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Theoretical programs for the development of teaching activities of college teachers

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Abstract. The article considers the fact that the requirements for education in the college depend on the teacher's implementation of the educational process, i.e. pedagogical activity. Not the implementation of the pedagogical activity of college students through theoretical research methods, but its improvement is set as an urgent task. Improvement of pedagogical activity is based on interdependence and harmony of continuous personal development and professional development of the college teacher. Based on an analysis of the literature, especially the work of domestic researchers, the determinants of continuous personal development and professional development of a college teacher are identified. In this regard, a number of components are considered, such as the sphere of value-motivational orientation, self-awareness, social-psychological qualities, professional-psychological health, the level of professional education, and pedagogical organizational features of the college teacher.

Keywords: teachers, pedagogical activity, professional development, personal development, personal qualities.

Introduction

In our republic, there is a question of modernizing education that integrates other spheres of society. This also applies to college education and upbringing. Currently, there are 770 secondary educational institutions of technical and vocational education. It will train 4,889,000 future specialists. Another college significance statistic. About 30% of all teachers in the country undergo vocational training in colleges. Thus, secondary vocational education is an important resource for achieving strategic goals in the economic and social spheres of society.

Colleges are granted academic freedom from the 2021-2022 school year. Due to this, the demands and responsibilities of colleges today have increased. This information was published by the ex-minister of Education A. Aimagambetov in his Instagram and Telegram posts on 01.12.2022. In colleges, up to 50% of the content of curricula and programs will be formed with strict consideration of the requirements of society and the needs of the labor market, profession and regional characteristics etc. This will be carried out by employers in the development of educational programs together with teachers, through their direct participation in the examination.

In addition, colleges are given the right to determine the term of study depending on the specifics of each specialty and the results of study.

This suggests that recently special attention has been paid to qualifications, competencies of college graduates.

A special role is played by college teachers. Their requirements, expectations, tasks and responsibilities must be new, with changed content. First of all, the study and justification of the needs of students by teachers; identification and provision of training results that correspond to the interests of stakeholders; application of pedagogical and psychological technologies in the organization of the educational process. In addition, college teachers need to create conditions for the development of students who are able to make independent decisions, have the necessary competencies that have their place in society.

Therefore, guided by humanistic values, we remind you that only a teacher of a college of higher professional competence, using his creative potential, can become a subject of modernization and unified implementation of training of specialists. In this regard, the purpose of the study on this article was to clarify the theoretical foundations for improving the pedagogical activities of college teachers.

Research materials and methods

Depending on the topic and purpose of the study, documents, theoretical and empirical information materials were used to substantiate the professional activities of college teachers [1-26].

Conclusions are drawn through publicly available theoretical methods, such as analysis, generalization, refinement of this information.

Methods of analysis, generalization, control of professional activities of teachers of «Semipalatinsk Higher Multidisciplinary College» in Semey were also implemented.

Literature review

The study of pedagogical, psychological issues of the system of secondary vocational education in Kazakhstan is not sufficiently provided for in science.

But in accordance with the topic of the article, there is a theoretical understanding and generalization of the pedagogical activities of college teachers.

Currently, it is important to provide professional education organizations with high-quality specialists. Therefore, the practical importance of the article is always principal for the implementation of two main aspects of qualified professional education [2]:

1) the education system must have its own development mechanism;

2) it is necessary to strengthen the requirements on the part of the state to the fundamental parameters of pedagogy, psychology of teachers.

In our research, first of all, the task is to improve the pedagogical activities of college teachers through the internal resource of the organization of education.

