

VOCATIONAL TRAINING OF FUTURE PRESCHOOL TEACHER IN HIGHER EDUCATION INSTITUTION

M. P. Asylbekova

Eurasian National University named after L. N. Gumilev, Astana, Kazakhstan

Summary. This article is about professional training of future teacher and key competencies of future professional in modern realities.

Keywords: modernization of higher education; training of teaching staff; development of key competencies.

Modern changes in education of Kazakhstan open new prospects in a pedagogical profession. The new maintenance of education, new requirements to prepare the pedagogical staff raise the role of professional education and demands high-quality changes in professional training. The change of approach to the organization of pedagogical process within educational institution, the subject, the educational occupation directed to form at trainees' ability to study, to come into contacts with other people is put in the forefront. These abilities are achieved in joint activity of trainee with the teacher. Therefore today there is a sharp need to increase the efficiency of pedagogical specialists' preparation in higher educational institutions (institutes, universities).

Training the specialists in the field of preschool education is carried out in higher education institutions taking into account uniqueness of the period of preschool age and the tasks facing preschool education and all education system of the Republic of Kazakhstan at the present stage. Demands change in the maintenance of subject matters, technologies of training of teachers in higher educational institutions. Experts with the higher professional pedagogical education become leading experts in area of preschool education today. It is connected with new technologies of education and training of children and need of modern technologies, including information [1].

Among the big contingent being trained in a higher educational institution the special part is assigned to students – future preschool teachers (to tutors, methodologists, teachers of additional education). It is caused by uniqueness of the period of preschool age and those problems which are solved today by modern preschool education, the substantial party of subject matters, higher educational institution teacher's responsibility to form the professional personality of future preschool teacher. To focus attention on training of the preschool teacher is connected with practical-oriented training of specialists to work with children [2].

It is age group of pupils which possesses rather various general and developing common cultural abilities, skills and interests. Bases of development of the personality at the preschool child are formed, and their full development demands specially trained teacher.

Modern preschool educational institution needs the expert in preschool education who knows the latest developments in the field of science and culture, modern methods of training, and also familiar with modern information technologies, the software intended for training and development of children and necessary technique to work with children. The Child Educational Institution (CEI) uses information technologies in office-work, management of educational institution, work of teachers with children and their parents. Therefore information trained and competent teacher-adult must be in The Child Educational Institution [3].

Higher educational institutions pay much attention to questions of quality training of graduates, to increases their competitiveness and an employment guarantee. Therefore in educational process higher education institutions have to use modern technologies of training specialists, constantly extends the range of additional specialties and specializations. The training center joins personally focused, competence-based and contextual approaches to improve the vocational training of preschool teachers in higher education institution.

Preschool teachers' vocational training is carried out on the basis of the State educational standard of higher education (GOSO RK) at the higher educational in-

stitutions; its analysis shows that the modern content of professional education is focused on the declared area – preschool education. However not enough attention is paid to information training of students, to form the information competence of training in the process of higher education institution that, reduces their competitiveness, quality of vocational training and future professional activity in the Child Educational Institution (CEI).

Training the specialists is carried out according to the State educational standard of higher education of the second generation and the third generation on specialties: «5B010100 – Preschool training and education». The analysis of the State educational standards of higher education of the Ministry of Education and Science of the Republic of Kazakhstan (GOSO RK) shows that filling of the standard and the maintenance of disciplines doesn't correspond to problems of professional education and prospects of development of preschool education [1].

Especially it is brightly shown in lack of purposeful approach to technologies of vocational training with use of information component.

Students' sociological poll of educational institutions and practical workers for the purpose of identification their knowledge in the field of information technologies and a professional standard in the field of information technologies shows that students don't have sufficient level of information competence in the area of information technologies owing to absence of this discipline in curricula or the insufficient number of hours dedicated to study the information technologies; questioning of 80 teachers of preschool educational institutions showed that only 10 % from among respondents use information technologies in work. It shows that modern professional education doesn't pay attention to these questions.

The analysis of work of preschool educational institutions and the maintenance of training the specialists at the higher school shows that the problem of introduction the information technologies in educational process and the maintenance of vocational training in higher education institution is insufficiently developed, though there is necessity in information competence of preschool education specialists of different level for work in the system of preschool education. In modern researches the accent is displaced towards preparation of general-pedagogical and methodical training of teacher, to develop pedagogical skill and pedagogical culture of teacher, but there are not raised questions on teacher's information literacy, to use information technologies in training future teachers and to use information technologies in practice work of educational institutions.

Therefore serious scientific-theoretical research is necessary on the problem to improve the vocational training of preschool teachers in higher education institution, to develop the training model of students on the basis of use the information technologies in pedagogical higher education institutions for their future professional activity.

Modern preschool educational establishments demands experts of all levels of proficiency in modern information technologies, the personal computer, and also information competence on questions of realization the information technologies work with preschool age children, in preparation and organization of pedagogical process in preschool educational institution. The improvement of information training can be changed by means of changes in the maintenance of general and vocational training, by ways of using various forms of work with students in teaching and educational process, in students' and teachers' research work and to find a concrete embodiment on practice that will promote to information competence of future specialist – the teacher [4]. Throughout several years we carried out the work which has been conditionally divided on some stages:

At the first stage the experience of the advanced teaching on a problem of native and foreign experience of using information technologies in professional activity of preschool teachers which allowed to draw a conclusion to search ways of creation the technology to improve the vocational training of preschool teachers in modern higher education institution taking into account modernization of the higher education was studied.

At the second stage collecting and the analysis of an empirical material, studying the practice of formation the information competence in higher education institutions was

carried out. Conditions to develop and to perfect the formation of preschool teacher's information competence were revealed and founded in higher education institution.

At the third stage the special place was taken by mass introduction of the organizational and methodical documentation connected with preparation of qualified specialist of preschool education in the field of information technologies. To work out educational and methodical tutorials, monographs, educational and methodical sets, to hold high school, republican and international level conferences, to develop and to approve the courses program for professional development of specialists.

Result of the carried-out work:

1. The concept of vocational training of preschool teachers in the higher education institution, reflecting a reference point on development of the professional, as main tendency of modernization of modern professional pedagogical education is developed.

2. Improvement of vocational training of the preschool teacher in higher education institution on the basis of using the information technologies.

3. Specifics of the organization of educational process, its maintenance and ways to form the information competence of preschool teachers according to features of their professional activity are revealed.

Bibliography

1. State program of high education 2011–2020 in Republic of Kazakhstan. – Astana, 2012. – P. 34.
2. Saykov B. P. Organization of information space of educational institution: the practical management. – M. : BINOM. Laboratory of knowledge, 2005.
3. Hodakova N. P. Vocational training of the student – future preschool teacher in higher education institution // Modern problems of science and education. – 2011. – № 5. – P. 35–38.
4. Asiybekova M. P. Question on forming innovative activities of future specialists // «to train scientific methodological fundamentals of specialists in the process of preschool education development». Round table materials on theme «Using innovative technologies to train specialists of preschool education». – Astana, 2013. May 4. – P. 34–37.

© *Asiybekova M. P.*