

ESSENCE OF EDUCATIONAL PROCESS OF TRAINING FUTURE PHYSICAL EDUCATION SPECIALISTS

**Berkimbayev K.M.¹, Isaev A.I.², Isakova Zh.Zh.³, Iskakova P.K.⁴,
Alimbetov B.A.⁵, Mutanova D.Yu.⁶**

¹*Berkimbayev Kamalbek Meyrbekovich – Doctor of pedagogical sciences, Professor;*

²*Isaev Abdynabi Isayevich – PhD Student,
DEPARTMENT PEDAGOGICAL SCIENCES,
INTERNATIONAL KAZAKH-TURKISH UNIVERSITY BY HODJA AHMET YASSAWI,
TURKESTAN, REPUBLIC OF KAZAKHSTAN;*

³*Isakova Zhanna Zhumanazarovna – Head Teacher,
DEPARTMENT PEDAGOGY, PSYCHOLOGY AND HISTORY OF PHYSICAL EDUCATION,
KYRGYZ ACADEMY OF PHYSICAL EDUCATION AND SPORT, BISHKEK, REPUBLIC OF KYRGYZSTAN;*

⁴*Iskakova Parida Kuandykovna – Candidate of pedagogical sciences, Teacher,
DEPARTMENT PEDAGOGICAL SCIENCES,
INTERNATIONAL KAZAKH-TURKISH UNIVERSITY BY HODJA AHMET YASSAWI, TURKESTAN;*

⁵*Alimbetov Bekaydar Alliyarovich – Head,
KENTAU'S ADMINISTRATION, KENTAU;*

⁶*Mutanova Dinara Yuldashbayevna - PhD Student,
DEPARTMENT PEDAGOGICAL SCIENCES,
INTERNATIONAL KAZAKH-TURKISH UNIVERSITY BY HODJA AHMET YASSAWI, **TURKESTAN**,
REPUBLIC OF KAZAKHSTAN*

Abstract: *the article deals with the issue the essence of the educational process of preparing future physical education specialists. The system of the three-level educational process of preparing future physical education specialists is analyzed as broadening the horizon, creating conditions for further professional and personal development of professional and pedagogical readiness of the masters of physical education with professional competence - a set of personality qualities that ensure effective professional activity.*

Keywords: *physical education, master's degree, PhD doctor, professional and pedagogical competence, creative thinking.*

Every day, there is a growing need for the new generation of athletes with a wide range of skills, competencies, oriented in related fields of activity, capable of successfully realizing themselves professionally and competitively in the rapidly changing market economy. The Concept of the state policy in the field of education of the Republic of Kazakhstan noted that the idea of forming a new generation of people with an innovative creative type of thinking and readiness for professional activity should become a strategic guideline for reforming the education sector. In connection with globalization, there is a need to rethink professional and pedagogical education implemented in higher education institutions, state educational higher education of a new generation, the activity of a particular university with its traditions and innovative capabilities.

The main ideas of the Message "New Development Opportunities in the Conditions of the Fourth Industrial Revolution" [1] and the program article "Looking to the Future: Modernization of Kazakhstan's identity" by the President of the Republic of Kazakhstan NA Nazarbayev [2] are primarily devoted to youth. The initiative spelled out by our president is unique, as this step will enable us to provide the new young generation with the opportunity of competitiveness in the future. If we talk about the younger generation of Kazakhstan, we would like to note that the comprehensively developed youth is the priority for the state, which will later become at the helm and continue the continuity of generations, strengthening the positions of the state on the international arena.

The main priorities of the youth policy of Kazakhstan are these are the five key directions for implementing the youth policy: creating opportunities for socialization and recreation of rural youth, creating "social lifts" for the advancement and development of young people in difficult life situations, supporting young families and paying attention to raising children, the development of a staff structure that works with young people, and the strengthening of interdepartmental coordination. It is very important to rally young people to fulfill their tasks.

In the current conditions of the development of society, the role and importance of education is determined by Kazakhstan's conversion to democracy, a market economy, the need for its lagging behind the global International directions of financial and social development. In other words, at the moment, education is seen as a "locomotive" of social, political, economic and ideological configurations. Therefore, this social order applies to all levels of education.

