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ANALYSIS OF RESULTS OF EXPERIMENTAL WORK ABOUT DEVELOPMENT OF MONITORING SYSTEM IN BRANCH OF JSC «NCAT» ORLEU» IAT PW IN EAST KAZAKHSTAN REGION

This article describes the features of the monitoring researchfor listeners of short-term advanced training courses. The data of the monitoring studies was analyzed. The ways of improving that work was outlined.

Key words: monitoring, training, the effectiveness of monitoring, quality.

«ӨРЛЕУ» БАҰО» АҚ ФИЛИАЛЫ ШҚО БОЙЫНША ПҚ БАИ МОНИТОРИНГТЕУ ЖҮЙЕСІН ЖЕТІЛДІРУ БОЙЫНША ЭКПЕРИМЕНТАЛДЫҚ ЖҰМЫСТЫҢ НӘТИЖЕСІНІҢ ТАЛДАУЫ

Мақалада қысқа мерзімді біліктілікті арттыру курстарының тыңдаушыларына арналған мониторингтік зерттеудің ерекшеліктері көрсетілген. Мониторингтік зерттеулердің деректері көрсетіліп, жұмысты жетілдіру жолдары айқындалған.

Түйін сөздер: мониторинг, біліктілікті арттыру, мониторинг тиімділігі, сапа.

АНАЛИЗ РЕЗУЛЬТАТОВ ЭКСПЕРИМЕНТАЛЬНОЙ РАБОТЫ ПО СОВЕРШЕНСТВОВАНИЮ СИСТЕМЫ МОНИТОРИРОВАНИЯ В ФИЛИАЛЕ АО «НЦПК «ӨРЛЕУ» ИПК ПР по ВКО

В статье описаны особенности проведения мониторинговых исследований для слушателей краткосрочных курсов повышения квалификации. Проанализированы данные мониторинговых исследований. Намечены пути совершенствования этой работы

Ключевые слова: мониторинг, повышение квалификации, эффективность мониторинга, качество.

The relevance of the choice of our research topic connected with the need to improve the quality of Kazakhstan's education system at all its stages, including the system of professional development of teachers. In this process, monitoring the effectiveness of activities takes a special place. At the same time, according to the analysis of the literature and practice of work, there is a contradiction between the need for monitoring the quality of training of teachers and insufficient degree of elaboration of relevant organizational and pedagogical conditions of the process.

In accordance with the Law of The Republic of Kazakhstan «On education» [1] every teacher should improve their qualifications at least once every five years. The leading role in the professional development of teachers plays Joint-stock company

"National Centre of Advanced Training "ORLEU".

A significant role in the quality management system in the activities of training institutions takes a providing the advanced nature of education programs, taking into account the expectations of teachers, support to the social mandate of all consumers of educational services. These functions are taken over by the quality of the monitoring system of the educational process [2].

Monitoring of system of advanced training, this multi-level system of diagnostic and analytical procedures, the use of which must meet strict requirements. By monitoring in education, we meanthe system of collection, processing, storage and dissemination of information about the educational system or its individual components, which focused on information management software that allows to judge the state of the object at any time and can provide its forecast of development.

To carry out the experimental work sample of teachers was determined among listeners of refresher courses. Groups for the study were selected based on a random sample of the monthly number of groups organized by the branch of Joint-stock company "National Centre of Advanced Training "ORLEU" Institute of Advanced Training of teachers on the East Kazakhstan region.

