

### About increase of efficiency of vocational training of students

Zhanar Baigozhina<sup>1</sup>, Guldana Zhakibayeva<sup>1</sup>, Janat Zhantemirovich Sakenov<sup>1</sup>, Nadezhda Zavalko<sup>2</sup>, Zhanat Zholdybaevna Nurtayeva<sup>3</sup>, Gulnara Turlybekovna Tasbulatova<sup>4</sup>

<sup>1</sup>Pavlodar State Pedagogical Institute, Pavlodar, Kazakhstan

<sup>2</sup>East Kazakhstan State University named S.Amanzholov, Kazakhstan

<sup>3</sup>Kazakh Humanities and Law University, Kazakhstan

<sup>4</sup>Department for Control of Education Akmola region, Kokshetau, Kazakhstan

**Abstract.** In article need of increase of efficiency of vocational training of students in the tideway of a tendency of development of modern pedagogical activity and professional education (transition to multilevel education, a tendency to integration locates in education, ensuring functional literacy of graduates, attention strengthening to the culturological content of vocational training). Efficiency of realization of pedagogical conditions of increase of efficiency of vocational training of students comes to light on the basis of criteria of professional readiness as result of this preparation, including: motivational criterion and indicators: enthusiasm for informative activity, orientation to future professional activity, aspiration to creative self-realization; substantial criterion and indicators: formation of professional knowledge and abilities; formation of professional independence; activity criterion and indicators: ability to carry out introspection, self-image and self-correction of vocational training.

[Baigozhina Z., Zhakibayeva G., Sakenov J.Z., Zavalko N., Nurtayeva Z. Z., Tasbulatova G.T. **About increase of efficiency of vocational training of students.** *Life Sci J* 2014;11(5s):259-262] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 50

**Keywords:** vocational training of students, increase of efficiency of vocational training of students.

#### Introduction

Entry of the country into the international educational space the solution of the problem of increase of efficiency of vocational training of students, and, first of all demand what activity is directly connected with purposeful regulation of educational processes.

Modern practice of vocational training of students is connected with realization of the state educational standard assuming release of the bachelor of specialty that causes an urgency of problems of integration in education, ensuring functional literacy of students, attention strengthenings to the valuable content of vocational training.

The analysis of researches on problems of vocational training of students of the higher school of Janet Looney [1, p.440], John Maynard, Vikki Smith [2, p.253], Ishanov, P., Bekmambetova, Z. [3, p.902], Schantz, E.A. [4, p.383], Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H.[5, p.562], Kristin Litster and Jillian Roberts[6, p.130], Andriesh, V.A.[7, p.358], Mane, L. Miville [8, p.519], Sakenov, D.Zh.[9, p.1431], Ash, D., Levitt, K. [10, p.23], Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. [11, p.101], showed the developed general theoretical justifications of fundamental concepts of vocational training of students.

The theoretical researches connected with problems of vocational training of students reveal in researches of such scientists, as Schantz, E.A. [4, p.383], Johnson, M., Cowin, L.S., Wilson, I. and H.

Young, H.[5, p.562], Kristin Litster and Jillian Roberts[6, p.130], Andriesh, V.A.[7, p.358], Mane, L. Miville [8, p.519], Sakenov, D.Zh.[9, p.1431], Ash, D., Levitt, K. [10, p.23] etc.

Despite quite wide range of researches, it is possible to note insufficient study of pedagogical conditions of increase of efficiency of vocational training of the students responding current trends in development of professional pedagogical activity and professional education.

The analysis of scientific literature and modern practice of higher education allowed to reveal the following contradictions:

- between need of society for competitive teachers and an insufficient readiness of a problem of increase of efficiency of vocational training of students for higher education institution.

Need of permission of the specified contradictions allows to define a research problem: what pedagogical conditions, promote increase of efficiency of vocational training of students?

Urgency of this problem, practical demand and existence of theoretical preconditions of its permission predetermined the Research objective: theoretically to prove and experimentally to check the pedagogical conditions promoting increase of efficiency of vocational training of students.

#### Methods

For the solution of a goal of research the following methods were used:

- the theoretical: studying of psychological and pedagogical literature, the analysis and synthesis of received information on a research problem, pedagogical modeling;

- the empirical: questioning, testing, conversation, natural experiment, analysis and synthesis of pedagogical experience, analysis of documentation and results of activity of teachers;

- methods of mathematical statistics: ranging method, method of an expert assessment.

### Main Part

Analysis and synthesis of researches on a problem of increase of efficiency of vocational training of students of Janet Looney [1, p.440], John Maynard, Vikki Smith [2, p.253], Ishanov, P., Bekmambetova, Z. [3, p.902], Kristin Litster and Jillian Roberts[6, p.130], Andriesh, V.A.[7, p.358], Sakenov, D.Zh.[9, p.1431], Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. [11, p.101], can be noted that:

- vocational training is aimed at formation of all-professional and special knowledge, skills, the personal qualities of the student necessary for future professional activity.

