

Methods and Principles of Professional Training in Higher Education

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Abstract: This study is devoted to the methods and principle of vocational education in higher education. The educational model of higher education is built on certain principles that are the basis. Teaching methods should be analyzed and identified obsolete, weed out them, introduce new, active teaching methods. The new principles of professional education in the university should be modern, meet the requirements of time and society, help students not only to gain professional skills but to become an active participant in training. The innovative methods of teaching described in the study help the university teachers to make the education more interesting and accessible, to increase the students' interest.

INTRODUCTION

The modern education system is based on the principles and methods of teaching. Professional training is aimed at obtaining professional skills. It is necessary to use such methods of teaching that will help students to master professional competencies. The teacher should apply such teaching methods that will help the students of the university to reveal their talents will stimulate self-development and self-improvement. The main attention in the work is given to the description of the main teaching methods in the university. The modern system of professional training in higher education is regularly supplemented with new, more effective methods

and forms of education. This has a positive impact on the process of obtaining knowledge by students, increases the effectiveness of professional education.

Under the vocational education understand the interaction of the teacher and students. During this interaction students receive professional knowledge and skills. Vocational training in higher education is regulated by the Law on Education, state programs that are developed and implemented by state and non-state educational institutions. According to article 32 of the Education Act of the Republic of Kazakhstan, vocational training is aimed at accelerating the acquisition by students of new or changed professional skills necessary for the performance of a particular type of work.

The main types of universities that provide professional training for students: national and state university, regional university, institute, academy. Methods and principles of vocational training are the basis of professional training. It is from the quality of the use of methods and techniques, the principles that are observed, that the quality of instruction depends^[1]. It is important to correctly determine the main methods and principles of vocational training in higher education. The term “principle” is understood as the basis on which they rely in the implementation of an activity^[2].

The principle of education is the position on which the teacher bases his activity^[3]. Teaching methods are a definite way of achieving an educational goal and solving educational problems. Also, by this term, many understand the means of organizing pedagogical interaction between the teacher and students^[4]. The methods of vocational training in the university differ from the methods of teaching in secondary schools by the fact that the former are much closer to the methods of science. This is due to the fact that the university not only learns scientific facts but also discovers the methodology^[5]. Before analyzing the principles and methods of teaching in higher education, it is necessary to describe the specifics of this training. Distinctive features of vocational training in the university are:

- Professional orientation of the educational process
- Educational institutions of higher education are also research centers
- The process of reflection is the basis of vocational training
- The quality of education is influenced not only by the professional competence of the teacher but also by the intellectual activity of the student and his self-education

Education in higher education depends on the popularity of a particular profession in the society at a particular moment, from changes in the profession. Every 3-5 years professional scientific information becomes obsolete, therefore, universities must update the teaching materials:

- Education in the university is aimed at independent acquisition of student's knowledge, initiative, self-education
- Education in the university assumes the joint research activity of the student and teacher^[6]

The above features of vocational education in higher education determine the diversity of the principles of vocational training:

- Ensuring unity in scientific and educational activities
- The presence of a professional orientation, mobility, training
- Emotionality and a positive attitude toward learning
- Taking into account the age, psycho-physiological, moral, ideological characteristics of students^[7]

In vocational training in the university use not one specific principle but their complex. This is due to the fact that the use of several learning principles simultaneously increases the effectiveness of learning and its results^[8]. Let's analyze the basic didactic principles of education in higher education. The principle of scientific. The essence of the principle: the content of higher education must correspond to the achievements of science, to be relevant and modern. The teacher should develop students' interest in studying, help them master modern research methods and involve them in activities in scientific projects. The scientific principle reflects the relationship between vocational training and scientific achievements of the same field. In this case there is continuity between science and education^[9].

The principle of consistency and consistency asserts that education must be developed, there must be a relationship between disciplines. Textbooks and manuals should contain material that is consistently and structurally consistent with the content of the curriculum^[10]. The principle of learning consciousness states that knowledge can only be obtained independently, they can't be transferred. A person acquires professional knowledge only as a result of independent conscious activity. The knowledge that the student has extracted himself, analyzed and processed the information received is better absorbed. Students appreciate their active participation in the course of the lesson. The principle of activity and independence in learning can be formulated as follows: the teacher must give the student the necessary amount of information and to motivate him to further independent study of the topic. Thanks to this, the students develop their independent work skills. He learns to work with information, filter it, process it.

