

## **MODERN REQUIREMENTS TO THE LEVEL OF PROFESSIONAL ACTIVITY OF THE STUDENTS OF ENGINEERING-TECHNICAL SPECIALTIES**

***N.E. Pfeifer, G.M. Tulekova, K.S. Kenzhigozhina***  
*Pavlodar State university named after S. Toraigrov*

It is very important for modern Kazakhstan society the development of the system of higher education which corresponds to the world standards and trains competitive and highly skilled specialists. So, in the Message the President N.A.Nazarbayev underlines: «I think that, first of all, it is necessary to develop the most sought-after technical, and we have to involve stuff from abroad» [1]. Vocational training specialists in the sphere of technical specialties is becoming urgent, because questions of the development of an industrial-technical complex are the most priority for the Kazakhstan economy.

In this connection in the modern conditions of society development there is necessity of creation of educational conditions meeting new requirements of modern dynamic life. Innovative education is widely discussed in Kazakhstan. With the help of modern representations about professional training generally and engineering education in particular (P.M.Novikov, V.M.Zuev, V.E.Shukshinov, V.F.Vzyatyshev, L.I.Romankova, J.P.Pokholkov, A.I.Chuchalin, B.L.Agranovich, M.A.Solovev, B.A.Abdykarimova, V.V.Yegorov, E.F.Zeera, V.S.Lednyova, A.T.Malenko, B.K.Momynbaeva, A.P.Seytesheva, etc.) it is necessary to search for new approaches in education [2]. Engineering education should become an innovative engineering education and train specialists for innovative engineering activity.

Professional training of future engineers capable to true and methodical supervising position, future professionals, who have enough experience, modern skills and who know work in all its minutest details - one of the main tasks of a modern society.

It is necessary to notice that with various changes in social, economic and political life in a society of a state the given requirements vary and are being modified currently. Boundary of the XX-XXIth centuries from the position of the problem we are being interested in relatively can be divided into two stages: the 90s and the end of the 90s – the beginning of the 2000s. The first stage is characterized by two tendencies. The first tendency appeared in the end of the 80 s - the beginning of the 90s. Success of labour was defined not only by availability of higher professional education, but its absence. Probably, it is connected with freedom from out-of-date knowledge and stereotypes in the activity, which was available at that time for young people without higher or secondary vocational

education, besides, allowed them to reach success in the organization and running their own business, whereas many specialists with higher education, and also specialists, who had candidate and doctor's scientific degrees, obtained during Soviet times, lost their main work and found work in the sphere of services (trade, private transport). In connection with political events and economic situation in the post-Soviet states, including Kazakhstan, the 90s of the XX-th century labour market was characterized by disappearing or losing prestigiousness of such jobs like a historian, a philosopher, an economist-theorist, a scientific employee of almost any direction, a military man, an engineer, as well as a sociologist or social psychologist, who had specialization, connected with ideology [3].

In the 90s of the XX-th century appeared one more new tendency. At that time there were new professional fields of activity, which almost instantly, during several months forced many people to start work, practically without having possibility of receiving vocational training because of absence of universities and faculties of the given profile. These are: an auditor, a banker, a web-designer, a manager in tourism, a specialist in marketing, a psychotrainer, an image maker and many others. It was possible to observe, how a young man of 23 who did not have any higher education, successfully ran firm, a former military man was engaged in clothes manufacturing, a former programmer ran large realtor estate agency, and a former teacher of foreign language became the head of staff department in a large Russian-American company.

Thus, in the 90s availability of higher profile education was not the factor, considerably influencing on success of labour activity of majority of people, that contradicts the results of research of western authors, who connect success of professional activity, including heads, with their profile educational level.

In the late 90s necessity and importance of higher and secondary vocational education started increasing as during that period «movement to civilized business» began. So, at that moment one the main important criteria and requirements to workers, recommended for administrative positions, basic vocational education was obligatory, as well as also professionals, who had enough experience.

Our economy and the country generally today is enduring a special stage. Today for business success and competitiveness is not enough to possess big capital and to be supported by authorities. Quality of management has become the critical factor of success, that is use of efficient tools and technologies of management adequate to all complexity and dynamism of the modern market.