Table 1 – Using of monitoring research in the professional activities

Subject	Before trainings	After trainings	Before trainings	After trainings
	yes		no	
Teachers of socio-humanitarian cycle (total 102)				
Foreign language	33%	33%	0	0
Russian language and literature	25%	27%	2%	0
Kazakh language and literature	4%	5%	1%	0
History	31%	34%	3%	0
Social pedagogue	3%	3%	0	0
Teachers of naturally - mathematical cycle (total 96)				
Mathematics	40%	42%	2%	0
IT	15%	16%	1%	0
Physics	9%	11%	2%	0
Chemistry	21%	22%	3%	2%
Geography	1%	1%	1%	0
Biology	2%	2%	2%	0

The total number of region teachers was 198. 96 (48%) of them belong to naturally - mathematical cycle and 102 (52%) of them was teachers of socio-humanitarian cycle. With the experimental groups was conducted a course,"Theory and practice of pedagogical monitoring: management the of the educational process of the school" and other kinds of work, at the end of the courses teachers had to answer to a questionnaire to determine their level of knowledge and use of the monitoring system in the professional activity.

According to the analysis of the data, we see that the level of knowledge on the using of monitoring in professional activities of teachers, who have passed training courses increased in comparison with the data before passing the course preparation, and it indicates the positive dynamics of growth of acquired knowledge and skills. Significant changes occurred in teachers of socio-humanitarian cycle, their dynamics of growth has increased by 6%. The average gain of knowledge of pedagogue was 13%.

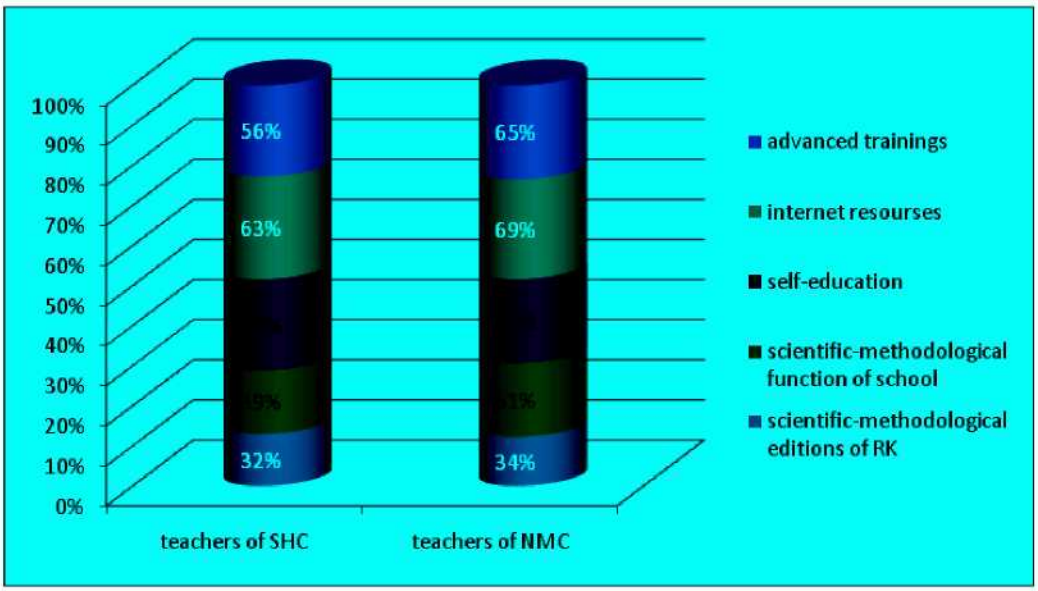

Figure 1 – Initial diagnosis

According to the opinion of the majority of respondents (Figure 1, 2), which is about 70% of listeners, their gained knowledge and use of monitoring studies before the course training through the global Internet , as well as did the self-education, which indicates that the using of monitoring data was not systematic.

Most of teachers, about (96%) after passing training courses consider (Figure 3,4) that it is necessary to conduct monitoring studies, as this contributes to the proper and specific planning of their action in their professional activities, to improve the

quality of teaching. According to the opinion of respondents, the use of the monitoring system will facilitate to proper planning of their professional activities, to improve the quality of educational services for students.

