestation and published articles. There are many implements to develop young teachers; to be assistant, academic mobility, exchange of experience, the combination of theory and practice with the relations by industry and universities, and qualified teaching programs. To prepare professional development of young should be long-term and continuous process focused on the formation of personal qualities and professional skills, knowledge and based on academic activities. Some recommendations are given to develop teachers.

Key words: Teacher development, Developmental activity, Training

Modern high schools of many countries are in great demand for educated and young staff, who has ability to cooperate, characterized by mobility, dynamism, constructiveness, have a strong sense of responsibility for the education of the younger generation, who are able to make their own decisions.

Staff development is defined as those processes that improve the job-related knowledge, skills, or attitudes of school employees (Sparks & Loucks-Horsley, 1989). Eraut (1977) preferred to define teacher development as: 'the natural process of professional growth in which a teacher gradually acquires confidence, gains new perspectives, increases in knowledge, discovers new methods and takes on new roles'. Today, it is currently problem that, how to strengthen the teacher's role as an organizer by the use of new interactive methods in teaching process. The teacher not only explains, but he or she is a guider and has the role of acting work together. However, students traditionally and commonly receive knowledge as no change. In other words, the student` activity is not observed. The effective system is that students participate actively for all activities and teachers talk less in the classroom. This problem is related to the pedagogical knowledge of the teachers. The main purpose is how to gain more pedagogical knowledge effectively. Pedagogical knowledge is a teacher`s knowledge of how science can be taught. It (Newton, 2008) encompasses, for instance, knowledge of activities suited to different kinds of learner, ways of describing and explaining aspects of science, analogies and

examples, class management routines, and particular ways of assessing science learning.

Harris, D.L. &Anthony H.M. (2001) summarized that providing teachers opportunities for continued development as they practice their profession is crucial for meaningful change in any educational system. The constellation of formal and informal opportunities for teachers to learn and to improve their professional craft is crucial to school improvement and student success (Paul V. Bredeson, 2000). It is summarized the development of teachers as a key factor to increase student`s learning and to improve their performance because of successful professional development opportunities for teachers have a significant positive effect on student`s learning and performance (UNESCO, 2003; p.29). In general, helping teachers feel a greater sense of control over their professional lives in schools will increase their sense of teacher efficacy and make for greater effort, persistence, and resilience (Tschannen-Moran and friends, 1998:239). The purpose of this study is to outline effective activities in preparation of professional development of teachers. Our study is about activities which applied in different various experiences in all over the world.

There are many implements to develop young teachers; to be assistant, academic mobility, exchange of experience, the combination of theory and practice with the relations by industry and universities, and qualified teaching programs. First of these is about to be assistant.

Many high educational organizations have a system to prepare their own instructors who graduate with having best scientific skills, content knowledge and subject mastery. The vast majority of young teachers are decided to universities where they graduate to employ as teacher-assistant or assistant-teacher. This is a traditional and initial professional development of young assistants to be instructor. Teacher assistant is who helps to experienced instructor for his or her academic or educational affairs as tutor or mentor. Teacher assistant also attends to teach in additional courses, seminars and other academic affairs that in out of classroom. They are actively working with the invitation to the University young teachers within the individualized process of improving professional competence and skills of young teachers through the creation of individual educational routes.

The assistant system is strategic and has a significant role. It is based on tutoring, mentoring, coaching and joining educational activities directly. This approach is able to intensify the process of professional formation of the young teacher's assistant and the formation of his motivation for self-improvement, self-development, and self-realization. The continuing professional education of teachers needs to be informed by understandings how experienced teachers do their academic works.

The next system is about research assistant. Some teachers can have duty about research assistant in national or international projects. To have access to continuous research issues or problems of teachers keeps them exciting. Teachers develop the knowledge by contributing to the results of their research. Making practice on the teaching methods and techniques in terms of educational experience, they evaluate the results by means of research methods and tools. As a result of all the information they gain experience teaching aspect. As a result, teachers should participate republic and international scientific conferences and exhibitions, write scientific articles.

