

# Professionalism Of The Teacher Of The Vocational Education As Condition Of Improvement Of Quality And Training Of Students

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**Abstract:** The subject of investigation is a professionalism of the teacher of the vocational education as condition of improvement of quality and training of students.

**Index terms:** profession, teacher, quality, training, skills, modernization.

## 1. INTRODUCTION

In the interactive lecture "Kazakhstan on the Way to Society of Knowledge" the President of the country N. A. Nazarbayev notes: "the world promptly changes, and every day addresses us all new and new calls, and we have to manage to react to them adequately, moreover to affect an advancing". For the solution of this task there is a comprehensive modernization of system of preparation, retraining and professional development of shots, the maintenance of pedagogical education of the country, strategy of increase of its quality. The policy is focused on preparation and retraining of the teacher of a new format. As the fundamental resource, the teacher provides the advancing development of the country, forms the intellectual capital of any state. Today skills of adequate modeling of own professional activity, ability to operate with huge arrays of information are necessary for the teacher. He has to create a new intellectual product, expand ranges of use of modern digital technologies.[1]

## 2. The world entered a new era – the Era of knowledge.

So the appreciation of a role of knowledge and education of citizens supported by all developed states testifies to revision traditional, time of the canonized ideas of processes of teaching and training. The economy of knowledge assumes new models of education and vocational training. It, in turn, means numerous return of people in this or that form in educational process. Concept of this sort is known as "training throughout all life" (Life Long Learning) or continuous education. Continuous education became, perhaps, the biggest incentive for modern school since its registration in mass factory of broadcast of knowledge and abilities. Really, not formation of a steady set of knowledge and abilities which will remain with the person until the end of his life, but first of all education of ability to make and gain new knowledge throughout life becomes the most important problem of education - today. From this it follows that the corresponding ability, obviously, also teachers have to possess. At last, in connection with fast updating of the most pedagogical work, the content of education, welfare contexts, ability to receiving new knowledge and competences becomes necessary and to teachers. It is supposed that professionalism of the teacher grows the discrete in a way — from one deficiency to another, from one advanced training course to another.

### 2.1 Improvement of quality of training of future experts.

Improvement of quality of training of future experts – the main task of the higher education. Quality of training of the expert is understood as degree of compliance of the content of the knowledge broadcast in teaching and educational process, skills to the experience of activity of people which is saved up and demanded by practice [2]. There are many solutions of this task. We will try to allocate what are represented basic. The known methodological principle that "only the personality can bring up other personality", it is possible to interpret concerning modern process of teaching in such a way that only the highly skilled teacher can motivate the student for high-quality study in higher education institution as a result of which of the student the trained young specialist capable competently will be created to solve actual problems within the received profession. In our opinion, this principle is fair as concerning teachers of the profile disciplines studied by the student in the course of vocational training in higher education institution, and teachers of general education disciplines. Each of them can impart to students not only the knowledge necessary for future professional and the active citizen of our society, but also interest the young man in the ideas, carry away the subject, share the professional skills, open the understanding of actual problems of practice.

### 2.2 The good teacher – the mentor concerning a subject.

The good teacher – is the one whom the student can call the many-sided term "mentor" – as concerning a concrete subject, and personal actions, motivation, formation of the relation to future profession and surrounding people. In the course of personal communication of the teacher and the student is of great importance not only the content of education (to what teach the young man – concrete knowledge, skills), but also forms of this process (means and methods of training), and a way of their interaction (open communication between these two main links of process of education or their distancing from each other, up to alienation and misunderstanding). Studying of professional literature on problems of training and education, confirm justice of the statement: the highly skilled teachers who are perfectly owning the subject and a technique of its teaching are capable to impart more successfully to students knowledge and to create interest in future profession, "to light" young the example of the creative relation to business, than those who is busy teaching formally, i.e. carries out the duties without

personal enthusiasm. In other words, the teacher is obliged to be emotionally involved in teaching and to be able to entrain students. Orientation to the personality (both the teacher, and the student) – a core of modern fundamental education [3].

