

## Training of Specialists of Helping Professions in the Republic of Kazakhstan

**Aizhan Sapargaliyeva**

*Doctoral Candidate, Master of Pedagogical Sciences,  
Zhetysu State University named after I.Zhansugurov, Taldykorgan, Kazakhstan  
Email: aizhan\_sapargaliyeva@mail.ru*

**Ryszhamal Aralbayeva**

*Candidate of Pedagogical Sciences, Doctor of Sociological Sciences, Professor,  
Zhetysu State University named after I.Zhansugurov, Taldykorgan, Kazakhstan  
Email: arkadyka@mail.ru*

**Horlan Sheriyazdanova**

*Doctor of Psychology, Professor, Head of the Department, Kazakh State Women Pedagogical University, Almaty, Kazakhstan  
Email: arkadyka@mail.ru*

**Kadyr Rysbekov**

*Candidate of Philosophy, Professor, Zhetysu State University named after I.Zhansugurov, Taldykorgan, Kazakhstan  
Email: K-rysbekov@mail.ru*

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### **Abstract**

*In the article the features of the update of the content of higher social education are shown. An important innovation in teaching the subject "Self-knowledge" is to use 4 "T-s" - trust, tradition, transparency, tolerance. The program of the discipline "Self-knowledge" is based on competence approach, where such competences as general, special, instrumental, interpersonal and systemic are allocated.*

**Keywords:** *trust, tradition, transparency, tolerance, self-knowledge*

The national system of higher education is one of the six priorities of the development strategy of the Republic of Kazakhstan at the modern stage. Democratic reforms have determined the degree of development of the higher school, which makes it possible to identify the degree of autonomy of universities, educational and personnel policy, to implement the quality management system, new learning technologies. Strengthening of the resource base, the expansion of scientific practical component of educational activities will require investment in the preservation and development of human capital, which is the main priority of the State program of education of the Republic of Kazakhstan for 2011 - 2020. The message of President Nursultan Nazarbayev "the Socio-economic modernization is the main vector of development of Kazakhstan" contains grounded concept of the next stage of development of the domestic education, oriented on training specialists of a new formation, who are able to apply knowledge and technologies in various fields of activity directed for permanent self-education (The message of the President Nazarbayev, 2012).

Modernization processes undertaken in the last decade, can be described as innovative breakthrough in education (Aralbayeva, Rysbekov, & Sapargaliyeva, 2014a).

In the Republic of Kazakhstan studying at the University is carried out according to state standards of education, which are introduced into the educational process since 2001, but there is their constant updating (in 2004, 2006, 2008, 2010, 2012) (Aralbayeva, Rysbekov, & Sapargaliyeva, 2014b). It is impossible to change the state standard of education, but it is possible to make changes in the content part, perhaps introducing new elective courses or updating the sections of the previous disciplines. On the steps of training specialists of helping profession "Social pedagogy and self-knowledge" 5B012300 are possible inclusions in the basic professional disciplines: "General psychology", "child psychology", "Practical psychology", because childhood is the period of intensive and purposeful development, formation

of the physical, intellectual, mental, moral and social features of a person. The intensity of the processes of growth and development, defines the essence of the child's body, making it vulnerable to the adverse effects. In the new state standards in Education innovative technologies are dedicated which are developed in the Republic of Kazakhstan. Thus, the State educational standards of the Republic of Kazakhstan on specialty 5B012300, "Social pedagogy and self-knowledge", approved from 06.08.2012, includes a number of disciplines of psychology education, they are "Psychology and human development", as a basic discipline and "Child psychology", as elective courses. For the modern education system that is not enough. For training in the system of social education in modern conditions it is necessary to strengthen the psychological part by introducing new disciplines into educational space of higher education. One of such approaches is the subject "Self-knowledge", developed in the Republic of Kazakhstan for the last ten years as an integrative innovative course.

The subject "Self-knowledge" is included in the basic cycle of the state standard of education in the classifier of pedagogical specialties. First, an important innovative aspect is the usage of the 4 "T"s that make up the spiritual life of a person. Since the decisive factor is the education of ethnic tolerance, culture of interethnic communication, 4 "T", proposed by President Nursultan Nazarbayev of Kazakhstan, become a priority of the program "Self-knowledge" in the higher school:

First T is a trust in which every man needs;

Second T is traditions, based on the principles and values of humanity;

Third T is transparency, reflecting the openness and constructiveness in communication;

Fourth T is tolerance, as a component of intercultural and civilized dialogue.

Based on the 4 T modular part of the discipline of "Self-knowledge" was built, which includes "Principles of self-knowledge", "Philosophy of mutual understanding", "Experience of humanity". A new discipline creates conditions so that every man could realize their identity and purpose, form a line and system of values, consistent with universal ideals, a national idea and a personality of his own (Bayzdrakhmanova, Bapayeva, Beysenova, Iskhakova, Yskak, Kaliyeva, Kudysheva & Sheryazdanova, 2012a).

We have considered new approaches to the formation of the educational program "Self-knowledge" on the basis of the Bologna process. This is first of all, the account of the competence-based approach, which is consistent with the result of training. Competence is a dynamic combination of knowledge, understanding, skills and abilities. There are both general and specific (subject) competence for the direction of specialties SCES "Education" that is the second advantage of educational technology.