- as result of vocational training of the student as process professional readiness as set of all-professional and special knowledge, abilities, skills, qualities, professional experience, the standards of behavior necessary for students for the follow-up professional activity acts.

According to the aforesaid, vocational training of students is considered by us as the organized pedagogical process realized for the purpose of mastering by future teachers by all-professional and special knowledge, skills, and also the professional qualities necessary for them for the follow-up professional pedagogical activity.

Analysis of researches on a problem of increase of efficiency of vocational training of students of Janet Looney [1, p.440], Ishanov, P., Bekmambetova, Z. [3, p.902], Kristin Litster and Jillian Roberts[6, p.130], Andriesh, V.A.[7, p.358], Mane, L. Miville [8, p.519], Ash, D., Levitt, K. [10, p.23], Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. [11, p.101] allowed us to understand professional readiness as one of criteria of efficiency of process of vocational training as system of integrative properties, qualities of the personality and as installation on future professional activity In our research professional readiness of students is understood as result of vocational training of the students including set of all-professional and special knowledge, skills, qualities of the identity of the student realizing capable to professional activity and aspiring it to carry out.

Proceeding from these approaches, the structure of process of vocational training of students is considered as complete set of the interconnected components (motivational, substantial, deyatelnostny).

The structure of a motivational component includes definition of the purposes and tasks, development and approbation of normative documents. The structure of a substantial component includes: principles, forms, methods and means of vocational training. An activity component treat: elements of professional readiness, criteria of its formation, and also indicators and levels of changes.

For increase of efficiency of vocational training of students in work we revealed and theoretically proved the pedagogical conditions realized within educational process.

Pedagogical conditions of increase of efficiency of vocational training of students are:

- an orientation of vocational training on educational values;

- creation of process of training on the basis of integration of the content of all-professional and special disciplines, and also forms of the organization of training;

- realization of regional aspect of ensuring interrelation of the theory and practice of vocational training of students.

Criteria and indicators of professional readiness as result of efficiency of vocational training of students, include: motivational criterion and indicators: enthusiasm for informative activity, orientation to future professional activity, aspiration to creative self-realization; substantial criterion and indicators: formation of professional knowledge and abilities; formation of professional independence; activity criterion and indicators: ability to carry out introspection, self-image and self-correction of vocational training.

Levels of efficiency of vocational training of students: high, average, low.

Thus, at design of Model of increase of efficiency of vocational training of students allocation of the following components is necessary:

I. Motivational structure of vocational training of students.

II. Substantial structure of vocational training of students.

III. Activity structure of vocational training of students.

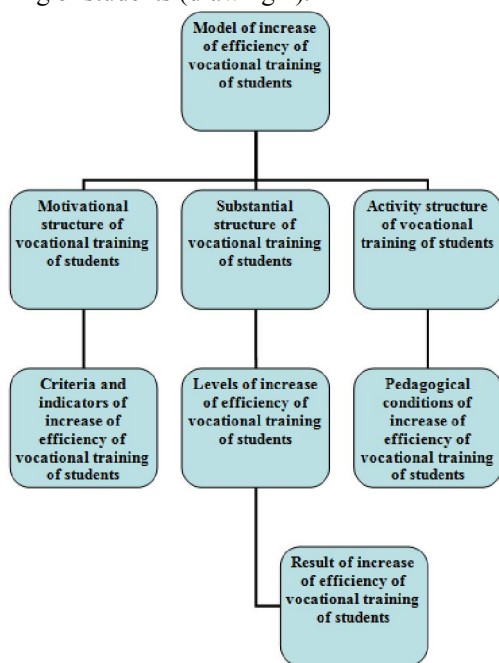
IV. Criteria and indicators of increase of efficiency of vocational training of students.

V. Levels of increase of efficiency of vocational training of students.

VI. Pedagogical conditions of increase of efficiency of vocational training of students.

VII. Result of increase of efficiency of vocational training of students.

Thus, the organization of process of increase of efficiency of vocational training of students assumes development of Model of increase of efficiency of vocational training of the students reflecting necessary personal and professional qualities of the student. The model of increase of efficiency of vocational training of students represents the complete, interconnected process in which all making components are directed on achievement of an ultimate goal – increase of efficiency of vocational training of students (drawing 1).



**Drawing 1. Model of increase of efficiency of vocational training of students**

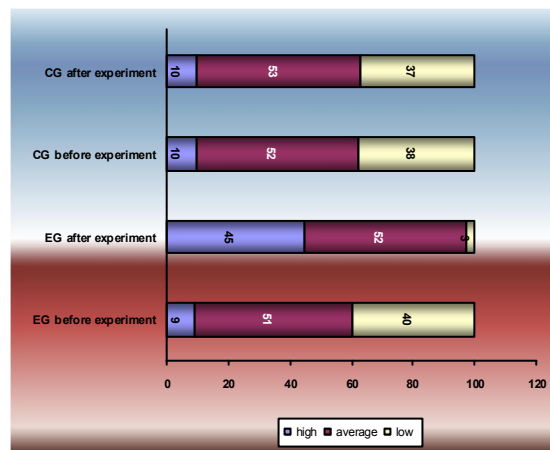
At the first stage of skilled and experimental work the ascertaining experiment which purpose were the analysis of pedagogical experience of vocational training of students and identification of an initial status of level of professional readiness of students was carried out.