Principle of visibility. Its essence lies in the following: in teaching it is necessary to use visual aids, schemes, presentations as this will help to improve the assimilation of material, use an additional type of memory. The principle of solidity is based on the postulate that a student needs to master a certain amount of knowledge and skills in order to carry out future professional activities and acquire the necessary skills^[11]. The principle of communication of learning with practical activities and realities of life. Training must necessarily be connected with life, not torn from it. Only if this condition is met, students will understand the purpose of their

education and strive to gain new knowledge. This also applies to the curriculum, in which only the educational material that relates to discipline should be included.

The principle of unity of educational, developmental and educational functions. According to this principle, the teacher should realize all the functions assigned to him in the performance of pedagogical activity. Ignoring any one will lead to a decrease in the effectiveness of the educational process^[12]. The described didactic principles form a set of principles, on which the entire educational detail of the organization rests. To effectively master students with professional skills, it is necessary to introduce new methods of education, gradually abandoning obsolete ones. The most relevant methods of teaching in the modern educational model are personal-oriented learning, problem-based learning. Their effectiveness is due to the fact that the teaching methods used in them encourage students to take an active stand and show activity. Thanks to this approach, two active subjects appear in the pedagogical interaction which increases its effectiveness^[13].

MATERIALS AND METHODS

This work is based on methods developed by foreign researchers. For example, Skripko L.E., Shamis V.A. have developed innovative teaching methods that are effective in the higher school system. Domestic researchers Mynbayev AK, Sadvakasova ZM, actively studying and developing innovations in the education and introduction of these innovations in the learning process, developed not only active and interactive teaching methods but also a teaching methodology that meets modern requirements. In the works Zel'dovich B.Z. describes ways to introduce innovative teaching methods in the learning process.

RESULTS AND DISCUSSION

Active methods of teaching are introduced with the aim of attracting students to independent learning and mastering of educational material. Such teaching methods contribute to the development of cognitive interest of students, increase interest in the learning process. Methods of active learning should be used at any stage of training:

- At the first stage, the primary mastery of knowledge takes place. Examples of active methods at this stage are a problem lecture, a heuristic conversation, an educational discussion, etc.
- At the second stage which is the control of knowledge or the consolidation of the material, it is advisable to use testing, interviewing, etc.

- The third stage is the formation of professional skills, skills based on knowledge and the development of creative abilities. Here, the use of simulated teaching, pedagogical or business games is relevant
- It is necessary to clarify what game games mean active forms of working with elements of the game: design, quiz, etc., Non-game training methods are the analysis of given situations, the solution of situational problems and others
- Active teaching methods help students to develop professional skills and skills in the performance of study assignments^[14]
- Professional training in the university should include different types of activities, including design. Its basis is collective, group or individual work on the solution of practical problems^[15]
- To solve them, students should have a number of skills
- Intellectual skills mean the availability of skills in working with information and text, the skills of searching and analyzing the information received, summarizing information and summarizing, formulating conclusions
- Communicative skills: to discuss and take part in debates, build a dialogue, defend their point of view
- Creative skills: the ability to make independent decisions, the ability to predict the consequences of a decision or a committed act

Using the project method of teaching stimulates students to independently study sources of information, analyze them and generalize the collected information. After preparation they present the results of their search work. It is through the prevalence of independent work that students can apply the available knowledge and skills in practice, see the relationship between topics, understand why they have this or that information. Also, project training contributes to the strengthening of the team, develops a sense of responsibility to the team as everyone is responsible for their part of the work but they evaluate the whole group^[16]. The experience of using this method proves that participation in project activities helps students to reveal themselves and show their activity. The active position is occupied also by those students who used to be passive.

In the course of the project activity, the teacher does not give the students ready-made knowledge but directs them; Does not show a ready-made solution but brings students to the decision-making. Students independently seek information using all possible sources^[17]. Another imitative method in education is the case-study, it is also called the method of case studies. The essence of the method is as follows: the educational process uses a specific professional or household situation which must

be solved^[18]. Students should analyze the situation presented. The situation must meet the following conditions:

- Be relevant and vital
- Activate a certain set of skills
- Do not have an unambiguous solution, be complex and multifaceted

Students are positive about this method, since, they themselves set the course of the session, they can show initiative and creativity^[19]. Active methods of training create the necessary conditions for the development of students' skills of critical and independent thinking, active position and mobility, the ability to make decisions and argue them, work in a team. All this has a positive effect on the preparation of students for professional activities and will facilitate socialization. One of the new in modern education is an active method of teaching is a discussion. A distinctive feature of the discussion is the opportunity for each participant to express his opinion on the question asked^[20]. The discussion is a discussion of a problematic issue on a given topic.