The next implement is academic mobility of teachers. At present, the world is formed by a single educational space, which is expressed in the harmonization of educational standards around the world. Open educational space implies an increase mobility and cooperation of university teachers from different countries, which will contribute achieving success in their chosen profession, improve the system of employment of university graduates or teacher candidates. The any educational organization has developed a workplan for the organization of internal and external academic mobility of teachers and students in academic year. The organizations have jointly establishing and maintaining contacts with foreign universities, professional associations, nonprofit organizations and businesses in attracting foreign professors, teachers and experts to develop the young teachers. Academic mobility of teaching staff has had and has a significant impact on their personal and professional development. Each participant of the process of academic mobility is faced with the need to address specific internal and allocable situations, their reflection from the position of own and alien culture. The task of improving the quality of learning also involves engagement of foreign experts in university.

The important thing is to exchange of experience. For this, relationship between education and industry and partnership with universities and academic world are two main works to share experience and knowledge and to combine practice and theory. The partnership between teacher and university professors and between teachers and researchers on teachers` development, is very important. Qualified teachers (Sharma, 2002) while making maximum use of educational technology for good teaching may well be advised to exchange their experience with other teachers because it would help them to overcome some of their professional hindrances (p.110). The new national strategy for continuing professional development (Christopher Rhodes & Sandra Beneicke, 2002) emphasizes the importance of teachers learning with and from other teachers, the importance of school support in improving teacher practices as a result of professional development and the encouragement of schools to become professional learning communities (p.299). In conclusion, it is suggested that nationally or internationally agreed guidance concerning good practices in coaching, mentoring and peer-networking in schools would be of

use to teachers, management teams, trainers and others concerned with the raising of standards and attainment in schools (p.306). In the framework of solving the national educational objectives of the university with the aim of improving the quality of teaching, aims at improving skills, development and activation of scientific interests, experience, development of competence of young teachers through the implementation of training of instructors in the partner universities. The effectiveness of foreign travel for young teachers is not only to improve the skills of instructors themselves, but also to distribute their experience. The exchange of experience, development of new courses, and enhancement of scientific interests of instructors are aimed at ensuring the quality of teaching disciplines.

To improve the quality of young teachers, ensuring a close relationship with the production of training is involved professionals with experience in their respective industries. In the framework of the educational programs of teacher-practitioners are teachers who have experience in the relevant industry or working part-time in their respective organizations; qualified employees of enterprises and organizations working in the University part-time. Selection practitioners on the basis of qualification requirements, job descriptions and approved by staff, given the large experience in the relevant field.

Improving the quality of education is directly related to the improvement of teacher education. This will start the preparation of teachers in higher education institutions. Therefore, the quality of teacher training programs is one of the tasks on the agenda. The quality of teacher training programs is one of the tasks of educational sphere. When the issues of education are discussed around the world, the improving teaching quality is primarily promoted. Raising the level of education of students and individuals, is depending on the school and the teacher. This starts from the preparation of teachers in higher education institutions. In the preparation of teachers, school practice is essential to gain teaching experience. Gratch A. (2001) indicate this point that teacher education programs need to provide opportunities for preservice teachers to develop relationships with school personnel in which there are opportunities to discuss teaching practice. Developing such relationships requires more in-depth participation in school setting throughout teacher preparation. Field experiences that allow pre-service teachers to meet with grade level teams would provide better understanding of collaborative teacher practices (p.135).

It is applied to stimulate the development of scientific and methodological studies at the University for improving their innovative orientation, the growth of scientific, methodical potential of young teachers. Research applicants of them are provided promotion. This implement is to provision that is aimed encouraging creativity in the performance of the main academic works of young teachers.

Conclusion

As a result of this study, teacher development is based on some activities. To prepare professional development of young instructors to

complex multifunctional activities is holistic, long-term and continuous process focused on the formation of personal qualities and professional skills, knowledge and skills that are adequate to their personal needs and qualification requirements.