The professional activity, professionalism, and personality of teachers in the educational system form the theoretical basis for our research. This has been studied from various angles, and conclusions have been drawn in the works of famous domestic and foreign scientists as A.S. Amirov, B.G. Ananyev, Yu.P.Azarov, N.S.Akhtaeva, U.M.Abdigapbarova, I.D.Bagaeva, A.A.Beisenbaeva, A.A.Bulatbaeva, A.A.Verbitsky, M.K. Dzhakupova, K.E.Zhampeisova, A.E. Zhumabaeva, E.F. Zeer, I.Ya. Zimnyaya, Z.A.Isaeva, T.R. Kalkeeva, G.M.Kertaeva, G.M.Kozhaspirova, N.V.Kuzmina, G.J.Lekerova, A.K.Markova, G.J.Menglibekova, L.M.Mitina, A.K.Mynbaeva, Zh.I.Namazbaeva, A.V.Petrovsky, Yu.P.Povarenkov, E.I.Rogov, A.A. Rean, O.S.Sangilbaev, P.B. Seytkazy, V.A. Slastenin, Sh.T. Taubaeva, N.K.Toksanbaeva, B.A.Turgunbaeva, R.K.Tuleubekova, N.D. Khmel, K.K. Shalgynbaeva, H.T. Sheryazdanova etc.

Two related factors provide the basis for improving the pedagogical activities of teachers in pedagogy and psychology:

1) developing a teacher as a professional;

2) development of the teacher as a person.

These factors are considered jointly in the literature and are based on their integrity. But V.A. Slastenin warns [3] about the need to distinguish between the concepts of "professional-personal development" and "personal-professional development". The scientist considers professional and personal development as a continuous process of value determination depending on the actions of the teacher, a way to implement and self-realize his actions. Personal and professional development V.A. Slastenin justifies as the process of becoming a person directed to professional achievements at the highest level, and professionalism carried out during self-realization, professional activity, professional communication. The main criteria for personal and professional development are the levels of formation of components of professional competence.

The improvement of the pedagogical activities of the college teacher is carried out on the basis of his professional development and personal development as a subject of work. This concept is based on the Foundation for Domestic Research.

We believe that the fact A.R. Ermentaeva and G.T. Ayupova [4-7], K.T. Kuanzhanova [8] substantiated the psychological, pedagogical conditions, mechanisms and laws, defined the

role and characteristics of the teacher's personal qualities will be the basis for clarifying the personal foundations of improving pedagogical activity in the college.

At the same time, the identification of systems of interaction of personality properties with mental processes, which are a reflection of the functioning of the mechanisms of mutual determination of dynamic (procedural) and static (effective) components of the psyche, will help psychophysiologically explain the activity of college subjects [9].

The dynamics of personal parameters of the teacher at the main stages of professionalization in the process of pedagogical activity was revealed in the study by E.A. Amanbaeva [10]. The author pays attention to the preparation and organization of courses of theoretical and practical content in order to improve the pedagogical activities of the engineer-teacher in the professional lyceum of trends in the professional development of the engineering and pedagogical personality. But one important view of our study is formulated in the study of N.A. Abuov [11]. The researcher considered the relationship with the correspondences of external and internal determinants of personal development in the education system.

N.A. Abuova [12] analyzes historical and pedagogical materials of 1991-2005 concerning organizations of secondary vocational education. The author considers the need to develop textbooks and methodological recommendations on the organization of the pedagogical process, in particular, on the development of industrial-pedagogical colleges, to be an urgent pedagogical condition.

B.D. Zhigitbekova [13] is sure that the subject can create meaning only through his motives justifies the need for college teachers to improve pedagogical activity. The most important theoretical orientation to pedagogical activity is the research of G. J. Lekerova on the importance of motivation, and its development [14].

L. M. Narikbaeva [15] developed a conceptual and pedagogical approach to the development of professional talent, a structural and meaningful model, a set of its pedagogical conditions, a method of phased diagnostics. We believe that this study by the author will serve as the basis for studying the personal and professional development of teachers in any field of education.