### **2.3 The expert - without sufficient personal motivation on a profession is badly reflected in a result.**

If the teacher competently states a subject, is at the level of modern scientific knowledge, but personally isn't interesting to students, doesn't cause in them trust, they is free or can involuntarily adopt from it a passive pattern of the relation to a profession. Of course, if the student has personal interest in knowledge, the "detached" type of the teacher won't have on it a great influence. However most of young people come to higher education institution without sufficient personal motivation to a profession. For them the teacher not only owning professional knowledge, but also able to carry away it youth – a key figure in the course of high school socialization. Not incidentally at the teachers having pronounced personal motivation on a profession (in addition to the qualified knowledge and abilities), and students have higher interest in knowledge, results of the educational activity, and further – in professional. The emphasis on continuity of high professional qualification of the teacher and his qualities as tutor of the younger generation, his personality, allows to present dialectically process of high school training as unities of education and education, and not only education of the student as citizen, but also his education as professional, emotional personally carried away by the business. Achievement of professional progress is almost impossible if the young specialist initially has no installation on service to the chosen business, isn't ready for the sake of a profession on overcoming of inevitable difficulties, doesn't cultivate in itself responsibility and self-discipline. The teacher can and has to develop these personal qualities without which in the future the young specialist won't be able neither to take place as the professional at students, nor to realize the individual abilities as the creative person.

### **3. The qualified teacher – the main link in improvement of quality of vocational training of students.**

So, the main link in improvement of quality of vocational training of students – the qualified teachers having knowledge of the discipline, ability to apply this knowledge for the solution of practical problems owning the methodical skills and abilities necessary for transfer of knowledge for students and formations at them professional skills and abilities. Preparation of the qualified pedagogical shots demands considerable expenses (presence of skilled research supervisors, creative conditions for scientific activity, sufficient financial support, social motivation of professional growth), and in the course of pedagogical work (support by the management of chair and faculty, material stimulation of persons of high qualification, motivation on a teaching combination to research activity, etc.). The speech in this case goes about all age groups of teachers, and not just the young qualified teachers: all categories of teachers need adequate incentives, various support of the management, public recognition of their merits as scientists, teachers, tutors. Training of students will hardly win if highly qualified personnel doesn't feel continued support of the professional activity: a historical era when qualified personnel could work

at "sheer enthusiasm", remained in the past. The modern society focused on economy of knowledge needs powerful levers of support of those who makes this knowledge and/or transfers to the younger generation [3].

### **3.1 Unity of the contents and methods of training.**

Consideration of the teacher and student as indissoluble links of a chain of uniform process of high school training and as conditions of improvement of quality of training of students it isn't opposed to other important methodological principle at all – to unity of the contents and methods of training. This principle means need of search of new means and methods of teaching not in itself today, and as more effective instruments of impact on students with the purpose to inform to them modern knowledge and to create necessary skills and abilities, i.e. for increase of their competitiveness. As the main competitive advantage of the advanced country – high-quality human development of experts [2] so far as the content of education dominates over technologies though, in principle, transformation of essence of education and its form have to go always together [2]. So, no methods and modern technologies of training will help to increase quality of training of students if they aren't combined with the innovative content of education. In spite of the fact that some authors treat innovation of education narrowly as introduction of new information technologies, more adequate is represented understanding of innovation as simultaneous radical change and content of education (development of the flexible training material allowing to improve adaptation of students to future real practice), and its forms, methods [5].

