

The main Systems and Types of Forming of Future Teacher-Trainers' Professional Competence

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Abstract: The strategic goal of contemporary period of social development is making fundamental changes in the progress of higher education. The educational system of Kazakhstan is intensively enriched by European experiences, to which domestic scientific-pedagogical society concerns in different ways, and forthcoming reforms due to the joining of The Republic of Kazakhstan to Bologna process (In March, 2010 Kazakhstan became the 46th country-participant which entered Bologna process). Bologna declaration regulates the forming of common educational space in Europe on the basis of introducing multilevel system of higher education and credit-modular system of teaching, modernization of the state system guarantee of managing the quality of education, formulation of new format documents of education and modernization of the finance outline of education.

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1. Introduction

The actuality of the research is defined by the social demand of society on the professional skilful individual of future teacher-trainer; in forming of a new generation of highly skilled sportsmen among talented country youth and insufficient quantity of professionally educated trainers; actuality of forming professional competences in the process of training future trainers and insufficiency of development of this problem in the condition of professional higher school; requirements of regional community for the training of a new generation of Olympic champions and insufficient competence of operating training staff; existence of general theoretic preconditions of the solution of problems and insufficiency of specific pedagogical conditions and technology of forming of teacher-trainers' professional competences [1, 2].

Modern education is a necessary part of our society and culture, able to maintain social and cultural specificity of the country, to promote youth development and its integration into traditional culture, to assist in the choice of young generation life style and adequate values of our people [3].

The field of education has always been a system forming factor of any state, an outpost of the future in all over the world, the dominant in the process of national modernization, the main condition for economic and social breakthrough in the coming century [4].

In terms of modernization of Kazakhstan education and signature of the Bologna Declaration A.Yasawi International Kazakh-Turkish University has assumed certain responsibilities. One of the main

objectives of A. Yasawi International Kazakh-Turkish University, a flagship of international educational of the independent Kazakhstan, is to enter the single European educational space and gain international recognition of educational programs in leading specialties. In order to solve this problem, the main direction has been taken for the education development in A. Yasawi International Kazakh-Turkish University to train highly qualified professional competence specialists of international level on the basis of competence approach [5, 6].

2. Main part

The actuality of the considering problem is determined, first, by the fact that the professional competence requires a future specialist of possessing new knowledge, skills, and style of thinking, which will provide the necessary social change and adaptation to ensure its competitiveness in the labor market; and secondly, the need for improvement of teaching didactic organization of the professionally oriented language training of students of technical high school; and thirdly, the objective requirement of modern society in the preparation of specialists who are able to integrate into the world information space; and fourthly, the trends of the national education policy [7, 8].

In our opinion the actualization of attention of modern education community on the formation of professional competence of future specialists (in this study, the future teacher-trainer) is to modernize the competence approach since that is one of the ways to improve the quality of education and the position of the methodology.

The modern system of higher education qualifications of athletes - members of the Olympic teams has specific requirements for the professional education of trainers. It comprises a system of fundamental knowledge and the level of professional experts in the theory and methodology of sports training [9, 10].

The analysis of the studies devoted to the problem of professional development of teacher-trainer, as well as the existing experience realization of the competence approach in higher professional education show that as a key foundation for the development of competences of the future teacher-trainer perform his professional skills.

The aim of the research is to reveal theoretical-methodological basis of forming future teacher-trainers' professional competences and to prove the pedagogical conditions of its realization.

The subject of the research is theoretical basis and pedagogical conditions of forming future teacher-trainers' professional competences.

The task of the scientific work: to analyze the developing process of forming future teacher-trainers' professional competences in institutions of higher education, to reveal the degree of its theoretical and practical readiness on the basis of experimental and control groups taught by "Physical culture and sport" department's staff of the faculty "Sport and Art" of Kh.A.Yassawi International Kazakh-Turkish University, on the specialty 5B010800 – Physical culture and sport; to base the demand and need of forming future teacher-trainers' professional competences, to work out the model of forming professional competences of future teacher-trainers.

3. The methods of the research: theoretical analyze of philosophical, sociological, psychological-pedagogical literatures; to study the folding-up experiments through questionnaire, observation, conversation, testing; theoretical and methodical interpretation of pedagogical experiments; analysis of self experience on the organizing students of the specialty 5B010800 – Physical culture and sport; mathematical and statistical working of the results of investigation.

The theoretical and practical meaning: the research is confined in working conceptual bases of the model of forming professional competences of future teacher-trainers, on the basis of scientific approaches to the given process.

The practical meaning is that suggested pedagogical conditions, methods of forming professional competences of future specialist-trainers, worked diagnostic material, methodical recommendations on the theme of investigation can be realized in the system of professional physical education and increasing qualification of specialists.

4. Research results

The experimental results showed that the modern educational process of training future professionals focused primarily on the development of the process of formation of professional competence of future teachers-trainers. The educational experience has shown that competence-oriented educational process of the university does not fully contribute to the formation of professionally significant qualities of the personality of future professionals in the field of physical culture and sports. The results of the research show the uncertain dynamics of formation of professional competence of future teachers-trainers in competence-based education process of high school, the lack of integrity and consistency in their development.