The theories and practice of professional competence in professional education organizations concern both the pedagogical activities of college teachers and the current problem. In this regard, G. J. Menlibekova [16], B. T. Kenzhebekov [17], M. V. Semenov [18], K. S. Kudaibergenova [19], G. K. Kaltayeva [20], R. K. Tulebekova and A. K. Amanova [21] contributed. The theoretical, empirical orientation can be the research of domestic researchers of professional competence as the ability of teachers to solve professional tasks, tasks in the context of professional activity. In addition, with an indication of the content of the concept of "information competence of a college teacher", the level of its formation (primary, functional, in-depth, professional-network, professional-methodical and professional-creative), was specially developed by N.N. Zhaksybayeva. The author modeled the formation of information competencies of college teachers.

The problem of the development of diagnostic activities of teachers, considered by K. S. Akhmetkarimov [23], is of particular importance in the activities of college teachers.

There are not many studies concerning the personal, professional development of teachers of specific colleges. However, S.A. Baizhanova in her study [24] considered the model of

formation of motivation for research activities of college teachers on the basis of information and communication technologies. The author sets criteria and indicators for the formation of motivation for college teachers to research activities in the context of informatization of education.

One of the main conditions for improving pedagogical activity can be called pedagogical and psychological support of the educational process in the college. The main task here lies with college educators. In this regard, R.J. Zhumazhanova [25] determines the parameters of the model of pedagogical support. The author offers in the college the technology of pedagogical support, which provides for the methodology of diagnosis, correction and control of professional important and personal qualities.

Analysis of study results

As you know, for the implementation of the educational process of the teacher in the college, requirements are imposed on him as a subject [26]. He should not be a performer of pedagogical activity, but "creative, legitimate," "improving" (A.R. Ermentaeva).

In this regard, in the course of the analysis of pedagogical and psychological research, two aspects related to the personality of the teacher and closely related to each other were identified to improve pedagogical activities in the college (Figure 1).

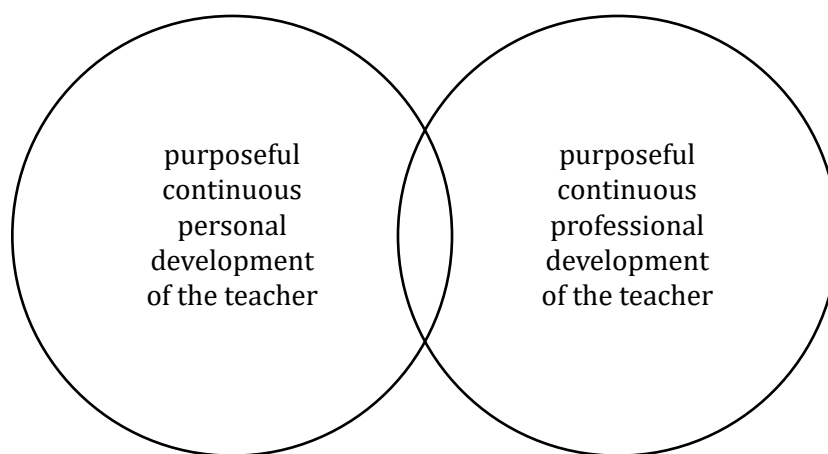


Figure 1. Aspects of improving pedagogical activity

During the study, we identified some personal structures that play a key role in improving the pedagogical activities of college teachers (Figure 2). We consider them as the main personal determinants in improving the pedagogical activities of a college teacher. At the same time, in the new conditions of education at the college, the values of self-education, self-realization as a person for teachers should become a priority.

Taking into account the individual and age characteristics of students in college, the requirements for their professional education, consider in 4 parts:

- 1) motivational and value area of the teacher as a person and a specialist;
- 2) socio-psychological qualities of the teacher, which make it possible to effectively carry out pedagogical relations;
- 3) self-regulation, self-assessment of the teacher in the field of self-awareness;
- 4) stress resistance of the teacher, potential for preservation and improvement of occupational and psychological health on the basis of viability.

