

балалар контингентінің мәдениетаралық толеранттылығын тәрбиелеуге қатысты теориялық мәселелер бойынша ақпарат берудің маңыздылығы көрсетілген. Кіші мектеп оқушыларында мәдениетаралық төзімділікті тәрбиелеу бойынша мұғалімдердің кәсіби құзыреттілігін арттыру үдерісінің ұйымдастырушылық, ақпараттық, практикалық, тиімді кезеңдері анықталды.

Түйін сөздер: мәдениетаралық толеранттылық; құзыреттілікке негізделген білім; мұғалімнің кәсіби бағыттылығы; кәсіби құзыреттілік; тәрбиенің педагогикалық шарттары.

Повышение профессиональной компетентности педагогов как условие воспитания межкультурной толерантности младших школьников

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Аннотация

В статье сделан анализ теоретических и прикладных педагогических исследований по вопросам внедрения толерантности в образовательный процесс и определения эффективных педагогических условий воспитания толерантности младших школьников. Представлен широкий спектр педагогических технологий повышения профессиональной компетентности учителей в педагогической практике, ориентированных на развитие различных компонентов толерантности, а также направленных на формирование поликультурной, межэтнической толерантности, использован комплекс методов, ознакомительных лекций, семинаров-тренингов, упражнений, обусловленных спецификой исследуемой проблемы. Обозначена важность проблемы воспитания межкультурной толерантности младших школьников в образовательном процессе начальной школы, изучение педагогического опыта, предоставление информации специалистам в области начального образования по теоретическим вопросам относительно воспитания межкультурной толерантности контингента детей. Определены организационно-информационный, практический, результативный этапы в процессе повышения профессиональной компетентности педагогов по воспитанию межкультурной толерантности младших школьников.

Ключевые слова: межкультурная толерантность; компетентностный подход в образовании; профессиональная направленность педагога; профессиональная компетентность; педагогические условия воспитания.

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ORGANIZATION OF COMPETENCE-BASED STUDENTS' INDIVIDUAL WORK OF PEDAGOGICAL SPECIALTIES

Abstract

In the modern world in higher educational institutions, the problem of organizing students' independent work is one of the most urgent. The student must have not only knowledge, but also make decisions independently, strive for success in professional activities, apply a creative approach to any business, and raise the intellectual level. That is why the independent work presupposes the development of students' skills to clearly formulate their own thoughts, argue their judgments, think logically, and know the numerous flow of information. The implementation of

these skills is possible when organizing a competence-based students' individual work, which affects the professional sphere of future specialists. And the construction of a competence-oriented SIW in the form of a model that includes motivational, performance, reflexive, control stages is based on: a) the inherent value of the student; b) the conditionality of the professional orientation of the content of education by future teaching activities; c) c) orientation of professional education towards the individual experience of the student; d) the advanced nature of professional training; e) correlation of the technology of professional training with the patterns of professional becoming of the teacher's personality.

Keywords: competence-based students' individual work; motivational; performing; reflective; control components; competencies; skills; reflection; personal experience.

Introduction. The scientific paradigm of Kazakhstani education is changing in the context of the growing globalization of the socio-economic, cultural and political life of the world community. In this regard, the competence-based orientation of the educational process, aimed at the formation of practically applicable complex skills, abilities and knowledge, becomes more relevant, while the traditional approach to the training of specialists considers the educational process as a purely rational "pulling" of professional training "in terms of science teaching", "with its rigid predetermines, the uniqueness of the conceptual apparatus" [1, P.48-49].

Modern modernization of the education system presupposes a transition to competence-based education, contributing to the formation of a competitive personality of a future specialist, operating with knowledge to solve problems, making independent decisions, organizing his self-education.

Main body. Therefore, today, in modern realities, the university is responsible to society in the upbringing of a highly qualified specialist who can apply knowledge and skills in various situations of career, who has the ability to self-esteem and the desire to improve his abilities. At the same time, the areas of professional competencies of teachers at the present stage of implementation of the updated content of education are significantly expanding. Achieving these competencies becomes possible as criteria mediated by the cognitive activity of students [2].