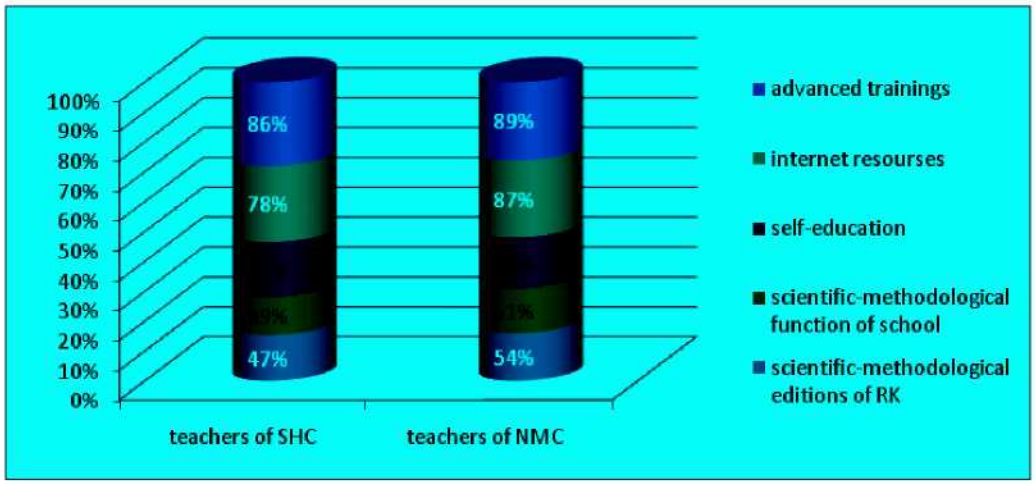

Figure 2 –Verification diagnostics

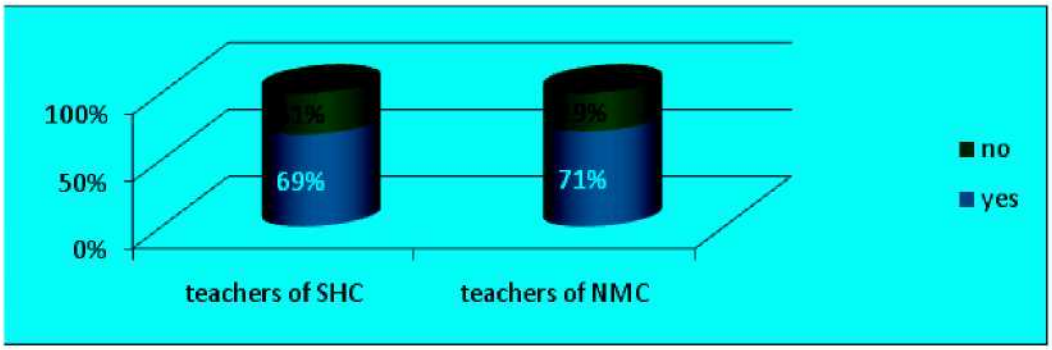

Figure 3 – Initial diagnostics

Before passing the courses, the majority of teachers (54%) believe that it is necessary to monitor the 1 per quarter. In our opinion, this is an erroneous position. Monitoring should be carried out on each lesson for each student individually. This will improve the quality of students' knowledge. Changings in the point of view of teachers after the end of the training testifies the effectiveness of the special course.

In our questionnaire was asked open-ended question "What is needed to help teachers to conduct qualitative monitoring". By analyzing the answers to this question, we came to the conclusion that the majority of teachers, namely 87% of the respon-

dents need in methodical and practical assistance in conducting and using monitoring research in their professional activities. Teachers find that it is have difficult to summing up, the right development of toolkits of the monitoring study and their further using.