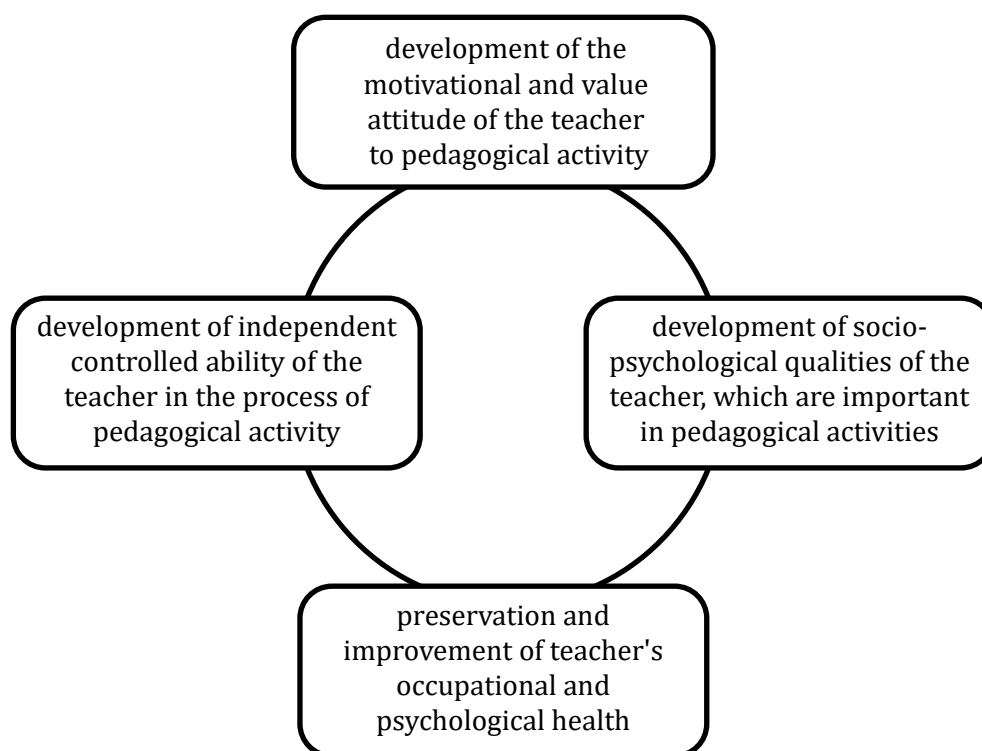


Figure 2. The main personal determinants that will be important in improving teaching activities in a college teacher

From this figure it follows that the personal development of the college teacher is a complex, multidimensional, multi-sided process.

Now let's consider professional development, conditionally distinguished from the personal development of a college teacher.

We define the professional development of a college teacher with three main structures for the analysis of literature:

- 1) availability and depth of teacher's vocational education;
- 2) organization and implementation of teaching activities by a teacher;
- 3) development of strategies and tactics for improving teacher's teaching activities.

In particular, the improvement of the teacher's pedagogical activities is associated with his professional development. Nevertheless, the process of professional development is no exception to the in-utero changes of the teacher. As a result, we conditionally distinguish the personal development of the teacher from professional development.

Thus, three main models of professional development became known from the factor bases (Fig. 3).

