

Professionally-significant Features of Master's Studies Graduates of Social Specialities and the Model of Their Formation

Zhandarbek Ermekovich Imanchiyev and Guldana Sarsenbaikyzy Shaumen

Kazakh National Pedagogical University Abai, Almaty, Kazakhstan

Abstract: The article describes particularities of forming of professionally significant features of graduates of master's studies of social specialities. Necessary features of graduates of master's studies are defined on the base of foreign practice of training of master's degree students of social specialities and works of national scholars. Substructures of specific and personal features, tables containing paradigms and methods of forming professionally-significant features in the framework of Kazakhstan educational system are given. Model of forming of a master's studies graduate as a manager in social sphere is shown in the picture, Results of this model can be of purpose while training master's degree students of social specialities in formation of their education and upbringing basic contents.

Key words: Master's studies • Professionally-significant features • Competence • Specific features • Personal features • Manager in social sphere • Elective courses

INTRODUCTION

Nowadays because of transition of world educational system to multi-level system of studies we face strictly defined requirements to organization of educational process in bachelor's, master's and doctor's degree courses. The particularities of studying at higher stages have become the subject of up-to-date studies of modern scholars-teachers [1].

Master's degree programs being the key link in the chain-system of multi-level education give people opportunities to add and develop their professional knowledge, skills, develop their personality potential in general cultural and intellectual terms. Intellectual and moral development of a man on the base of engagement into diversified independent activities in different areas of knowledge can be regarded as strategic direction of development of education. These ideas were expressed in State program of development of education in the Republic of Kazakhstan, in the Concept of modernization of Russian education until 2010 [2].

We should also keep in mind that master's studies are not only a base for training specialists of very high professional qualification, future scholars with such a

level of professional and general training that it will correspond to the demands of ever-changing society, but managers who are able to organize and manage educational process. In this respect we face the problem of quality of educational process in master's degree studies which is orientated for training of creative specialists who, apart from their professional qualification, are able to formulate research tasks, plan conduction of research, do research operations, analyze input data, interpret obtained results and plan work of an organization, a research group [3]. It is not a rare thing when a master's studies graduate becomes an organizer of a research, director of a company, executive director at all stages of research and teaching activity.

Therefore importance of formation of a master's studies graduate's personality as a specialist in the social sphere is determined by high requirements to the quality of training of master's studies graduates which must be able to organize and manage the work of a group of people, investigate social group, by necessity to develop tools and methods for effective formation of professionally-significant features of a master's studies graduate.

Analysis and comparison of training of masters of social specialities in Kazakhstan and abroad.

Ambition of Republic of Kazakhstan to enter World economic space demands revision of national model of education, analysis of programs' contents and exchange of educational and training experience with the countries of former Soviet Union and more distant countries. To find professionally-significant features and develop a model which will provide for their formation we attentively studied Master's program and the works of leading scholars and teachers. Therefore the tasks of master's studies are as follows:

- to train of a specialists able to organize and perform scientific and research activity;
- to give deep and qualitative knowledge to master all modern pedagogical and informative technologies;
- to form student's capabilities enabling him to learn by oneself and perform research activity independently;
- to promote self-improvement of master's studies graduates and development of their intellectual abilities [4,5].

Having studied experience in teaching and training of specialists for social sphere in Russia and abroad we made comparative analysis of Master's competences (Table 1)

Forming of Professionally Significant Features of Master's Studies Graduates: In connection with these set tasks we found professionally-significant features which must be formed with graduates of master's studies of social specialitis in the process of studying at Master's program course [6].

Components of this Factorial Structure: personal, intellectual and special-pedagogical can be observed. The structure of subjective and objective features can be viewed in the form of the following key blocks [7].

Master's studies graduate must possess professionally-significant features, intellectual and personal, which, in their turn, interacting with each other will form single whole system of features of future specialists. Intellectual: curiosity, erudition, ability to think, attentiveness, flexibility, IQ, fundamentality, ability for persuasion, analysis, comparison, devotion to profession. The following research features must be clearly expressed in the system of intellectual professionally-significant features:

- capability to experiment, make hypothesis, interest in the object of research;
- perception of an event from objective point of view, express one's opinion openly, ability to add and correct knowledge;
- knowing of object's relationship in the process of investigation, finding issues connected with the object, right choice of the research method, ability to interpret facts.