### **3.2 Innovation of education – selects the latest material in educational process.**

Education filling by the new contents, introduction of IT also directly depends on the teacher's figure. The teacher eventually provides innovation of education – selects the latest material for lectures, without allowing its klipovost and a fragmentariness [3], prepares its adequate presentation taking into account the level of preparation of group and a concrete situation, thinks over methods of fixing of knowledge in skills and abilities by means of seminars, practice and so forth. For optimization of innovative educational process carry out continuous monitoring of efficiency of activity of teachers with the subsequent correction of the organization of process of training, the analysis of experience of introduction of innovative methods of training in other higher education institutions correctly to consider a context (sociocultural reality of course of process of education). So that directly to improve quality of training of future experts, innovations have to affect all process of training, being focused on subjects of this process – from teachers to students. Innovative development has the humanitarian contents in the basis. Therefore its central figure there is a Person. The social and economic transformations happening in our country on the basis of development of the civil rights and economic personal freedoms, new understanding of regularities of technical and economic development, increase of a role of professional self-determination and level of preparation of youth for practical activities in the conditions of transition to the market organization of a social production predetermined search of new approaches in teaching special disciplines to students of pedagogical specialties.

### **3.3 Modernization of an education system in the country, development of tendencies of its democratization and a humanization.**

Modernization of an education system in the country, development of tendencies of its democratization and a humanization dictate need of change of approaches to organizational and substantial aspects of education, strengthening of a role professional and pedagogical future teachers of a vocational education making in a profession. The integration transformations of various areas of knowledge, emergence happening in recent years on their crossing of new sciences, increase in a flow of information demand development and application of the new forms and methods of training adequate to the happening processes. Change of approaches to a vocational education, emergence of new educational areas, inclusion in educational programs of the disciplines connected with economic thinking set a task of training of specialists, conforming to the changing requirements of educational system and capable effectively to work in modern social and economic conditions. Degree of a readiness of a problem and theoretical base of research. Vocational training of the teacher of a vocational education is one of important problems of pedagogical science and practice. It gains special relevance today when there are new directions of training of future teacher, professional requirements to it increase, the role and the importance of the teacher in modern society raise.

### **4. The main changes in formation of the forthcoming happen in its contents, methods, material base, organizational forms, the economic mechanism.**

The main changes in formation of the forthcoming happen in its contents, methods, material base, organizational forms, the economic mechanism. The emphasis on development of creative activity and independence of the personality, giving the chance more fully to realize intellectual and economic potential trained, comprehensively to develop its abilities and ability to adapt for changes by the events in society becomes the main sign of the designated changes. Development of creative abilities of the personality is provided with change of nature of pedagogical process in which students become not object, but the subject, the equal partner of the teacher in the solution of objectives. Achievement of such purpose in educational process of the higher school can be provided at the expense of increase in a share of effective independent work of students which gives the chance not only to apply the existing theoretical knowledge of a subject, but also opens more ample opportunities of perception of the world, its device and features of the present stage of development. Development of independence is a peculiar transition from activity under the leadership of the teacher (educational activity) to such activity at which the student starts directing by itself (professional activity). Training of teachers of a vocational education is the dynamic system uniting versatile and rather independent structural elements. A component of process of professional formation of the teacher of a vocational education, as shown in research, his economic knowledge and economic culture act.

### **4.1 The professional teacher to seize ways of designing of own educational programs and original techniques.**

The professional teacher needs to seize ways of designing of own educational programs and original techniques. Its ability to creativity, as shown in work, has to be formed when studying not only special pedagogical disciplines. Students, future teachers, studying any discipline have to develop ability independently to fill up the knowledge, to show scientific creativity in the activity, choosing and using in concrete work all new, useful that contains in an intensive flow of modern information. Pedagogically thought over organization of educational process when studying special disciplines, using modern ways of training, control, self-checking, becomes a sample of a technique which is adopted involuntarily by future teacher of a vocational education. The culture of modern style of thinking gives it social and professional mobility, lays the competitiveness foundation, helps to carry out the free choice in the sphere of the social and economic relations. The economic culture of the teacher of a vocational education, promotes formation of other type of thinking (reflexive), ability to project new forms of activity, ability to build communication at a group solution in an uncertainty situation. All these abilities are necessary for future teacher of a vocational education in order that training became to more and more adequate happening changes in society that the trained staff was competitive in labor market and professions. Setting the purpose of creation of model of the organization of educational process when training the teacher of a vocational education, we relied on provisions and the principles of the personal focused approach to training as this approach is capable to change informative abilities of the trained. And, therefore, learns to transfer independently earlier acquired knowledge and abilities to a new situation, to see a new problem and in traditional situation to combine known ways of the solution of problem tasks. Creation of model of the organization of educational process was preceded by the analysis of a current state of the studied problem in the theory and practice of pedagogical education.