Both general and specific (subject) competences can be divided into three types: instrumental, interpersonal and systemic. Instrumental General Competencies include:

- cognitive abilities, the ability to understand and use the ideas and considerations;
- methodological abilities, ability to understand and manage the environment, to arrange a time and build strategies of learning, making decisions and solving problems;
- technological skills, skills related to use of equipment, computer skills and abilities of information management (Ian, 2001).
- Whereas subject instrumental competences include:
  - capacity for analysis and synthesis; ability for planning and organization;
  - basic General knowledge; basic knowledge of the profession;
  - Communication skills in the mother tongue; communication skills in a foreign language;
  - basic computer skills; skills in information management;
  - ability to retrieve and analyse information from different sources; ability to solve problems.
- The General interpersonal (or communication) competencies include:
  - individual abilities, ability to express feelings and relations, critical thinking, ability for self-criticism (Bayzdrakhmanova, Bapayeva, Beysenova, Iskhakova, Yskak, Kaliyeva, Kudysheva & Sheryazdanova, 2012b);
  - social skills associated with the processes of social interaction and cooperation;
  - ability to work in groups, to take social and ethical obligations.
- Whereas, subject interpersonal competences are:
  - ability to criticism and self-criticism; ability to work in a team;
  - interpersonal skills; ability to work in an interdisciplinary team;
  - ability to communicate with experts in other fields; ability to work in an international context;
  - ability to perceive diversity and cross-cultural differences (O'Brien, 2007);
  - commitment to ethical values.

The general systemic competences include:

- combination of understanding, attitudes and knowledge, allowing to perceive how the parts of a whole relate to each other and to assess the place of each of the components in the system;
- ability to plan changes to improve systems and design new systems.
- The systemic subject competences are:
- ability to apply knowledge in practice; ability to learn;
- research skills; creativity; the ability to develop projects and their management;
- ability to adapt to new situations; leadership ability; ability to work autonomously;
- understanding of cultures and customs of other countries.

Implementation of methodological ideas aimed at the development of social education, required development of educational technologies, thanks to which the graduate specialty 5B012300 "social pedagogy and self-knowledge" can use in their professional activities.

Third, an important advantage of the innovation program of "Self-knowledge" is the development of the modules. We selected 4 module discussed in the typical program of education - the basis of self-knowledge, philosophy of mutual understanding, experience of mankind, the profession of teacher is a vocation (Bayzdrakhmanova, Bapayeva, Beysenova, Iskhakova, Yskak, Kaliyeva, Kudysheva & Sheryazdanova, 2012a).

However, the modules which are the training units are segments of the curriculum and are completed on time and content blocks. They are not only attended by the students' lessons, but are independent work of students on these lessons. Modules are classified as: main, support, specialized, portable.

In the bachelor's program on training of specialists of helping profession percentage (%) of kinds of modules are different in relation with the master. So, the basic module of psychological disciplines is represented by 2 subjects: "Psychology and human development" (3 credits) and "Self-knowledge" (2 credits) that makes 40% of other disciplines. Support module is presented by subject "child psychology" (2 credits), which accounts 25%. The subject "Technology of teaching of "Self-knowledge" in preschool institution (secondary school)" is presented at specialized level and is only 10%. Portable level is represented by two elective courses: "Practical psychology of preschool educational institution" (3 credits), and elective course "New technologies in educational institutions" (2 credits), that is 25%. Total modules cover 100% of the study subjects of basic profiling, professional directions of SES on specialty 5B012300 "Social pedagogy and self-knowledge".

Thus, the graduate educational programs and specialty 5B012300 "Social pedagogy and self-knowledge" in bachelor degree acquires the technology and will be able to have a modern methods of research in a particular field of knowledge. On the basis of knowledge, he will be able to apply them on a professional level and to solve problems in the field of study, as of psychology and pedagogy, having a critical and analytical thinking, a graduate will be able to generate new ideas and solve problems in new conditions in an interdisciplinary context, and then to plan the research process and to convey knowledge and achievements, both the scientific community and the General public.

An important role in professional activity of the specialists of helping professions and teachers of self-knowledge has their management culture. This is because of socio-pedagogical activity is the management of development of a person, group and it acts as a managed element in the structure of the particular institution. Formation of managerial competencies contributes an elective module on a specialty "management-organizational basics of socio-pedagogical work" (Burton, 2013).

The formation of professional skills of professionally important personal qualities in the process of training of future professionals and self-knowledge teachers is crucial because without the ability to effectively apply the received theoretical knowledge into practice in such a complex, requiring the highest responsibility, professional sphere, as social pedagogy, a specialist cannot be realized. To acquire such skills only in the process of study of theoretical disciplines is impossible. The solution of these important educational tasks should be ensured by educational practice. In accordance with the State Program of education development for 2012-2020 in the Republic of Kazakhstan and to ensure sustainable economic growth is the task of raising the prestige of the teaching profession, build his career growth and development of their professional competence, for pedagogical workers of higher education institutions, employees of the chair of theoretical and practical psychology was developed the special course "the Status of a teacher: resources, growth and development" (2 credits). The course contains advanced knowledge on pedagogical activity of work of the teacher, its functions and principles, mechanisms of development at the modern stage. The course includes practical classes containing the active and interactive methods that promote efficiency and more intensive development of self-improvement techniques. Students armed with new knowledge in modelling of own personality as a professional, creating of a personal professional portfolio, acquiring of a new tools of public speech, to consolidate the principles, values, dignity of the teaching profession today (Singer, Biegel & Conway, 2011).

Based on this new innovative approach to teaching of students, will be improved a three-stage model “bachelor - master – doctorate” of training of highly qualified competitive specialists with academic degrees in accordance with the requirements of the Bologna reforms (Sheryazdanova, 2011). Thanks to the unification of the educational process, increase the attractiveness of the domestic educational programs in the global educational space. Basic results of implementation of this approach will provide not just the compliance of the educational program to the needs of the labour market and employers, but also will increase the effectiveness and professionalism of the modern specialist of helping professions.

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