Object of study for a social specialist is a group of people or separate person [8].

We divided personal features in the following way: business, creative, character:

Business:

- recognition of aim and a plan of a certain activity, ability to demonstrate oneself in the process of realization;
- skillful use of one's time, accurateness;
- self-critics and self-appraisal
- tolerance to critics and ability to make conclusions from remarks;
- ability to work in groups;

Creative:

- interest in activity and its result, choice of methods, variation in choosing decision of tasks;
- risk and courage in regard to activities;

Table 1: Requirements to master's studies graduates of social specialities in Kazakhstan and abroad

| In Kazakhstan | Abroad |
|--|---|
| Socio-personal competence | Increase of culture of specialists, development of communicative culture |
| Economic and organizational-management competence | Successful results in management activity |
| Professional competence | Success in teaching |
| Readiness to changes in social, economic and professional role, to geographic and social regions | learning of ethics and moral, law which regulate attitude to people, society, culture of thinking |
| Special competence | |

Table 2: General features of Master’s program graduates

| | |
|----------|---|
| | Objective (training for scientific research) |
| Special | Subjective (personal giftedness) |
| Personal | (human and volitional features) |

Table 3: The structure of subjective and objective features

| | |
|----------------------------|---|
| Objective characteristics | Professional, psychological and pedagogical knowledge |
| | Professional business abilities |
| Subjective characteristics | Professional and psychological beliefs and principles |
| | Personal features |

Table 4: Professionally-significant features of graduates of master’s studies in Kazakhstan and the contents of education

| Intellectual | | Personal | |
|---|---|---|---|
| Qualities | Processes | Qualities | Processes |
| Mastering of knowledge | <ul style="list-style-type: none"> curriculum studies abstracts practice | Research features | <ul style="list-style-type: none"> doing work by oneself participation in scientific conferences experiments and research work writing Master’s degree paper |
| Critical mind, ability to make hypothesis | <ul style="list-style-type: none"> problem lecture | Communicative adaptation to environment | <ul style="list-style-type: none"> professional practice conferences scientific probation abroad |
| Collection of facts for solving a task | <ul style="list-style-type: none"> professional practice writing Master’s degree paper participation in scientific conferences | Business features | <ul style="list-style-type: none"> filling-up of individual plan report on scientific and research work, probation, practice making a plan of scientific and research work forming of portfolio on pedagogical practice |
| | | Creative features | <ul style="list-style-type: none"> writing Master’s degree paper participation in different contests, debates |

Character:

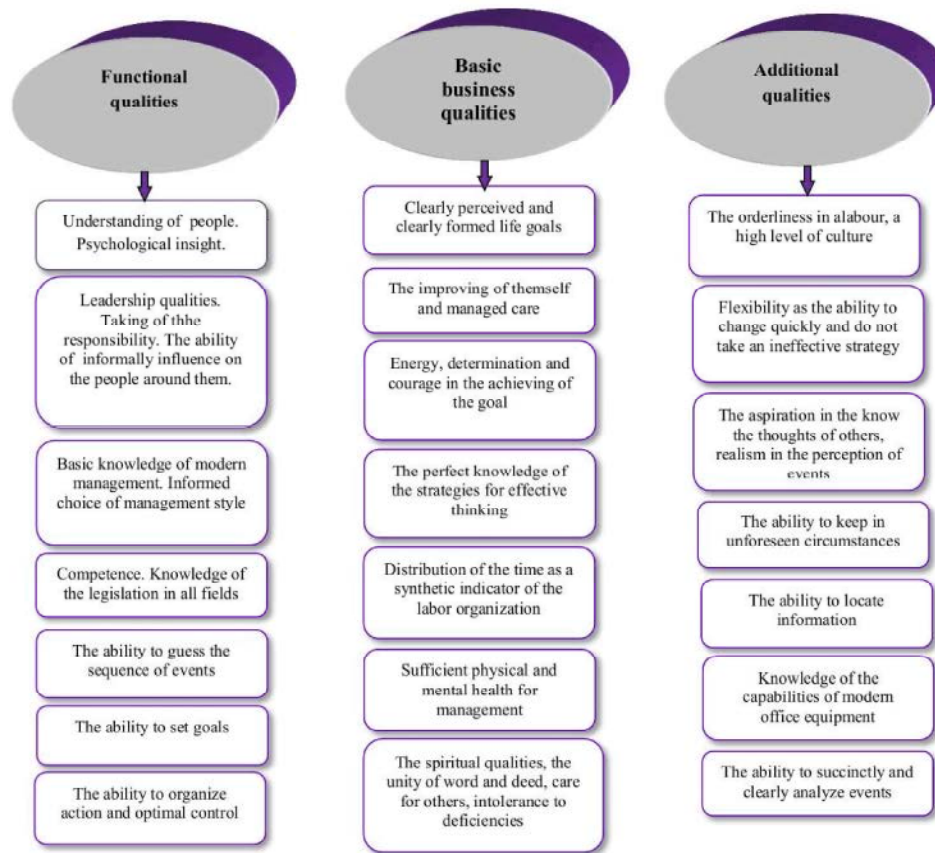
- human nature, loyalty to activity, ability to fulfill given requirements;
- patience in the process of activity
- fairness in any situation;
- punctuality.

