



**UPDATING THE PROFESSIONAL COMPETENCIES OF A TEACHER IN
REFRESHER COURSES**

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Abstract

The relevance of the study is determined by the acute lack of additional training for teachers, which has found its niche in the educational process in Kazakhstan and in the world as a whole. The large-scale rapid transition of educational institutions of the Republic of Kazakhstan to a distance-learning format in connection with the epidemic threat due to the spread of COVID-19 revealed an urgent need for teachers to acquire and develop professional skills related to the organization and conduct of online training. At the beginning of the research, in order to determine the types of teacher's activities, it was necessary to identify and systematize the range of tasks in the framework of their professional activities. In this regard, we made a diagnosis of the professional difficulties and needs of teachers who completed professional development courses during 2020. The main task of diagnostics based on a questionnaire was to identify the dynamics of changes in educational needs and the choice of preferred forms of professional development. The reliability of the obtained results was ensured by a holistic systematic approach to solving the tasks and problems, the methodological validity of scientific statements, an analysis of domestic and foreign experience and practice of additional education, interpretation of the results based on the selected methods and personal participation in the creation and management of the center of additional education. Thus, the development of the legal framework, the need of teachers and administrative personnel of educational institutions for a free choice of forms of professional development guaranteed by laws create stable prerequisites for the wider involvement of legal entities of various forms of ownership in the process of providing electronic educational services. Therefore, from our point of view, the perception of lifelong learning in the form of refresher courses, as an impulse to improve the teacher and the pedagogical model as a whole is of particular importance.

Keywords: refresher courses, lifelong learning, education, program, research, need, experience, distance learning.

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refresher courses

Introduction

Our progress as a nation can be no swifter than our progress in education.

John F. Kennedy [1]

In the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, professional development of teachers of all levels of education is an important condition for the global competitiveness of Kazakhstani education [2]. The Program provides for the transition to the improvement of pedagogical skills through continuous professional development using its various forms and programs. The introduction of the voucher system will let teachers choose independently the provider, based on the relevance of the offered courses, the skill of the trainers, and the convenience of learning. This is the most important step towards ensuring the competitiveness of the educational services market. The conditions for creating a free competitive educational space are provided for by the Law of the Republic of Kazakhstan “On Education”, which specifies legal entities as subjects of educational activities (Article 40) that implement one or more educational programs and (or) provide the maintenance and upbringing of students, pupils, regardless of the form property and organizational legal form. According to Article 23. of the Law, the programs of “professional development of specialists aimed at developing professional competencies adequate to modern requirements” refer to educational programs of additional education that can be implemented by educational organizations. Thus, Article 7 of the Law of the Republic of Kazakhstan "On the status of a teacher" directly indicates the right of a teacher to undergo advanced training at least once every five years and provides freedom of choice of forms of advanced training [3].

Analysis of the Research and Publications

Work carried out by the Ministry of Education and Science together with the teaching staff made it possible to overcome adequately the inevitable difficulties of the transition to a distance format, but the need for teachers to master modern methodological tools is still high. At the legislative level, the necessary conditions have been created in the country in order to satisfy the demand of the professional community, the right of a teacher to improve their qualifications and a free choice of forms and methods of professional development is ensured by laws and other regulatory legal acts.

The main competitive advantage of a highly developed country is its connection with the priority development of its human potential, which directly depends on the real state of the education system. It determines the source of the country's economic growth in the long term. Today education is the means and resource for the formation of an acme-oriented personality, which is capable and ready to live in a multicultural society for creation and developing in conditions of free choice and is ready for cooperation and competition.

The relevance of our research is determined by the acute lack of high-quality additional professional development of teachers engaged in pedagogical activities in Kazakhstan and in the world as a whole. The large-scale rapid transition of educational institutions of the Republic of Kazakhstan to a distance-learning format in connection with the epidemiological threat due to the spread of COVID-19 revealed an urgent need for teachers to acquire and develop professional skills related to the organization and conduct of online education.

The high labor intensity of this process mentioned by teachers is often associated with ignorance of all the possibilities of educational platforms and the inability to use the advantages of information and communication teaching methods.