This means that we must link the high-quality training of pedagogical personnel, first, with a competence-based approach that actualizes the practical, effective side of professional training

and focuses on the results of education, namely, competencies. Since the competence-based approach in education is associated with the formation of a new mission of education, and it is due, according to scientists, to changes in the general outlook on a person and his essence. First arose in professional education and was aimed at finding an answer, namely, how to teach in such a way as to get a competent professional at the exit [3, P.76].

However, we understand that the key element for the implementation of the competence-based approach is the student's independent work (hereinafter SIW) aimed at developing the activity, intelligence, and creative abilities of future teachers. It seems to be one of the most widespread and proven ways to form activity, initiative, independence and self-realization of the personality of a future specialist. Provided that the SIW is organized in the logic of the competence-based approach, it assumes the process of forming the competencies of professional activity based on the subject experience of the student.

In addition, the process of forming competencies itself is relevant in view of:

- defining the role of education in economic and social development of the country;
- implementation of the tasks of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025;
- introduction of the Law "On the status of a teacher";
- development of meritocracy in the social environment.

The scientific significance of the research lies in expanding the function of the SIW: from mastering the discipline to the formation of the

qualities of independence and skills of self-education. We are talking about a competence-based SIW, which provides the student with the opportunity to immerse himself in the subject through activities in an extracurricular environment, when, according to the research of F.Siddiqui, A.A.Malik, the promotion of learning skills increases life experience [4].

Purpose of the research: to theoretically substantiate and experimentally test the content of a competence-oriented SRO, which affects the professional development of future teachers who are able to solve professional problems.

Research methodology. Therefore, the introduction substantiates the position that the organization of Students' Individual Work in higher education based on a competence-based approach provides opportunities for the student's personal inclusion in the development of professional activities and the formation of professionally significant qualities in him: intelligence, responsibility, creativity, communication, information culture, ability to self-education. That is, such independent work of students is considered by us as the most important component of cognitive educational activity, as a powerful reserve for improving the quality of education, as a means of enhancing the effectiveness of the educational process in a university.

In this regard, we emphasize that I.V.Ilyina substantiates the competence-oriented nature of the SIW as follows: "... individual work on the formation of general cultural and professional competencies of students can be characterized as competence-based, designed to develop their professional competence, due to professional tasks, structure and content of future professional activities" [2, P.58].

Meanwhile, in the current educational process, SIW is often aimed at students' voluntary memorization of certain concepts and their application to consolidate the relevant practical skills. The orientation setting in this case can be characterized as follows: the student must understand, retain knowledge in memory in order to reproduce it or apply it to solving similar problems. In this case, the main motive of his activity is due to the requirements of the

teacher, i.e. external stimulation. Therefore, the interpretation of the basic concepts of the course, the systematization of ways for the student to independently solve a cognitive task (the ability to choose, set a goal, set a task, outline rational ways and methods for solving it, etc.), awareness of its structure and elements that must be operated in the course of performing an independent work, does not become the subject of students' search and cognitive activity, which was confirmed by the results of our experimental work [6].

This means that the above developmental capabilities of a competence-oriented SIW will be effective if the content of the SIW is updated and connected with the motivational, performing, reflexive, organizational components of this priority form of education in higher education.

Research design. The content of the above components of competence-based independent work is presented below:

- motivational - the study of students' motivation for independent work and its development in the educational environment in higher education.

- performing - this stage consisted of students solving professional problems that form the basis of the SIW. Their solution required from students a certain level of basic knowledge and skills, the use of mental operations, the ability to generalize, classify, select, and research skills.

- reflexive - the criteria for the development of reflection are the formation of the methods and techniques of reflection; student activity, due to the need for introspection; the formation of the components of psychological readiness for professional activity.

- control - a comparative analysis of previously available results and an assessment of the effectiveness of the application of the implemented model.

The model of the competence-oriented SIW, which includes these components, made it possible to carry out experimental work on the research topic, and consists of an ascertaining stage, a forming stage, a control stage.

The experimental study involved students of 1-2 courses of full-time education of specialties:

“Pedagogy and Methods of Primary Education”, “Preschool Education and Upbringing” in the amount of 72 people of M.Kozybayev North Kazakhstan University, Petropavlovsk.