Correspondence of these professionally-significant features to the Program of master’s studies which is adopted in Kazakhstan is shown in Table 4.

Social status of a graduate of master’s studies can also be defined as manager in social sphere. It means not only management of organization, group of people, but of any activity [9]. Picture 1 shows model of forming of a master’s studies graduate as a manager in social sphere (picture 1):

We also have systemized the contents of training of Master’s degree students in Kazakhstan and professionally-significant features which are formed in the process of studying (Table 4) [10, 11]. This model enables to analyze and add new things to the contents of education in the framework of Master’s Program.

Inference: The task of training of new generation of staff for social sphere can only be solved by a teacher of new formation. This teacher must have high competence in his discipline, methodological and project culture, must have experience in scientific and innovative activity, be able to implement in a creative manner innovative pedagogical technologies, have moral principles and beliefs, possess skills of professional communication, using of informative technologies, constantly improve his professional level.



Picture 1: Model of forming personal features of master's studies graduate as managers in social sphere

Basing on the works of leading scholars of former Soviet Union and more distant countries we could build a model of forming professionally-significant features which does not mean reconstruction of Master's program but exchange of experience, use of innovative approaches and methods. In order to master deep knowledge in some discipline it will be useful to implement more elective subjects of applied character, such as: Methods of socialization of a person, Methods of critical thinking, Psychological influence on a group of people, Analysis and processing of statistical information etc. In order to develop creative personal features students can participate in the events of city, republic and international level of significance. Therefore, this model of forming professional competence of future employees in social sphere during their studying at Master's degree course is one of effective variants of organization of work of Master's program student and mastering key competences.

REFERENCES

1. Competences of graduates of master's studies and the needs of Lithuanian economy, 2006, Vilnius.
2. State compulsory standard of education of Republic of Kazakhstan, 2011. After-graduate education. Master's studies. Main provisions GOSO RK.
3. Garcia-Crespo, A., R. Colomo-Palacios and J. Gomez-Berbis, 2009. IT Professionals' Competences: High School Students' Views. Journal of information technology Education, 8: 45-49.
4. Loughran, J., 2006. Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. London, pp: 200.
5. Mizell, H., 2010. Why Professional development Matters. USA, pp: 120.
6. Adler-Collins, J., 2008. Creating New Forms Of Living Educational Theories Through Collaborative Educational Research From Eastern And Western Contexts: A response to Jack Whitehead. Research Intelligence, 104: 17-18.

7. Baimukhambetova, B., 2010. Updating of professional training of graduates of master's studies in the system of continuous professional education. International conference in Chelyabinsk, pp: 150-156.
8. Galagan, A., 1994. Universities in regional economic and management structures of the USA, countries of Western Europe and Japan. Moscow: SRI.
9. Lisa, A. and R. Thad, 2003. Knowledge management in Education: defining the landscape. California. Institute for the study of knowledge management in education, pp: 145.
10. State standards of 12-year high-school education (first grade), 2004, Astana: Publishing house of Center of issues of 12-year education.
11. Nikitina, N., 2003. Systems of quality management in education. Model of perfect business in accordance with international standards ISO of series 9000. 2000: Issues of higher technical education. Novosibirsk, Publishing house of NSTU, pp: 10-15.