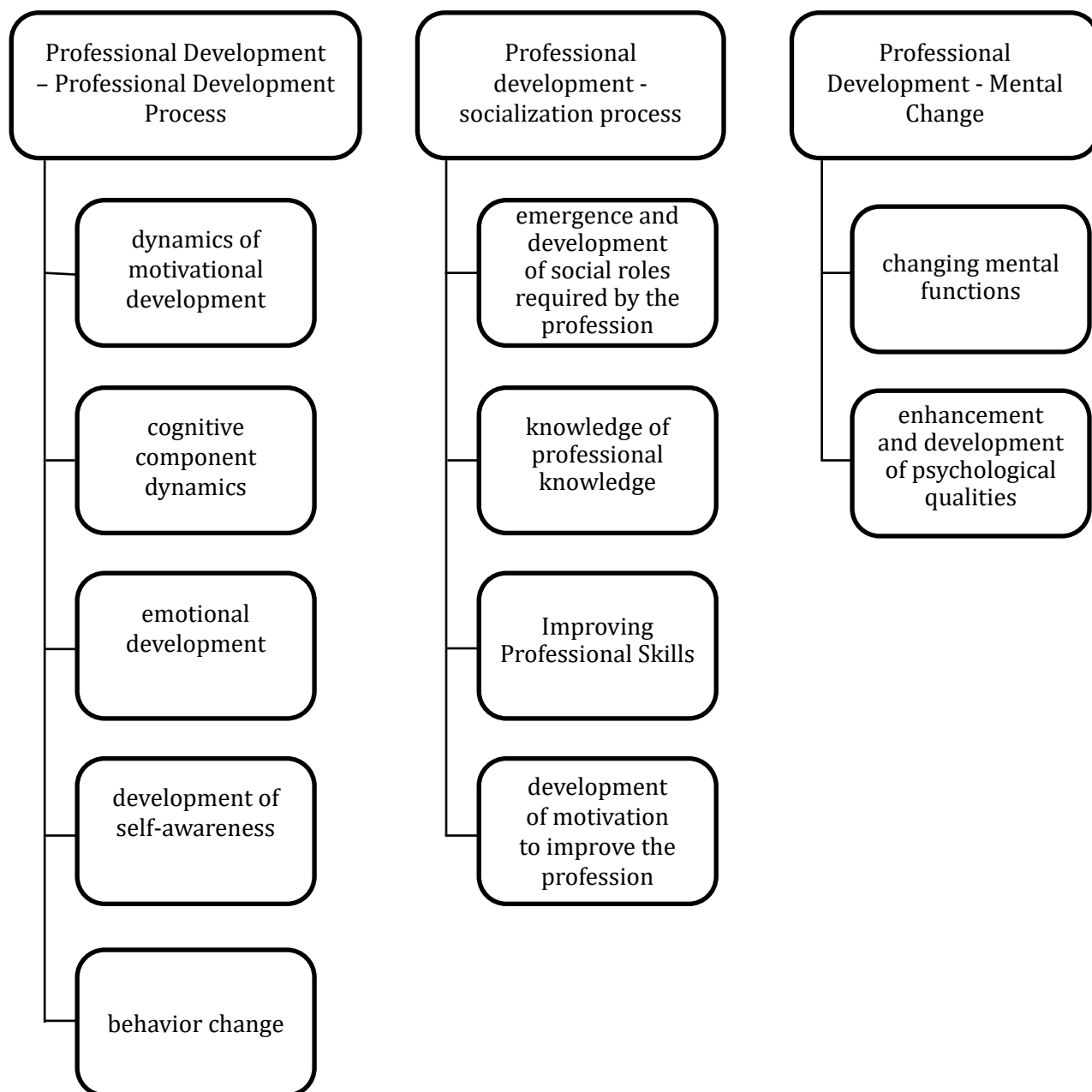


Figure 3. Teacher professional development models

Thus, the improvement of pedagogical activity is the updating of the integrated personal and professional characteristics of the teacher.

Improving the pedagogical activities of a college teacher is defined as a qualitative change in the process of personal and professional development.

Conclusion

We believe that it will be beneficial for college teachers to improve pedagogical activities on a multilateral, periodic, consistent basis.

The basis for improving pedagogical activity is the personal and professional development of the teacher.

The improvement of the pedagogical activities of college teachers is determined by the relationship and integration of their personal qualities and professional development.

The interdependent and predictor values of the 4 main determinants of the personal development of college teachers and the 3 main factors of professional development are considered for the following studies.

This will allow us to consider the improvement of the pedagogical activities of college teachers as a comprehensive, rather than a separate component process.