Based on the needs of the market, additional education is rapidly developing in the form of professional development courses, which are moving into a remote and mobile system in the field of educational services. The advantages of this system of additional education are in its mobility, convenient search, as well as sensitivity to the changing needs for qualified personnel, the implementation of the actual needs of the teacher's personality [4]. It is the most important part of reforming the entire education system, however, the importance of this educational area remains underestimated to the proper extent and its development in the educational services market is largely spontaneous. If we go back ten years, then in the domestic pedagogical system, additional education was traditionally considered as auxiliary, supplementing the basic education received earlier. Until recently, it actually performed a compensatory, optional function. The importance of this direction is especially visible in the context of new, established worldwide pedagogical ideas - education throughout life, which should become the basis of the modern interpretation of additional education. The transformation of final education into continuous education, which has become a trend, requires rethinking of the goals and purpose of additional education as the main one in the context of expanding the skills of teachers. Currently, it represents one of the main forms of implementing this idea. With the transition to lifelong education, additional education should be considered as a kind of addition to basic education, in order to use this type, as a necessity within the framework of providing new skills and teaching methods of disciplines for every socially active member of society. The personality-oriented model of education provides an opportunity to "turn" the previously largely leveled system of advanced training with its "planned" regularity to the person and to consider additional education throughout life as a way of a meaningful form of a person's implementation of his significant projects.

The widespread development of this direction is caused by the renewed needs of the person himself to prolong his education. For these reasons, it is necessary to rethink the role,

functions and place of additional education in the main educational space of society. Analysis of foreign educational systems makes it possible to identify the state and aspiration of its development in countries that are in more favorable socio-economic conditions, where educational trends are not veiled by acute socio-economic problems and therefore are manifested most clearly.

Thus, the development of additional education will provide an opportunity to increase the rise of industrially developed countries, modern Kazakhstan is among them. In recent years in the developed countries of the world, educational reforms have been carried out in all categories with the need to "make education throughout a person's life accessible to all" (OECD, 2003). There is a rapid theoretical development of the problems of additional education, the flow of publications in the scientific and practical direction has increased and is identifying new ways of education. According to leading American experts, additional education is characterized by "a disconcerting array of programs, institutions, and staff working to assist in learning," and in terms of material cost, it surpasses elementary, middle and high school combined. The issues of additional education abroad were raised in the study of open distance the use of information technologies in the development of "global education", etc. [5] However, despite extensive research, additional education does not have its own systemic theoretical and methodological substantiation. Its interpretation in Russian theory as auxiliary to the main one does not coincide with its real position in the transformation of final education into continuous education, in the development of man and society. The very understanding of the category of "additional education" needs to be revised, reflecting the new educational situation in our country and the world. The need for scientific research is formed by the lag in the development of theoretical and methodological foundations of additional education from the real practice of its implementation and implementation into the general process. Continuity of education can be ensured, first, by additional education, which turns into one of the main

forms of social activity and the most important sphere of society's activity - this lever is professional development courses. Thus, we have created a platform where each teacher can choose the necessary course for himself to improve his skills. At the beginning, we created this platform with narrowly focused activities. To date, we have selected lecturers from among those who have foreign teaching experience, more than ten years of experience, practical teaching skills, etc. Syllabuses are done according to the state standard. Rigid selection of lecturers and courses led us to the need to highlight problem areas in education. Unfortunately, the foreign experience is not always possible to transfer to our mentality since teachers do not consider the necessity to improve the level of their knowledge, but rely on basic education given at the beginning of their teaching path. Thanks to government reforms in education, the main condition for improving the qualifications of teachers is a combination of two forms of education: basic and additional, which are interrelated and presuppose each other. The main sources for the definition of the content of the offered courses were theoretical works of domestic and foreign scientists on lifelong education, additional education and teaching aids. The results of observations and research of teachers who visited foreign countries for internships and study trips to the USA, Great Britain, America, France, the study of the direct experience of the departments of additional education, as well as private enterprises providing additional education services, provided a complete picture of the work on the creation of our project. The provisions taken from practical experience include the following: 1) clear goal setting with the use of psychological aspects; 2) using the experience of students and their competence; 3) training and development of basic skills; 4) age characteristics; 5) training in educational and organizational skills in order to acquire new knowledge; 6) human self-direction; 7) reflective practice; 8) the social context of education; 9) change of the individual in the learning process.

Methods

The reliability of the results obtained was ensured by a holistic, systematic approach to solving the assigned tasks and problems. The methodological validity of scientific provisions, an analysis of the comparison of domestic and international experience and practice of additional education, interpretation of the results, as well as personal participation in the creation and management of the center of additional education proved the results. The global trend of development and expansion of additional education services into the leading educational direction determines the promising directions in the current educational space. For the success of the educational process, it is important that the meanings transmitted in the course of language communication are transformed into meanings that are personally significant for students, integrating into their existing system of knowledge. Therefore, from our point of view, the problem of perception of lifelong learning in the form of refresher courses, as an impetus to improve the teacher and the pedagogical model as a whole, is of particular importance. The experience of foreign researchers and our own long-term work in the system of additional education indicate that adherents of different cognitive styles are usually present in the training group. Therefore, an important task is to create a learning environment with different types of cognitive activity, providing for a variety of ways of cognition and enabling all students to use, among other things, their preferred cognitive strategy. The widespread development of this area is caused by the actualized needs of the modern adult in continuing the educational process, due to significant socio-economic changes - the emergence of new technologies and industries, globalization of the economy, increased competition, significant demographic changes in the population, an increase in people's free time, an increase in the general education of the population. Currently, Western scientists and experts are raising the issue of commercialization of educational services with alarm, fearing the transformation of the educational system into a market for goods, where the "laws of the

jungle" operate. At the same time, there is no less danger of possible restrictions on the part of the government, which are just as detrimental to the development of additional education. The optimal approach has not yet been found.

