

Professional development of young teachers in the conditions of a small school

Zhanar Manatbekovna Baigozhina¹, Botakoz Gabdullovna Sarsembayeva¹, Zhanat Zhenisbekovna Aitpaeva², Gulzhan Muhametkalievna Gauriyeva³, Gulnara Turlybekovna Tasbulatova⁴, Dzhanat Zhantemirovich Sakenov¹

¹Pavlodar State Pedagogical Institute, Toraygyrov St. 113-30, 140006, Pavlodar, Kazakhstan

²EastKazakhstan State University named after S. Amanzholov, Ust - Kamenogorsk, Kazakhstan

³Eurasian National University named after L. Gumilev, Astana, Kazakhstan

⁴Department for Control of Education Akmola region, Kokshetau, Kazakhstan

sakenov0613@mail.ru

Abstract: The small school locates in article, as comprehensive school with the small contingent of the pupils, the combined classes sets and with a specific form of the organization of occupations. The small school owing to the specifics possesses a number of advantages to professional development of young teachers before the usual: profound knowledge teachers of specific features and living conditions of each pupil, great opportunities for collaboration with a family, actually individual training in classes that considerably increases efficiency of professional development of young teachers and their professional formation as teachers of school. The pedagogical conditions promoting professional development of young teachers in the conditions of a small school are defined and checked in practice.

[Baigozhina Zh.M., Sarsembayeva B.G., Aitpaeva Zh.Zh., Gauriyeva G.M., Tasbulatova G.T., Sakenov D.Zh.

Professional development of young teachers in the conditions of a small school. *Life Sci J* 2013;10(12s):746-749]. (ISSN:1097-8135). <http://www.lifesciencesite.com>. 119

Keywords: Small school, professional development.

1. Introduction

The small school, is a comprehensive school with the small contingent of the pupils, the combined classes sets and with a specific form of the organization of occupations.

The small school owing to the specifics possesses a number of advantages before the usual: profound knowledge teachers of specific features and living conditions of each pupil, great opportunities for collaboration with a family, actually individual training in classes with five, three, and even with one pupil, etc. However these advantages, as a rule, aren't realized. In most cases the closed society, deficiency of communication of pupils, absence of cultural institutions, lower educational level of the population have negative impact on educational activity and teaching in a small school, etc. Absence in a small school of parallel classes doesn't allow to complete school with teachers-subject teachers. Use of the general technique of training in classes with small fullness leads to an excessive emotional pressure of pupils and teachers and low efficiency of teaching and educational methods. Despite known shortcomings and high economic charges of a small school, their existence of an education system it is considered obligatory as they are important social factor [1, p.519; 2, p.67].

Insufficiently investigated there is a scientific problem of professional development of young teachers in the conditions of a small school.

Professional development of future and young specialists in various spheres of pedagogical activity found reflection in researches: Larionov V.V. [3], Sakenov D. Zh. [4], Mane L. [1], Schroedel J. G. [2], Ash, D. [5], Fettters M.K. [6], Dornan T. [7], and others.

At the same time, the theory and practice analysis on a problem of professional development of young teachers in the conditions of a small school revealed the following contradictions:

- between growing need of small schools for pedagogical shots of new type and insufficient inflow of young teachers;
- between need of professional development of young teachers and insufficient organizational and pedagogical ensuring professional growth of the teacher in the conditions of small school educational institution;
- between increasing complexity of professional functions of the teacher and working conditions of rural young teachers;
- between personal and professional factors of formation of the young teacher.

The specified contradictions defined a research problem: what pedagogical conditions of professional development of young teachers in a small school.

Research objective – is to define and check the pedagogical conditions promoting professional development of young teachers in the conditions of a small school in practice.

2. Research methods - for definition and check in practice of the pedagogical conditions promoting professional development of young teachers in the conditions of a small school were used the following methods of research:

Theoretical analysis of literature, studying and the analysis of programs, textbooks, grants, collecting and processing of a research material, comparison, conversations, poll, questioning, testing, generalization of the received results, qualitative and quantitative analysis, pedagogical experiment.