The challenges of the newest civilization naturally contribute to the "educational boom" in all countries, and Kazakhstan can not remain outside the limits of global trends. The most important of these are the transition to the system of "education through life", the increase in the variability of education at all levels, the trend towards greater practical orientation of learning outcomes, informatization. These all directions are interconnected with

each other, the realization of one of them is considered a condition for the realization of others. Gradually integrating into the world educational space, Kazakhstan's universities become more international in nature and universal in the character of the lectured. The level of competence of future teachers depends on the quality of the knowledge obtained, if the organizers and implementers create an educational program in practice aimed at realizing the basic advantages of the three-level education system, for example, providing an "individual educational trajectory" for the undergraduate in physical education inside the university and beyond. In March 2010 Kazakhstan officially joined the Bologna Declaration and became the 47th full member of the European Higher Education Area. 60 universities of Kazakhstan are signed the Great Charter of Universities. Thus, the transition to a three-level model of training specialists was carried out: bachelor - master - doctor PhD, based on the principles of the Bologna Declaration.

It is about giving them a real opportunity to choose a suitable trajectory of training: modules, combinations of training courses (some of which can be "taken" in other universities - republican and international) in accordance with their capabilities, interests, including those aimed at the employer's request.

In this system, a bachelor's degree becomes an independent stage of higher education, which provides basic training in a chosen field of professional knowledge, sufficient to enable the bachelor to enter the labor market or continue his professional training in a master's degree [3]. In the bachelor's programs, the emphasis is on the development of universal skills, the qualities of the personality necessary for competitiveness in the labor market, the development of self-educational skills, the ability for independent analytical assessment of the situation, self-analysis and self-control in professional activities.

Those who have a bachelor's degree will be ready for professional and pedagogical activity as a teacher of physical education, a trainer in specialization.

Training in the Master's degree should be aimed at preparing a creative class of specialists capable of solving more complex problems. The main requirement is that the administration of universities and employers should work together. Only joint efforts of the university society and employers can prepare future specialists in demand. And large enterprises and associations of small and medium-sized businesses will not only participate in traditional university practice, hosting future specialists, but also really enter the educational process, help universities financially, orient future specialists to certain specific jobs [4].

The objectives of master's programs are set by the transition of education to a competence approach and taking into account the requirements of employers. Taking into account the contingent and its characteristics, individual goal-setting of the students is needed, aimed at satisfying its educational needs, based on social and professional life experience.

The requirements for the content of the training process of master's training, as well as adult education, are as follows:

1. Systematic and integrity of training is in accordance with the goals and content of teaching its forms, methods, tools of learning and evaluation of results

2. Problem, dialogic and practical orientation is the demand for the knowledge, skills and skills acquired by undergraduates of the enterprise, scientific and pedagogical activity. For the planning and organization of training, it is necessary to study and analyze the production activity of the undergraduate, which will allow us to formulate individualized goals and objectives of instruction, to rely on his mental subjective experience [5].

3. Multivariance of content units and sources, openness to the latest achievements and topical problems of science and practice, flexibility, diversity through supplementary education programs.

4. Integration and experimental content of the material, allowing to create unusual educational process, but the activity of adults to develop new content with personal educational productive increments [5].

Further professional and personal development of the master assumes the possibility of his training in doctoral studies. In this regard, it is necessary to further improve the bachelor's degree programs in order to diversify their intended purpose, to better define the educational niche that they will have to occupy.

In the new social conditions, it is the educator that is required, a professional, who unlike the specialist teacher can work with educational processes (reconstruct them), i.e. is a subject of professional-pedagogical activity (and not a carrier of the totality of scientific knowledge and methods of their transfer) and is focused, first of all, on the development of human abilities [6].

As a result, in higher educational institutions of physical education are more concerned with the development of technologies for the formation of educational activities, rather than the formation of professional and pedagogical readiness, which can hardly lead to the formation of the professionalism of pedagogical activity and, moreover, to the formation of the professional personality of the trainee. Introduction of the category of professionalism in the pedagogical process allows us to consider it as a system consisting of two interrelated subsystems: 1) professionalism of the individual; 2) professionalism of activity [7].

So, the system of the three-level educational process of preparation is aimed at broadening the horizon, creating conditions for further professional and personal development of professional and pedagogical readiness of the masters of physical education with professional competence - as a set of personality qualities that ensure effective professional activity. These characteristics include such characteristics as professionally important

knowledge, skills and abilities, motivation and experience of professional activity, the integration of which represents a unity of theoretical and practical readiness for concrete work and allows the specialist to demonstrate in practice the ability to realize his potential for a successful creative professional activity [8, 9].