The forming stage of skilled and experimental work was carried out under natural conditions teaching and educational process. From among 87 students two groups were organized: one control group (CG) and one experimental group (EG).

Pedagogical experiment consisted in realization of the developed pedagogical conditions of increase of efficiency of vocational training of students put in Model of increase of efficiency of vocational training of students and check of their efficiency. Dynamics of increase of efficiency of vocational training of

students of control and experimental groups for the entire period of training was traced.

Experimental diagnostics of results of definition of level of increase of efficiency of vocational training of the students, carried out with use of the ball and rating monitoring system, allowed to reveal a tendency of increase of efficiency of vocational training of students to what results of research in experimental and control groups before experiment in drawing 2 testify. Diagnostics of levels of increase of efficiency of vocational training of students.



**Drawing 2. Diagnostics of levels of increase of efficiency of vocational training of students.**

Thus, in experimental groups the number of students with high level of increase of efficiency of vocational training after experiment increased by 36 %, number of the students who have reached middle tier of increase of efficiency of vocational training – for 1 %, the number of the students having low level of increase of efficiency of vocational training – decreased for 40 %.

Results in control groups testify to increase in number of students with high level of increase of efficiency of vocational training for 0 %, average level of increase of efficiency of vocational training – for 1 %, reduction of low level of increase of efficiency of vocational training by 1 %.

The received indicators testify to extra efficiency of offered Model of increase of efficiency of vocational training of students which represents the complete, interconnected process, in which all making components, such as: - motivational structure of vocational training of students; - substantial structure of vocational training of students; - activity structure of vocational training of students; - criteria and indicators of increase of efficiency of vocational training of students; - levels of increase of efficiency of vocational training of students; - pedagogical conditions are directed on achievement of

an ultimate goal – increase of efficiency of vocational training of students

Thus, the carried-out research proved, what exactly realization of the allocated pedagogical conditions and application of the developed Model of increase of efficiency of vocational training of students affected change of levels of increase of efficiency of vocational training of students in experimental groups.

### Conclusion

In research importance of increase of efficiency of vocational training of students according to tendencies of development of modern pedagogical activity and professional education, including transition to multilevel education, a tendency to integration in education, ensuring functional literacy of graduates, attention strengthening to the innovative content of vocational training is proved.

In work it is experimentally proved that pedagogical conditions of increase of efficiency of vocational training of students are:

- an orientation of vocational training on educational values;
- creation of process of training on the basis of integration of the content of all-professional and special disciplines, and also forms of the organization of training;
- realization of regional aspect of ensuring interrelation of the theory and practice of vocational training of students.

Results of experiment confirmed that efficiency of realization of pedagogical conditions of increase of efficiency of vocational training of students comes to light on the basis of criteria of professional readiness as result of this preparation, including: motivational criterion and indicators: enthusiasm for informative activity, orientation to future professional activity, aspiration to creative self-realization; substantial criterion and indicators: formation of professional knowledge and abilities; formation of professional independence; activity criterion and indicators: ability to carry out introspection, self-image and self-correction of vocational training.

In work the original Model of increase of efficiency of vocational training of students is developed, approved and introduced.

### Corresponding Author:

Dr. Baigozhina Zhanar  
Pavlodar State Pedagogical Institute

Toraygyrov St., 113, Pavlodar, 140006, Kazakhstan  
30. djakk@mail.ru

### References

1. Janet Looney, 2011. Developing High-Quality Teachers: teacher evaluation for improvement. *European Journal of Education*, 46 (4): 440-445.
2. John Maynard, Vikki Smith, 2004. Practical ways of improving success in modern apprenticeships. *Education + Training*, 5 (46): 253-261.
3. Ishanov, P., Bekmambetova, Z., 2013. Improvement the process of professional education specialists training. *European researcher*, 4-2(46): 902-906.
4. Schantz, E.A, 2012. Professional training of university students as a holistic educational system. *Theory and practice of education in the modern world*, 1: 383-386.
5. Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H., 2012. Professional identity and nursing: contemporary theoretical developments and future research challenges. *International Nursing Review*, 59 (4): 562-569.
6. Kristin Litster and Jillian Roberts, 2011. The self-concepts and perceived competencies of gifted and non-gifted students: a meta-analysis. *Journal of Research in Special Educational Needs*, 11 (2): 130-140.
7. Andriesh, V.A., 2011. Conditions of improvement of quality of vocational training of pedagogics in high school means of pedagogical testing. *Scientific notes Oryol state university*, 6: 358-363
8. Mane, L. Miville, etc., 2009. Integrating practice guidelines into professional training. *Journal of Counseling Psychologist*, 37: 519-563.
9. 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.
10. 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.
11. 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.

3/25/2014