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Колледж оқытушыларының педагогикалық іс-әрекетін жетілдірудің теориялық бағыттары

Андатпа. Мақалада қоғамның қажеттіліктеріне байланысты колледжде оқудың өзектілігі қарастырылады. Қойылған талаптар мұғалімнің оқу-тәрбие процесін жүзеге асыруына, яғни педагогикалық қызметке байланысты екендігі көрсетілген.

Мақалада колледж оқытушыларының педагогикалық қызметін жетілдірудің теориясын негіздеу және нақтылау мақсатында кәсіби қызметті теориялық зерттеу, талдау, жалпылау, бақылау әдістері қолданылды.

Сондай-ақ, жұмыста колледж оқытушыларының педагогикалық қызметті жүзеге асыру ғана емес, сапалы білім беруге байланысты оны жетілдіру де өзекті мәселе ретінде қойылады. Мақалада педагогикалық қызметті жетілдірудің екі негізгі факторы сипатталған: 1) колледж оқытушысының үздіксіз кәсіби дамуы; 2) тұлғалық дамудың педагогикалық, психологиялық шарттары.

Әдебиеттерді, атап айтқанда отандық зерттеушілердің жұмыстарын талдау нәтижесінде колледж оқытушысының үздіксіз тұлғалық дамуы мен кәсіби дамуының детерминанттары шартты түрде анықталды. Осыған байланысты колледж оқытушысының кәсіби маңыздылығы авторлық нұсқада ерекшеленеді. Колледж оқытушысының педагогикалық қызметін жетілдіруде бірқатар құрылымдар анықталды. Құндылық-мотивациялық сала, өзін-өзі тану, әлеуметтік-психологиялық қасиеттер, кәсіптік-психологиялық денсаулық, кәсіптік білім деңгейі, педагогикалық ұйымдастырушылық ерекшеліктер сияқты педагогикалық қызметті жетілдіруде маңызы бар колледж оқытушысының негізгі тұлғалық детерминанттары қарастырылған. Сондай-ақ кәсіптік даму модельдері келтірілген.

Түйін сөздер: оқытушылар, педагогикалық іс-әрекет, кәсіптік даму, тұлғалық даму, тұлғалық қасиеттер, мотивация, өзіндік сана-сезім, стресске тұрақтылық.

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Теоретические программы развития педагогической деятельности преподавателей колледжа

Аннотация. В статье рассматривается актуальность обучения в колледже в связи с потребностями общества. Показано, что предъявляемые требования зависят от осуществления преподавателем учебно-воспитательного процесса, то есть от педагогической деятельности.

В статье использованы методы теоретического исследования, анализа, обобщения, контроля профессиональной деятельности в соответствии с целью обоснования и уточнения теоретических основ совершенствования педагогической деятельности преподавателей колледжа.

Также в работе ставится актуальный вопрос не осуществления педагогической деятельности преподавателями колледжа, а ее совершенствования в зависимости от условий качественного образования. Описаны два главных фактора совершенствования педагогической деятельности: 1) непрерывное профессиональное развитие преподавателя колледжа, 2) педагогические, психологические условия личностного развития.

В результате анализа литературы, в частности, работ отечественных исследователей, условно выделены детерминанты непрерывного личностного развития и профессионального развития преподавателя колледжа. В связи с этим профессиональная значимость преподавателя колледжа дифференцируется в авторском варианте. Определен ряд структур в совершенствовании

педагогической деятельности преподавателя колледжа. Рассмотрены основные личностные детерминанты, имеющие важное значение в совершенствовании педагогической деятельности, такие, как ценностно-мотивационная сфера, самосознание, социально-психологические качества, профессионально-психологическое здоровье, уровень профессионального образования, педагогические организационные особенности, а также приведены модели профессионального развития.

Ключевые слова: преподаватели, педагогическая деятельность, профессиональное развитие, личностное развитие, личностные качества, мотивация, самосознание, стрессоустойчивость.

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