3. Main Part.

As the most important compound components of professional development of young teachers researchers [4; 7; 8; 9; 10] allocate:

- social adaptation,
- formation of professional consciousness,
- self-affirmation in professions,
- development of pedagogical activity and role behavior,
- mastering by experience of the social environment of a small school.

Professional development of young teachers in the conditions of a small school is the process promoting achievement of an optimum ratio between a complex of demands, made to a profession of the teacher as a whole, their realization in pedagogical activity of beginning professionals in the conditions of a small school and the rural educational space, assuming professional socialization of the personality through need for self-realization and self-education.

Thus, proceeding from the theory and practice analysis on a research problem, we formulated the following definition of the concept «Professional Development of Young Teachers».

Professional development of young teachers – continuous process of acquisition by the identity of the professional competence, being expressed in self-development and self-realization in pedagogical activity.

When studying professional development of young teachers in the conditions of a small school are defined substantial, competence-based and personal approaches to the organization of this process promoting development of professional qualities, professional activity, creative self-realization. So, in the conditions of a small school from positions of substantial approach we consider professional development of young teachers as the substantial organization of their activity in the rural educational environment of a small school; competence-based approach assumes creation of conditions for favorable entry of teachers into a profession thanks to activity of methodical services and public associations of

veterans of pedagogical work taking into account rural society of a small school; personal strategy of professional development of young teachers in the conditions of a small school allows to individualize the pedagogical maintenance directed on disclosure, realization of internal potential, self-development and self-realization of beginning teachers by means of application of personal technologies of increase of their qualification.

Considering features of process of professional development of beginning teachers, we developed theoretical model of professional development of young teachers in the conditions of a small school. As a result the theoretical model of professional development of young teachers in the conditions of a small school is presented by us as system of the interconnected structural modules consisting of set of elements:

- purposes, principles, tasks, functions, main activities,
- pedagogical conditions, stages, forms and professional development methods,
- criteria, components, levels,
- goal-setting, reflexive, is functional communications.

During a stating investigation phase observations over a course of teaching and educational work of young teachers, the analysis of lessons of beginning teachers, testing, questioning, interviews with young teachers, polls, interviewing of heads of small schools, methodologists were made.

Following the results of the analysis of answers of young teachers we established the following reasons of emotional discomfort: congestion affairs, interpersonal relations, social vulnerability, household, intra personal problems. On the basis of results of carried-out diagnostics at a forming stage of experimental work we defined the content of pedagogical escort of young teachers in rural educational space of small schools.

During experimental work network interaction of experimental schools on formation equally accessible for young teachers of uniform educational space in which the variety of resources, opportunities for professional development of beginning teachers in the conditions of small schools is presented was organized.

Purposeful change of conditions of professional development of beginning teachers of small schools gave positive dynamics of development of the main components (motivational, informative, design) professional development of young teachers of small schools. So, to 97% the motivational relation of young teachers to pedagogical activity raised, the aspiration to creative self-realization grew to 92%, the

understanding and the independent solution of pedagogical tasks characterizes 90%, design activity is noted at 86% (figure 1).

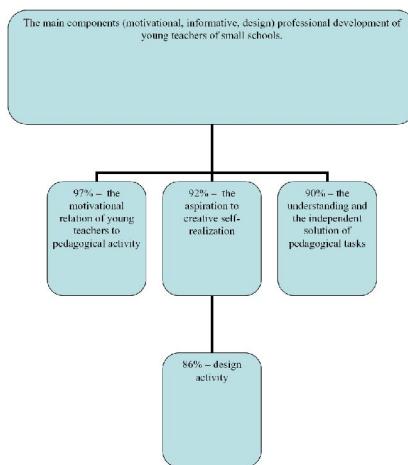


Figure 1. The main components (motivational, informative, design) professional development of young teachers of small schools.

Realization during pedagogical experiment of the offered forms and methods of work allowed to raise levels of professional development of young teachers of small schools (table 1).

Table 1. Levels of professional development of young teachers of small schools (in %).