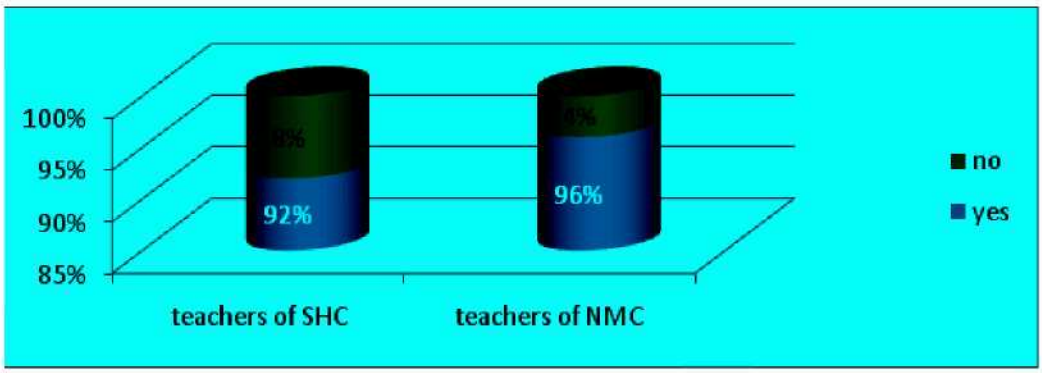

Figure 4 – Verification diagnostics

One of the important problems that we encountered during our research is that most of the teachers are mainly concentrated in the results of quality of students' knowledge only in the upper grades, and it is connected with the preparation and conducting of United National Testing. We believe that the systematic monitoring should be beganand controlled in the lower grades to prevent the negative results in the higher grades.

Special screening sections, which wasconducted over the course allowed us to determine the nature of the dynamics of mastering the material presented on the effective use of monitoring in professional work of the teacher.

We have carried out testing of the input and output on the basis of studying a special course, gave the control tasks to audience during the course of study. Based on the marks we determined the actual knowledge of the audience. The most high mark for quiz got teachers of IT- 4.85 (9.78), the mark of teacher of Russian language and literature for IWL (Independent Work of Listeners) was 4,985 (9.96); Based on tests at the output, the highest results were shown by the teacher of Mathematics and Informatics - 4.9 (9.8). Given below, the Table 2 shows the data for all categories of teachers, who participated in our study.

Data show that in general, a program of training, which was developed and implemented by us on the use and application monitoring in the professional activity gives positive results. If the in the step of input diagnostic average scores of groups were lower, the data shown in the Table 3, then the output diagnostics showed higher competence and granted ownership of the material.

Table 2 – Average results of actual knowledge of listeners

Category	Mark for test		Mark for IWL		Mark for tests at the output		Average results of actual knowledge of listeners	
	1-5 mark	1-10 mark	1-5 mark	1-10 mark	1-5 mark	1-10 mark	1-5 mark	1-10 mark
Foreign language	4,975	9,95	4,62	9,24	4,85	9,7	4,81	9,62
Russian language and literature	4,64	9,28	4,98	9,96	4,6	9,2	4,74	9,48
Kazakh language and literature	4,71	9,42	4,76	9,52	4,6	9,2	4,69	9,38
History	4,87	9,74	4,82	9,64	4,85	9,7	4,84	9,68
Social pedagogue	4,79	9,58	4,73	9,46	4,7	9,4	4,74	9,48
mathematics	4,85	9,7	4,97	9,94	4,9	9,8	4,9	9,8
IT	4,89	9,78	4,91	9,82	4,9	9,8	4,9	9,8
Physics	4,68	9,36	4,88	9,76	4,8	9,6	4,78	9,56
Chemistry	4,74	9,48	4,86	9,72	4,8	9,6	4,8	9,6
Geography	4,84	9,68	4,92	9,84	4,65	9,3	4,8	9,6
Biology	4,87	9,74	4,93	9,86	4,75	9,5	4,85	9,7

Table 3 – Results of testing

Teachers	Input testing	Output testing	The increasing of knowledge
Teachers of socio-humanitarian cycle			
Foreign language	8,9	9,7	0,8
Russian language and literature	8,8	9,2	0,4
Kazakh language and literature	8,9	9,2	0,3
History	9,1	9,7	0,6
Social pedagogue	9,2	9,4	0,2
Teachers of naturally - mathematical cycle			
Mathematics	9,3	9,8	0,5
IT	9,3	9,8	0,5
Physics	8,9	9,6	0,7
Chemistry	8,9	9,6	0,7
Geography	8,7	9,3	0,6
Biology	9,1	9,5	0,4