The system of professional development of young university teachers are going through and also recommending the following activities:

1. Assessment of staff: evaluation of labor potential of young teachers, young teachers certification;
 2. Tutoring, mentoring and coaching, development of human resources;
 3. Training in master's and doctoral young teachers: development planning, professional training, retraining;
 4. Analysis of the quality of working life of young teaching staff, provision of offices with office equipment and access to the Internet and information resources, improvement of working conditions, identification and correction of the moral and psychological condition in the team;
 5. Motivating and encouraging staff performance; Adaptation of young specialists;
 6. Integrating into the international educational and scientific space;
 7. Developing assistant system with different variations in universities;
 8. Stimulating the development of scientific and methodological studies;
 9. Attracting of practitioners, foreign experts;
1. Attracting young professionals to participate in domestic and international research projects;
 2. Providing the opportunity to participate in conferences, research internships and seminars at the university and outside the university at the expense of funds of the university
 3. Achieving social development organization: the development and coordination of social programs, a health maintenance organization;
 4. Funding for the expansion of international cooperation through the organization of lectures of foreign professors, training of doctors PhD, internship for young teachers;
 5. Diversifying the forms of involvement of practitioners to implement all the young teachers of the university.
 6. Prepare the teaching guidelines for interdisciplinary courses and additional materials for training;
 7. Support life long learning for teachers on the basis of extra-curricular education;
 8. Consider effective ways to use the new technology in the field of teaching courses;

- Providing opportunities for candidates of teacher for their self-development;
- Supporting to build the right educational environment according to teaching, psychological and methodological approaches;
 - Each of the young teachers should be responsible and curious about innovation and education;
 - The knowledge of teaching methods innovation and ways of using them;
 - Using new methods in order to increase the learners' interest;
 - Providing electronic based materials;
 - Actively contribute to the training integrated topics and enhance method materials during the implementation of special training courses and seminars;

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МҰҒАЛІМДЕРДІҢ БІЛІКТІЛІГІН КӨТЕРУ ТӘСІЛДЕРІ

Андатпа: Мұғалім біліктілігін дамыту жөніндегі кейбір шаралар осы мақалада орын алады. Осы зерттеудің мақсаты аккредиттеу, аттестаттау және жарияланған мақалалар мен зерттеулер аясында мұғалімі біліктілігін арттыру жөніндегі шаралардың тиімділігін көрсетуі болып табылады. Жас мұғалімдерді дамыту үшін көптеген шаралар бар; ассистент болу, академиялық ұтқырлық, тәжірибе алмасу, өнеркәсіп және университеттермен қатынастар, сондай-ақ теориясы мен практиканы ұштастыратын біліктілік бағдарламалары. Жас мұғалімдердің кәсіби дамуы ұзақ мерзімді және үздіксіз процесс, жеке қасиеттерін және кәсіби дағдыларын қалыптастыруға бағытталған академиялық іс-шаралар негізінде болуы тиіс. Мұғалімдерді біліктілігін арттыруға арналған кейбір ұсыныстар берілді.

Түйін сөздер: мұғалім біліктілігін көтеру, біліктілік шаралары, оқыту.

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СРЕДСТВА ПОВЫШЕНИЯ КВАЛИФИКАЦИИ УЧИТЕЛЕЙ

Аннотация: В данной статье, рассматриваются некоторые средства, применяемые для совершенствования процесса повышения квалификации учителей. Целью данного исследования является анализ эффективности мероприятий по повышению квалификации учителей, на основе исследований опубликованных статей, аккредитации и аттестации кадров. Существует множество средств и уровней развития молодых учителей: деятельность ассистента, академическая мобильность, обмен опытом между университетами, практика на производстве, а также мероприятия, которые объединяют теорию и практику обучения в процессе созидания и формирования квалифицированных учебных программ университетов. Процесс подготовки молодого профессионального учителя - это долгосрочный и непрерывный процесс, ориентированный на формирование личностных качеств, профессиональных навыков и знаний на основе научной деятельности учителей. Таким образом, в статье предлагаются несколько рекомендаций для усиления эффективности процесса повышения квалификации учителей.

Ключевые слова: подготовка преподавателей, квалификация, обучение, навыки, знания, умения.