The active use of information and communication technologies in their professional activities enables a modern teacher to be competent in the implementation of their activities.

Results and Discussion

At the beginning of the study, in order to determine the types of teacher's activities, it was necessary to identify and systematize the range of tasks solved by the teacher in the framework of his professional activities. In this regard, a diagnosis was made of the professional difficulties and needs of teachers who have completed advanced training courses during 2020. The main task of diagnostics was to identify, on the basis of a questionnaire, the dynamics of changes in educational needs and the choice of preferred forms of professional development of teachers. In the process of experimental activity, the questions of the questionnaire were drawn up taking into account the main integral characteristics of the professional development of teachers:

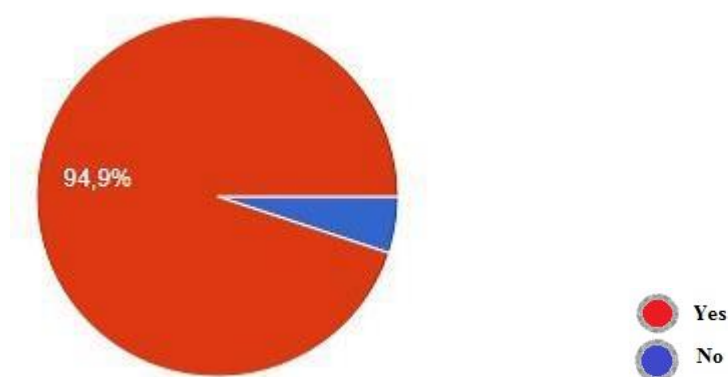
- the process of professional development is individual,
- there is no reference model of the teacher;
- motivation for self-education; professional competence;
- creative achievements.

The participation of teachers in the survey made it possible to analyze personal achievements and identify professional difficulties in terms of indicators, taking into account individual capabilities.

The questionnaire consists of four questions, the answers to which allows obtaining information about the need for advanced training, the areas of professional knowledge and competencies, and the experience of respondents' advanced training. The questionnaire has

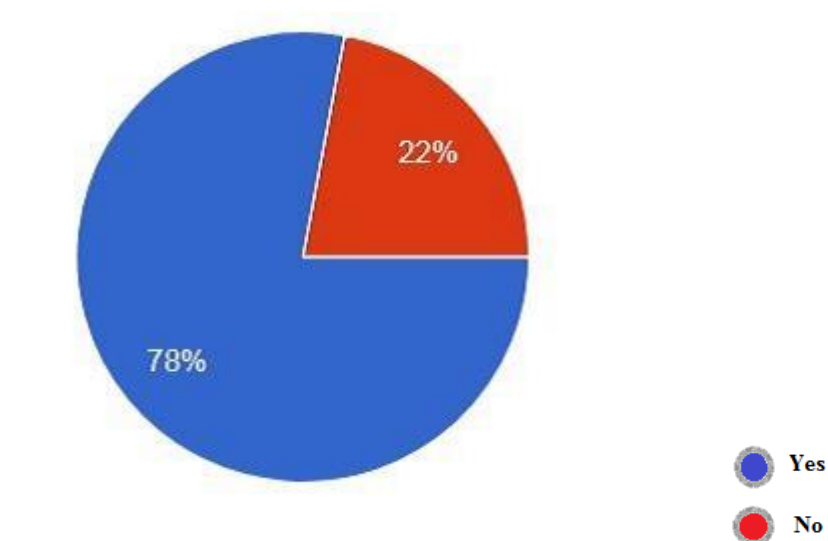
been compiled and posted in Google Forms. The number of participated respondents in the survey was 14,357 teachers. The analysis showed that 94.7% of the respondents declare the need for advanced training.

Attachment 1



The respondents would like to improve their qualifications in ICT technologies, project methodology, new teaching methods, rating and accreditation, etc. The most popular answers to the question "What professional competencies would you like to develop?" were ICT, managerial, methodical ones. 78% of respondents have already had experience of taking advanced training courses remotely.