It is required to answer again the fundamentally important question of higher physical education and pedagogical education: "And what should the master of physical education actually prepare for?" To answer this question, we first of all analyzed the fundamental provisions adopted in modern concepts of foreign and domestic education of general master's training. As a result of the analysis of the available works on this topic, the following was clarified:

- an educational program for the preparation of masters of physical education "... consists of a four-year program of bachelor's training and no less than two-year specialized master's training focused on research and / or scientific and pedagogical activity";
- the objectives of training masters of physical education are: "... the development of knowledge and scientific thinking, mastering and securing master's skills in the conduct of scientific and pedagogical work, the preparation of scientific and pedagogical staff for universities and other areas of professional activity or for further education in doctoral studies";
- a master's degree in physical education "... fixes the educational level, the direction of the education received for scientific research and scientific and pedagogical activity, the availability of skills necessary for a beginning scientific worker or teacher";
- Master of Physical Education is "... a widely erudite specialist with fundamental scientific training, who possesses the methodology of scientific and pedagogical creativity, modern information technologies, prepared for scientific and pedagogical work" [10, 338-339 b].

The above conceptual provisions give a clear definition of what distinguishes the status of a master from the status of a bachelor and a specialist and allows, taking into account the already existing experience in the preparation of masters, to determine the structural components of the foundation of the master's education, and, therefore, to answer the previously raised question .

Based on the data of the study conducted by us in this direction, we came to the conclusion that the master in the direction 532000 - "Physical Education" should have training in three main types of professionally oriented activities that in their substantive content will reveal the integrity of the foundation of the master's education:

- scientific and pedagogical activity of the masters of physical education, associated with in-depth fundamental scientific and professional pedagogical training in the field of physical education and sports (mastering this activity is focused on the training of a high school teacher);
- scientific research activity of the masters of physical education on topical problems of the theory of physical education and sports, its private theoretical directions and related disciplinary sciences; preparation for further training in doctoral studies (mastering this activity is focused on the training of a scientific worker for research institutions);
- the subject-pedagogical activity of the masters of physical education, associated with in-depth scientific and methodological training for practical work in higher, secondary special and general educational institutions in the disciplines of physical education, in specialized sports schools and clubs in sports (aimed at training a teacher, teacher, coach and methodologist for the relevant organizations and institutions) [11, 7-9 b].

References

1. Message of the President of the Republic of Kazakhstan N.Nazarbayev to the people of Kazakhstan. January 10, 2018
2. *Nazarbayev's N.* Article "A look into the future: modernization of Kazakhstan's identity", 12.04.2017. [Electronic resource]. URL: www.akorda.kz/ (date of acces: 02.03.2018).
3. *Panina G.V.* On the issue of competencies and the status of a bachelor [Text] / G.V. Panina // Higher education in the Russian Federation. M., 2009. № 6. P. 40-48.
4. *Anisimov P.F.* On the tasks of universities in transition to the tertiary system of higher professional education [Text] / P.F. Anisimov // Higher education in the Russian Federation. M., 2010. № 3. P. 3-7.
5. *Gafurova N.V.* Master's training in the implementation of the andragogical approach [Text] / N.V. Gafurova, T.V. Tverdokhlebova // Siberian Pedagogical Journal. Novosibirsk, 2011. № 10. P. 37-47.
6. *Sin E.E.* Scientific-theoretical bases of perfection of educational process in system of university education [Text]: the author's abstract. dis. ... Doct. ped. Sciences: 13.00.01 / E.E. Syn. Bishkek, 2011. 39 p.
7. *Kravchenko I.V.* Problems and prospects of development of interrelations between Kyrgyzstan and Russia in the field of science and education in the conditions of globalization [Text] / I.V. Kravchenko // Herald of the Komsomol. Bishkek, 2011. T. 11. № 6. C. 155.
8. *Isaev V.A.* Adult education: competence approach: monograph / V.A. Isayev. Velikiy Novgorod, 2005.
9. *Grishanova N.A.* Development of the competence of specialists as the most important direction in the reform of vocational education / N.A. Grishanova // Qualimetry in Education: Methodology and Practice: Materials

of the X Symposium. Book 6. Moscow: Edition of Issled. Center for Quality Problems in Training of Specialists, 2002.

10. *Fedosenko E.A.* The role of education at the present stage. Transition to a two-level education system [Text] / E.A. Fedosenko // Problems and Perspectives of the Development of Education in Russia. M., 2011. № 9. P. 338-339.
11. *Mamytov A.M.* Requirements for the educational and professional training of masters in physical education in the direction of higher education "Physical Education" [Text] / A.M. Mamytov // Theory and practice of physical education. Almaty, 2001. № 1. P. 7-9.