From the Table 3, we see that the greatest knowledge increasing observed in the foreign language teachers-0.8, in physics-0.7, chemistry-0.7. Results of the research provide a basis for the following conclusions:

a) Motivation to learn trainees is aimed on improving the professional competence;

b) The quality of the educational process in the system of professional development of teachers meet the requirements of trainees;

c) Training courses give the audience a new content and technology of the learning process;

g) The effectiveness of the training was evaluated by listeners with high marks and satisfied their needs for refresher courses, stimulated the growth of the professional level of teachers, contribute a changings in a point of view of the modern organization of the learning process.

One of the highlights of the output survey is self-esteem, which will be put by participants according on the results of the passage of a course of study. The participants of this study, also were asked to rate their courses of passage of the PC (Table 4).

Table 4 – Howyouevaluatetheresultsofadvanced training courses?

№	Results of studing	Excellent	Good	Middling	Low
1	Knowing and understanding of material, objectives and purposes of educational program of courses	58,8%	39,9%	2%	
2	Skillsinpracticalusingofpedagogicalmethods, materialsofeducationalprogramofcourses	58,8%	40,4%	1,5%	
3	Understanding the system of monitoring and knowledge of methods of implementation in practice	51%	44,5%	3%	1,5%
4	Skills, which need to implementation of gained knowledge	47,5%	48%	3,5%	1%

Most of the teachers, which is 58.8% know and understand the content of the educational program and have the ability to make practical use of pedagogical approaches, that indicates a good mastery of the material. Understanding the system of monitoring and knowledge of methodology implementation in practice was evaluated as «excellent» by 51% of respondents, also 1.5% evaluated it as «low». In our opinion this is due to the professional and personal qualities of each teacher. Of course, course in 20 hours, training can not solve the problems of that matter and depth, which pro-

vide psychological changes in the structure of the personality of the teacher.

Thus, the gained results show that for the period of training in refresher courses we can achieve significant changes in the monitoring system in the professional work of teachers of secondary schools, to improve their level of knowledge about the content and monitoring technology, to develop competence in the conducting of the monitoring by the training through a specially designed course and controlled system of independent work.

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БОЛАШАҚ МАМАНДЫ ДАЙЫНДАУДЫҢ ПЕДАГОГИКАЛЫҚ-ПСИХОЛОГИЯЛЫҚ ЕРЕКШЕЛІКТЕРІ

ХХІ ғасырда білім мен ғылым саласында болып жатқан өзгерістер болашақ мамандар даярлауда жоғары мектептің алдына жаңа міндеттер қойып отыр. Осыған орай, бүгінгі әлеуметтік білім беру кеңістігіне сай бейімдеп білім алу, ойлауды, педагогикалық рефлексияны дамыту, өзінше ғылыми тұжырым жасауға, олардың қажетіне қарай ғылым жетістігін сұрыптауға, студенттің өзінің іс-әрекетінің субъектісі болуына мүмкіндік туғызу – көкейкесті мәселе.

Түйін сөздер: жас маман, жас маманды дайындау, жеке тұлға, ғылыми ойлау, оқыту.

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ В ПОДГОТОВКЕ БУДУЩЕГО СПЕЦИАЛИСТА

Изменения в образовании и науке в XXI веке ставят новые обязанности перед высшей школой в подготовке будущих специалистов. В связи с запросами социального образовательного пространства необходимо дать возможность студенту стать субъектом педагогического процесса, развивать мышление, методологическую рефлексию, творческое применение определенных научных концепций.

Ключевые слова: молодой специалист, подготовка молодого специалиста, личность, научное мышление, методы обучения, анализ новаторства в образовании, обеспечение условия специалисту.