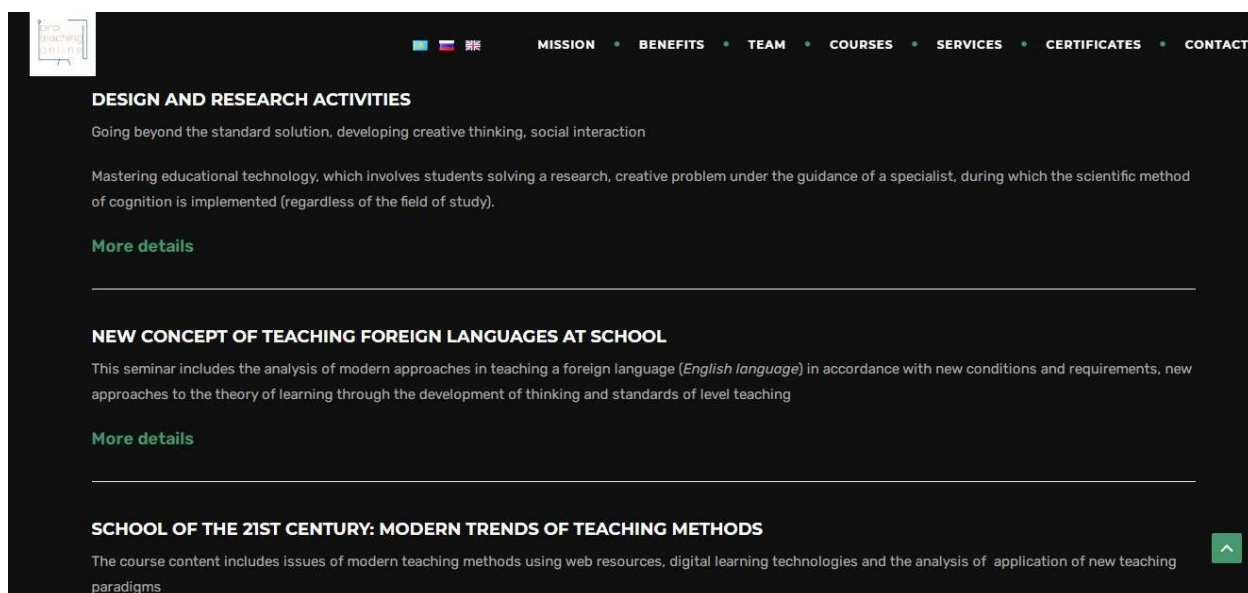
Appendix 2.



One of the reasons for taking professional development courses was the need to master new knowledge and skills, qualification requirements, a sense of the need to acquire new knowledge and self-realization.

The transformation of education into continuous one has become a trend and it requires rethinking of the goals and objectives of additional education, as the main one in the context of teacher training. The widespread development of this direction is caused by the renewed needs of the person to extend his education. For these reasons, it should be noted the need to rethink the role, functions and place of additional education in the main educational space of society. Taking into account these changes, we have developed educational programs on the following topics: design and research activities, a new concept of teaching foreign languages at school, a modern school and certification: criteria and quality indicators, accreditation and rating of educational programs, distance-learning technologies, etc.

Appendix 3



The programs have been successfully tested in three groups, where the target audience was school teachers, deputy directors, directors, undergraduates, doctoral students.

Table 1

Table 1			
	Number of respondents	Status	Selected course
Group 1	46	School teachers	A new concept of teaching foreign languages
Group 2	27	Directors, Deputy Directors	Management and quality of a modern school
Group 3	35	Masters, doctoral students	Design and research activities

Conclusion

The result of the research is a project, which covers many areas of pedagogical and professional activities. The main distinguishing aspect is the delivery of courses based on practical recommendations and examples, interpretation and analysis of teaching methods, support and assistance after the courses. Thus, the development of additional education will provide an opportunity to increase the rise of industrially developed countries, modern Kazakhstan is among them. The need for scientific research is formed by the lag in the development of theoretical and methodological foundations of additional education from the real practice of its implementation and implementation into the general process. . Continuity of education can be ensured, first, by additional education, which turns into one of the main forms of social activity and the most important sphere of society's activity - this lever is professional development courses. Learning is always accompanied by the activation of experience in a new situation, and the subjectivity of perception is determined by the student's personality characteristics.

For an adult listener, the orientation of teaching changes from a subject to a problem one. It is necessary to apply new aspects, methods and techniques of teaching. At the same time, the study of this segment of educational services allows us to point to the lack of formation of the competitive environment, in contrast, for example, to the sphere of higher education, where universities compete in attracting applicants through a wide range of educational programs and the quality of the educational environment.

Therefore, the problem of perception of lifelong learning in the form of refresher courses as an impulse to improve the teacher and the pedagogical model as a whole is of particular importance.

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