At the forming stage of the experimental work at H.A. Yasawi International Kazakh-Turkish University two identical groups of students have been formed studying in the specialty "5V010800 - Physical Culture and Sports." The leading method of the research is educational experiment on the testing conditions for the formation of future teachers-trainers professional competence. The educational process in the experimental group has been founded in accordance with the hypothesis of our study. As an experimental variable in competence-oriented educational process of the university, aimed at preparing future professionals in the field of physical culture and sports the based pedagogical conditions have been introduced to form professional competence of future teachers-trainers. The control group has worked in traditional educational process.

In the course of an experiment the following tasks have been determined : identifying the status of implementation of the national-regional component of education in physical education and sport, diagnosis of initial level of forming professional competence of future teachers-trainers.

The analysis of the results of the implementation of the national-regional component of education in the field of physical culture and sports show that the proportion of graduate work done with the national and regional components, is 27.7% (for the years 2009-2012).

The thematically dominated content is associated with traditional physical education means national games, sports training for national types of sports and ethnopedagogics.

The most difficult questions for the students were the questions oriented to the knowledge of traditional physical education, knowledge skills and abilities of physical training through national games. The use of national games materials has been in the number of methodical difficulties. The majority of respondents stated that there were systematic

methodological materials for traditional physical culture, which make it difficult to prepare for classes, and require self-development issues [11, 12].

The student assessment has pointed to weaknesses in the theoretical training related to the content of the national-regional component of the specialty.

Having the practical training is controlled by high school, and school guidance counselor (children's sports school), who also note the number of difficulties faced by students in the preparation and conduct classes with national and regional components. Summing up, these difficulties can be summarized as follows: students cannot integrate learning content on the basis of a systematic approach; poor command of technology teaching motor actions using traditional means of national games, weak methodological support to the implementation of national and regional components in various types of educational institutions.

Thus, a qualitative change in the content of the national-regional component in the curriculum of the university is of vital importance. In this regard, there is a real need in the design of such maintenance of national-regional component, which will provide training for educators, trainers enabling effective participation in the regionalization of education.

The conducted diagnostic indicators of professional competence of future teachers have identified the sufficient level of trainers of required volume of professional knowledge, skills and abilities. At the same time, we have ascertained low formulated reflection, pedagogical orientation of the individual and the capacity for self-development, lack of humane teaching position, the predominance of external motivation in learning, and in the future of professional activities. Therefore, in some way we can talk about partial readiness of graduates for future student-centered teaching activities (vocational component of the activity), the indicator of their personal and professional development indicate a lack of formation of the other two components of professional competence - personal and communicative.

The efficiency of formation of teachers-trainers professional competence has been developed and

experimentally tested at the forming stage of the study. The formative stage showed that the development of integrative and developing technology of formation of professional competence was to identify major concepts of educational process, involving integrative, humanistic, cultural, competency approaches.

Realizing integrative-developing technology in the preparation of teachers-trainers promotes mental and professional development of students, the formation of their subjectivity, active attitude and creative style of activity. They have a complex of competencies, subject and professional, on which basis the professional competence is formed.

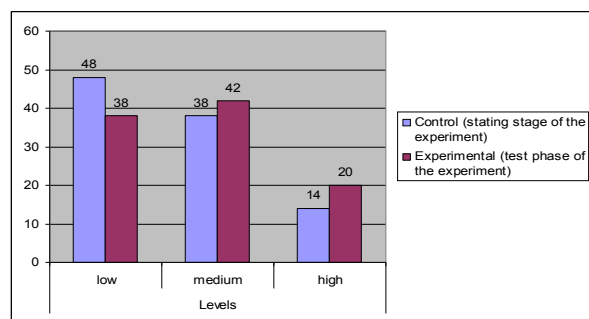
The formation of professional competence of future teachers-trainers also makes for the introduction of an integrated system of forming readiness of future trainers for professional self-improvement in the educational process of the university. In each of the areas of study, we have identified three main blocks that contribute to the professional perfectness: theoretical training, practical training and psychological preparation.

However, for a whole possession of all professional competences of teachers-trainers it is necessary to create conditions for the whole educational a cultural and educational space in which cultural pedagogical events realize shaping the culture and education of human culture (creating the conditions for social and cultural development of the individual student's learning values through folk games, providing opportunities for the formation of the needs of the game, creating conditions for showing the creative personality of students, creating an atmosphere of cooperation, development of educational support cultural activities of the students of the university.

On completion of the formative experiment to test the effectiveness of the research program control sections have been conducted to determine the levels of formation of future teachers-trainers professional competence. The result of the formative experiment has given the growth of level of forming of future teachers-trainers professional competence (Table 1).

Table 1. Levels of formation of professional competence

Groups	Levels		
	low	medium	high
Control (stating stage of the experiment)	48	38	14
Experimental (test phase of the experiment)	38	42	20



5. Conclusion

Thus, the results of the experimental work have proved the effectiveness and adequacy of the conditions put forward by teaching us the formation of professional competence of future teachers-trainers in competence-oriented education process. The use of statistical techniques confirms the validity and importance of the experimental data. In this case, the synchronous development of all identified personal qualities of future teachers-trainers in experimentally modeling teaching conditions put forward by us confirms the theoretical position of the interdependence of the processes shaping the professional competence of future teachers-trainers.

The results of the experimental work have been included to developing guidelines for the organization of the competence-oriented educational process of training future professionals, designed to shape the professional competence of future teachers-trainers. The proposed methodical process of becoming future teachers-trainers has been founded on continuity of the education content and practical classes in logic development of subject position of the future specialist in the field of physical education and sport.

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