Levels	Before experiment	After experiment
Low	2%	of 8%
Average	44%	of 34%
High	27%	of 58%

The data provided in table 1, show that after the organization of experimental work high and average levels of professional development of young teachers of small schools that confirms efficiency of the made pedagogical experiment are observed.

4. Conclusions and recommendations.

The theoretical analysis of researches and experimental work allowed to receive the following results:

1. The concept "Professional Development" of young teachers which is considered by us as continuous process of acquisition by the identity of the professional competence, being expressed in self-development and self-realization in pedagogical activity is specified.

2. Application of substantial, competence-based, personal approaches to professional development of young teachers of small schools is proved.

3. The theoretical model of professional development of young teachers of small schools

which is presented as system of the interconnected structural modules consisting of set of elements is developed and approved:

- purposes, principles, tasks, functions, main activities,
- pedagogical conditions, stages, forms and professional development methods,
- criteria, components, levels,
- goal-setting, reflexive, is functional communications.

4. It is established that network interaction of small schools creates the productive educational environment for professional development of young teachers, gives opportunity for joint design and creative activity with master veterans of pedagogical work.

5. It is defined that offered forms of work with young teachers in system: small school – methodical service – public associations of veterans of pedagogical work justified themselves and the problems arising in the course of professional development of young teachers of small schools allow to solve.

6. It is proved that realization of pedagogical conditions: providing a continuity of professional development of young teachers in system: small school – methodical service – public associations of veterans of pedagogical work; implementation of cooperation of beginning teachers and veterans of the pedagogical work, assuming subject - subject interaction, a dialogue exchange of experience; providing a personal orientation of professional development of rural young teachers promotes professional improvement of beginning teachers at rural school.

Further development which is expedient for conducting in the following directions are necessary: professional formation of young specialists in the innovative educational environment; organizational and pedagogical providing a continuity of professional formation of the teacher-researcher in regional system of professional development.

Corresponding Author:

Dr. D. Zh. Sakenov

Pavlodar State Pedagogical Institute, Toraygyrov St. 113-30, 140006, Pavlodar, Kazakhstan
sakenov0613@mail.ru

References

1. Mane, L. Miville, etc., 2009. Integrating practice guidelines into professional training. *Journal of Counseling Psychologist*, 37: 519-563.
2. Schroedel, J. G., D. Watson and D.H. Ashmore, 2003. A national research agenda for the postsecondary education of deaf and hard of

- hearing students: a road map for the future. Journal American Annals of the Deaf, 2(148):67.
3. Larionov, V.V., etc., 2010. Students training for professional activity in a process of physics study in a technical higher educational institution. Innovation in Education, 10:63-75.
4. Sakenov, D.Zh. etc, 2012. Preparation of students of higher education institution for professional activity in the course of studying of pedagogical disciplines. World Applied Sciences Journal, 19(10): 1431 - 1436.
5. Ash, D., Levitt, K., 2003. Working within the zone of proximal development: formative assessment as professional development. Journal of Science Teacher Education, 1(14): 23 - 48.
6. Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J., 2002. Confronting, challenging and changing teachers beliefs: implications from a local systemic change professional development program. Journal of Science Teacher Education., 2(13): 101 - 130.
7. Dornan, T., Carroll, C., Parboosingh, J., 2002. An electronic learning portfolio for reflective continuing professional development. Medical Education, 8(36): 767 - 769.
8. Asenova, N. S., Sakenov, D. Zh., etc., 2013. About preparation of students of higher education institution for professional activity in the course of studying of elective disciplines. Life Sci J.10 (10s): 96-100.
9. Zharapova, B.M., Tleulesova, A.Sh., Sarsenbayeva, B.G., Baygozhina, Zh.M., Aytpayeva, Zh.Zh., Sakenov, D. Zh., 2013. The Development of the Catalog of Elective Subjects as a Means of Professional Training of Students. Life Sci J., 10(11s): 282-285.
10. Tleulesova, A.Sh., Zharapova, B.M., Halelova, A.H, Sergazina, J.J., Sakenov, D. Zh., 2013. Vocational training of future teacher in higher education institution. Life Sci J.,10(12s):154-157

12/21/2013