Profile study which is given by higher school today can promote successful career because the employee possesses professional knowledge and skills, on the one hand, however can reduce his potential because of availability of steady stereotypes in his thinking and activity, on the other hand. And on the contrary, absence of profile study can be shown as the factor, impeding employee's professional success; but, on the contrary, can raise his success at his ability of retraining

and professional creativity.

In the modern pedagogical literature is reflected the position according to which development of person`s professionalism occurs, on the one hand, through performance of the increasing number of functions when one occupation combines the whole complex of special knowledge and labour functions, on the other hand, by expansion of kinds of activity. It is underlined that the scope of acquired information is not the main thing in this process, but ability of finding information, acquiring and creatively applying it in practical activity.

Higher school should train a specialist, give to the young man such higher education which will be a guarantee of high efficiency of his activity. So, a contemporary specialist, by an example of an engineer of automation and management, is an authority in his field, who has ability of invention, well knows modern technique, technology, economy, organization of manufacture and who often has to apply a creative approach, operate independently, initiatively, creatively, and probably even to act in a role of the head of certain team that demands from him great sense of responsibility and managerial abilities.

Training of experts of such level should be carried out according to uniform international standards of all system of higher education that in that other degree is reflected in many technical universities of the countries of near and far abroad. For example, there are government programs on retraining of personnel, international scientific-practical conferences on formation of innovative potential of high schools, as well as international programs Executive MBA «Strategic management», which purpose is formation of practical knowledge and the analytical skills necessary for increasing management efficiency, workings out and realization of general strategy of its development.

Kazakhstan has already made today its first step on the way of creating professional base for training managers of technical specialties, that is not only designers, electricians, technologists with higher education, but also highly skilled experts possessing profound knowledge in automatic control, industrial electronics, computer facilities, and also personnel marketing, psychology of management and economy. For Kazakhstan engineers there is a possibility to continue training abroad according to uniform standard with recognition of quality of our education.

## LITERATURE

1. Назарбаев Н. А. Казахстан на пути ускоренной экономической, социальной и политической модернизации: Послание Президента Республики Казахстан народу Казахстана / Н.А. Назарбаев - Астана: Елорда, 2006. – 17 с.

2. Сейтешев, А. П., Садыков Т. С. Научные проблемы формирования личности и развития современного образования в Республике Казахстан / А.П. Сейтешев – Алматы: Галым, 1996. – 645 с.

3. Стратегия индустриально – инновационного развития Республики Казахстан на 2003 – 2005 годы: Указ Президента Республики Казахстан.- Астана: Казинформ, 2003.

### *Түйіндеме*

*Мақалада ресей және қазақстандық ғалымдардың зерттеулерінің талдауына негізделген ЖОО инженерлық-техникалық мамандықтары студенттерінің кәсіби әрекеттің деңгейіне замануи талаптар қарастырылады.*

### *Резюме*

*В статье рассматриваются современные требования к уровню профессиональной деятельности студентов инженерно – технических специальностей ВУЗа, с опорой на анализ исследования российских и казахстанских ученых.*

УДК 378.000.93

## **ОБРАЗ УЧИТЕЛЯ В ПЕДАГОГИЧЕСКОМ НАСЛЕДИИ**

**М.В. Семенова, Б.Х. Галиева**

*Павлодарский государственный университет им.С.Торайгырова*

Народная мудрость гласит: «Учитель творит нацию и общество». В этом древнем и мудром изречении, сохранившем справедливость и в наши дни, состоит социальный и гуманистический смысл педагогического труда. По сути, учитель стоит у истоков развития производственных сил страны, ее социального прогресса и творческого потенциала. Без учителя нет ни героя, ни поэта, ни политика, ни ученого. Все люди на земле делятся на учеников и учителей, каждый при этом бывает и тем и другим. Сегодня профессия учителя является одной из массовых, также давно замечено, что массовые профессии редко бывают престижными. Вот и профессия педагога кажется на первый взгляд обычной и даже банальной. Но на самом деле она уникальна, доказательством тому служит наша память, которая на всю жизнь сохраняет любимые образы учителей. Высокое предназначение профессии учителя предъявляет к его личности столь же высокие требования. Об этом говорили как выдающие педагоги прошлого, так и наши современники.

Последние десятилетия характеризуются активными поисками путей реорганизации педагогического образования в свете XXI века. Появились новые теории, имеющие прямое отношение к обновлению профессиональной подготовки и переподготовки учителя, например, теории становления