The discussion is used only in group sessions. Basically, it is used for a seminar and practical exercises to discuss the results. The course of the discussion is as follows: a question is posed to which students should give a detailed answer explaining their position. Another effective method is the brainstorming method. Unfortunately, it is rarely used in the practice of vocational training.

The method of brainstorming is actively used in economic management activities. Its essence lies in the following: the group of respondents is asked the question to which they respond or the problem situation is set which must be solved. Answers are accepted any, even guesses and assumptions in advance erroneous. A distinctive feature is the absence of any criticism. Special attention should be paid to the method of the round table, borrowed from politics. The "round table" is organized to solve the problem or discuss the issue by representatives of different specialties or different worldviews. In teaching, it is used to increase the effectiveness of mastering theoretical problems through their analysis from different perspectives and with the participation of specialists from different professional fields^[21].

There are a lot of gaming techniques. Each teacher can adapt them to the characteristics of their group or the progress of the lessons. The introduction of gaming techniques will improve the quality of the educational process but they should not be abused as this can make the learning process a game or entertainment. Students should understand that the process of obtaining vocational

education is serious and games are a way to consolidate the information received, rather than the main means of training^[22].

Personality-oriented approach to teaching, in contrast to traditional methods of teaching, concentrates the teacher's attention on the complete personality of the student. According to this methodology, the teacher should not only develop the horizons and intellect of students but also take care of the development of the aesthetic taste of students, their inner world, education of citizenship, etc.^[23]. The main goal of personality-oriented education is to create conditions for the full development of the following functions of the individual:

- The ability to make your choice and argue it
- An adequate assessment of one's life position
- Active life position
- The formation of one's inner world and world view
- Formation of responsibility for making their decisions^[24]

The main thing in the personality-oriented approach is the consideration of the peculiarities of students' personalities. It is necessary to take into account age and psychological characteristics, outlook and moral principles. The teacher should have an individual approach to students^[25]. The introduction of a person-centered approach to national education is possible if the following conditions are met:

- Creation of certain conditions for education, corresponding to the concept of person-oriented learning
- Education in teachers respectful respect for students, the ability to see in them a partner
- Development of students critical thinking, skills of independent thinking
- The construction of educational activities, taking into account the level of abilities of each student
- Adaptation of the learning process to specific characteristics of groups of students^[26]

Person-oriented learning is characterized by the gradual nature of the learning process: the movement from studying the personality of the student through awareness and correction of personality and is based on cognitive aspects. Personally oriented learning is more than traditional, corresponds to the capabilities and abilities of the child. In childhood, there may be a manifestation of unstable self-esteem and emotional vulnerability which are most fully manifested during oral answers and in classes that involve oral work. Such, students try to deviate from the answers they do not show initiative themselves. In such cases it is advisable to apply

the technologies of personality-oriented learning as this will allow to build the course of the lesson in such a way that the individual characteristics of students are taken into account. For example, use active forms of the lesson: discussions, a round table, group work.

For the qualitative and effective use of the personality-oriented approach, it is necessary to carefully study the personality of the student: to reveal his psycho-physiological features, interests and passions, needs and values, moral norms. An important factor for the success of the personality-oriented approach is the system of knowledge assessment. It is necessary to evaluate not only the final result in the form of acquired and mastered knowledge but also the efforts that the learner has made to obtain them. This is especially important when working with adolescents who have a low level of intelligence or to stimulate a more active cognitive activity of students with an intellect higher than average or high. A modern personality-oriented approach is caused by a number of factors:

- The individuality of each student comes to the fore
- Students develop adequate self-esteem
- The student develops as a whole person, taking into account all characteristics without emphasis on specific features^[27]

CONCLUSION

From the study it becomes clear that the introduction of personal-oriented learning implies a departure from the traditional education system where the formal approach to learning was a priority. With the new format of training, the development of the student's personality, his self-improvement and parallel development of professional skills comes to the fore. You can not share personal and professional growth. Training in the new system should create conditions for the effective mastery of knowledge by students. As a consequence, the learning function also changes. Its main task is to help each student in mastering knowledge and developing their abilities, gaining experience.

With the new approach, the position of the teacher also changes. Now the teacher should respectfully and without criticism treat any statement of students on a given topic. The "brainstorm" method is used: any suggestions are accepted. If the teacher allowed the conflict between the students in the traditional system, punished the guilty, then in the case of personal-oriented training the teacher encourages students to discuss the existing problems, helps them find the right decision on their own and resolve the dispute without interfering with it. A lesson built with the use of personal-oriented technology, has more efficiency in comparison with the traditional form of the lesson. The undoubted advantage

of personal-oriented learning is the possibility of the teacher influencing the development of the creative abilities of students.

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