



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2014» атты
IX халықаралық ғылыми конференциясы

IX Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2014»

The IX International Scientific Conference for
students and young scholars
«SCIENCE AND EDUCATION-2014»

2014 жыл 11 сәуір
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TEACHER TRAINING AND EDUCATION

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Each profession demands the training directed on consecutive improvement of professional and economic knowledge, skills. The educator, as nobody else, has to know perfectly his profession. Thus, considering prompt development of the technologies, new discoveries, emergence of new methods of training, it is necessary to update constantly the knowledge, to improve skills and abilities to have opportunity to transfer them to pupils.

Nowadays there are a lot of educational centers where it is possible to develop professional qualifications, such centers can help teachers to meet their goals of gaining continuing professional development units and salary increases, earning an advanced certificate or degree, or simply increasing your knowledge in your chosen field. For various target audience in educational centers carried out advanced training courses of tutors of preschool institutions, advanced training courses of elementary school teachers, advanced training courses of teachers of schools and higher education institutions, advanced training courses of methodologists.

Professional development is understood as the formal and informal training necessary in order that the staff of institution, involved in some program, was capable to carry out a full range of the official duties. Such preparation is the central component of development of the organization and can include formal training, receiving second higher education and other kinds of activity conducting to changes in skills and abilities which then will be used in practice. The purpose of professional development is optimization of pedagogical process, professional growth and continuous improvement of teachers. For professional development pedagogical workers have theoretical training on the courses one time in five years which are carried out on the basis of pedagogical higher education institution or institute of professional development of educators, for them organized thematic short-term courses and seminars on the basis of higher education institutions, regional and city departments of education, educational institutions are organized. Professional development of educators assumes its training in performance of new tasks and to full application of modern technologies, and also development of professional reliability and development of available abilities. During professional development it is necessary to learn to perform not simply work as the image accepted now, and constantly to change and improve work methods, improving its quality.

Latchem and Lockwood specify that "vast majority of the teachers who are surely coping with traditional methods of distribution of training courses and programs, the choice and study of the student have limited idea of approaches to training where used requirements and materials for self-education in different types, since printed materials and finishing the Internet".

Profession of the teacher is one of the most dear, honourable and responsible professions. It is possible to tell that the teacher creates the country future since the versatility of development of knowledge of the young generation, his belief, outlook, moral qualities in many respects depends on its work. Pedagogical activity demands special vocation. People with tendency and love to this business can be engaged in education and training. Teacher has to love and impart the knowledge to another, be fond of process of training and education of the person. The success of pedagogical activity depends on communicative abilities of the teacher, on his ability to adjust the correct relationship with students. Teacher works with all group and it needs to keep an eye on many students. He has to be able to find approach to everyone taking into account psychology and its individual abilities.

Pedagogical activity demands from the person and certain strong-willed qualities: stamina, patience, sequences, persistence, self-control. It is obliged to supervise and operate the behavior. Speech which has to differ expressiveness, emotionality, persuasiveness is very important in the teacher's education.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school, university and other wider community.

Although ideally it should be conceived of, and organized as, a seamless continuum, teacher education is often divided into these stages:

- *initial teacher training / education* (a pre-service course before entering the classroom as a fully responsible teacher);
- *induction* (the process of providing training and support during the first few years of teaching or the first year in a particular school);
- *teacher development* or *continuing professional development (CPD)* (an in-service process for practicing teachers).

There is a longstanding and ongoing debate about the most appropriate term to describe these activities. The term 'teacher training' (which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground, to 'teacher education'.

In many countries Initial Teacher Education (also known as preservice teacher training) takes place largely or exclusively in institutions of higher education. It may be organized according to two basic models.

In the 'consecutive' model, a teacher first obtains a qualification in one or more subjects (often an undergraduate Bachelor's degree), and then studies for a further period to gain an additional qualification in teaching (this may take the form of a post-bachelor credential or Master's degree). In the alternative 'concurrent' model, a student simultaneously studies both one or more academic subjects, and the ways of teaching that subject, leading to a combined Bachelor's degree and teaching credential to qualify as a teacher of that subject. Other pathways are also available. In some countries, it is possible for a person to receive training as a teacher by working in a school under the responsibility of an accredited experienced practitioner.

In other countries, for example in the United States, approximately one-third of new teachers come through alternative routes to teacher certification, according to testimony given by Emily Feistritzer, the President of National Center for Alternative Certification and the National Center for Education Information, to a congressional subcommittee on May 17, 2007. However, many alternative pathways are affiliated with schools of education, where candidates still enroll in university-based coursework. A supplemental component of university-based coursework is community-based teacher education, where teacher candidates immerse themselves in communities that will allow them to apply teaching theory to practice. Community-based teacher education also challenges teacher candidates' assumptions about the issues of gender, race, and multicultural diversity. The process by which teachers are educated is the subject of political discussion in many countries, reflecting both the value attached by societies and cultures to the preparation of young people for life, and the fact that education systems consume significant financial resources.

However, the degree of political control over Teacher Education varies. Where TE is entirely in the hands of universities, the state may have no direct control whatever over what or how new teachers are taught; this can lead to anomalies, such as teachers being taught using teaching methods that would be deemed inappropriate if they used the same methods in schools, or teachers being taught by persons with little or no hands-on experience of teaching in real classrooms. In other systems, TE may be the subject of detailed prescription.

Summing up, we see that teachers should always be in investigation. Training and education of teachers are very important because the teacher has a way of professional growth. This growth is directly connected, first, with level of his professional skill and, secondly, with its organizing bents and abilities. Teachers are chosen or appointed as the head of methodical section at school, the deputy director and the dean or the principal, the inspector and the head of educational bodies in the area, the city, put forward as the employee of the Ministry of Education of the republic, the head of establishments of additional education, etc. So there are a lot of opportunities for teachers' promotion.

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АҒЫЛШЫН ТІЛІНДЕГІ ТҮР-ТҮС АТАУЛАРЫ МЕН ОЛАРДЫҢ ТҰЛҒАЛЫҚ ЕРЕКШЕЛІКТЕРІ

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Ғылыми жетекші – А.Ш.Тажикеева, PhD, аға оқытушы

Түс туралы ілім өзінің бастауын көне Грециядан алады. Аристотель (IVғ. Б.з. дейін) мен Демокрит (V – VIғ. Б.з. дейін) негізгі түстерді анықтап, түстердің пайда болуын