### **4.2 The saved-up scientific fund - improvement of quality of economic education of future teacher of a vocational education.**

The analysis of literature and student teaching showed that in recent years separate aspects of the lifted problem rather actively were developed. The saved-up scientific fund created certain theoretical prerequisites for improvement of quality of economic education of future teacher of a vocational education. Meanwhile in the analysis of references it became clear that the attention of researchers is concentrated generally on its separate aspects. Formation of economic culture of teachers of professional education didn't become a subject of special researches. A component of process of professional formation of the teacher of a vocational education, as shown in research, his economic knowledge and economic culture act. Proceeding from the maintenance of professional problems of activity of the teacher of a vocational education, from need of change of approaches to organizational and substantial aspects of education, increase of a role of economic culture, we defined its functions. The content of these functions gave us understanding of an essence of activity of the teacher and promoted formation of an economic component in the content of training by means

of disclosure of essence of these functions: developing, information, organizing, adaptation, social, forming, constructive and research. To design educational process, as shown in research, based on the personal focused approach to training, creation of model of this process which considers features of a profession of the teacher at a choice of the contents, methods and technologies of training helps. The model constructed taking into account the personal focused approach to training promotes increase of efficiency of assimilation of a training material and its creative practical application. It provides optimum preparation for social interaction in future professional activity; natural transition from educational and informative, research activity to independent practical activities.

#### 4.3 The structurally functional model of the organization of educational process.

The structurally functional model of the organization of educational process developed in the thesis underwent skilled and experimental check in actual practice of functioning of educational institution of system of professional pedagogical education. During approbation the model justified expediency of design of educational process when training the teacher of a vocational education on the basis of connection of elements of computer and modular technologies of training, thereby revealed objectivity of the formulated provisions and efficiency introduced by means of its changes. In model features of formation of the purposes and the maintenance of economic education of the teacher of a vocational education are considered, highlights of connection of elements of technologies of training are revealed, the orientation of the methodical providing promoting its effective realization is defined. Methodical preparation when studying economic disciplines by future teachers of a vocational education, as shown in work, has to be based not only on the basis of knowledge of essence of process of training, its characteristics and applied aspects, but also on the basis of active operating by this knowledge. And also possession of students of system of the methodical actions integrating in themselves knowledge of psychology, pedagogics, economy, regularities of process of training, production technologies and training, and use of the skills connected with communication and application of modern tutorials. The offered model assumes a variety of modernizations of educational process. First of all, it demands revision of a role of the teacher in educational process, its definitions as partner in training. Such teacher has to show big flexibility and readiness to correct the plans to satisfy the various and changing inquiries trained and to learn it them.

## 5. CONCLUSION

Results of the theoretical analysis allowed us to formulate the following conclusions:

1. The model of the organization of educational process of training of the teacher of a vocational education provides the pedagogical process directed on formation of culture of future expert.
2. The basic structural elements of educational process, target, substantial, technological and productive components are.
3. Substantial filling of structural elements of educational process during training of teachers of a vocational

education is defined by specifics of the professional and pedagogical activity mastered by them.

4. Introduction of model of the organization of educational process is effectively carried out by means of use of elements of computer and modular technologies of training and their creative connection.

Experimental work showed that application of the model developed by us increases efficiency of educational process. It is expressed in faster and high-quality formation at the students who are trained by the offered technique, economic knowledge, skills. Thus, the research conducted by us confirmed an initial hypothesis and allowed to realize objectives. At the same time it is necessary to consider that within one research it is difficult to solve completely problems of quality of vocational training of the teacher of a vocational education. It is caused as constantly improved process of vocational training of experts, emergence of new techniques and technologies of training, and change of a social and economic situation in the country, emergence of new specialties, development of high technologies, change of legislative base, increase of requirements to level and efficiency of training of the expert.

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