Stage I (2019) was associated with: 1) the identification of the existing motivation of students of the specified specialization for independent work, 2) the organization of the SIW at the university.

Stage II (2019-2020) was associated with the development and testing of a model aimed at organizing a competency-based SIW.

Stage III (2020) was associated with: 1) repeated diagnostics, 2) with the study of the effectiveness of the tested model, 3) with the formulation of conclusions.

The diagnostics of the motivational structure of personality V.E.Milman, which allows revealing the motivation of students for independent work, was carried out at the ascertaining stage. The analysis of the existing motivation of students for independent work with the help of diagnostics of the motivational structure of personality V.E.Milman showed that it is necessary to organize a competence-oriented SIW, which forms the skills in future professional activity to competently solve professional problems. The student should not just use ready-made knowledge, and be able to manage cognitive activities, have their own beliefs, precisely to argue, to master the techniques of self-search information previously unknown to solve non-standard professional tasks.

The second aspect of the ascertaining stage of the research was connected with the statement that SIW assumes self-education and self-educational activity of students.

For this purpose, we have developed a questionnaire on the topic “The Role of Individual Work at the University” (see below), which was conducted among the students at the pedagogical faculty of M.Kozybayev North Kazakhstan University to identify their attitude to their own self-education.

“The Role of Individual Work at the University” Questionnaire

1. To what extent do you associate the results of your self-education with your attitudes and characteristics?

2. Does the self-education depend on personality characteristics and attitudes?

3. Do you think self-education skills are formed in the course of student’s independent activity?

4. Do you pay attention to your self-education?

5. Do you agree with the statement that the role of a teacher is the best motivating factor in organizing self-education?

6. Are you engaged in any kind of scientific activity?

7. Have you ever presented the results of your research activities at scientific and practical conferences?

8. Do you agree that self-education and independent activity should play the leading role in senior courses?

9. Do you think it is right to increase the number of hours for individual work of students in the educational process of the university?

The analysis of the survey data testified about the need to improve the quality of the organization of individual work, helps to activate the students’ motivation to it.

We carried out the implementation of the model developed by us (performing and reflective stages), which implies the assessment of its results at the forming stage of the experiment. That is, work contributing to the formation of the ability to solve the professional tasks of future teachers of primary education and preschool education, and directly related to the independent activities of students was organized.

So, the training to work with special, scientific and methodological literature (find the necessary information; take notes, highlighting the main thoughts; link this material with already known; systematize what was read in tables, graphs, diagrams); plan educational activities (see the prospect of their educational activities; draw up a plan of educational work for the near future, follow it clearly; analyze what has not been done and why; adjust the plan) with 1st year students was organized.

Training in mastering skills of self-educational activity in preparation of speeches and reports (highlight the essence of the issue under consideration; bring together data from several sources; draw conclusions); when writing essays, articles (navigating the flow of information; finding the necessary literary sources; collapsing information; making logical conclusions) with 2-year students was organized.

The above content of the SIW also contributed to the formation of leadership qualities necessary for a future teacher in modern conditions, in which the leadership of teachers is a relatively new phenomenon in the education system. At the same time, most of the discussion on this topic is focused on the leadership of teachers from an organizational and managerial point of view [7, P.163]. Therefore, given the centuries-old experience of this ancient social phenomenon, as well as the fact that teacher-leaders are a key resource in the education system, we share the following position: the development of leaders should be part of the responsibility of the education system for preparing people to participate in a democratic and progressive society [8, P.1].

The use of various techniques of a competence-oriented SIW (cluster compilation, mental maps, logical models) helped to master the student's leadership qualities associated with research and understanding of their actions, generalization, analysis, comparison, experience, assessment, etc. According to D.Egan, John N. Banter, Carl H. student leadership qualities include four aspects: knowledge, value, abilities and behavior [9, P.140].

The organization of the educational process, thus, took into account the developmental capabilities of the competence-oriented SIW, the content of the presented professional tasks, the organizational structure of the competence-oriented SIW.

At the same time, the solution of educational and professional tasks allows, by integrating the traditional and personality-oriented learning systems, "to be in the mode

of self-education and self-development" [10]. Thus, an educational and professional task simulates the situation of real professional activity: a problem is posed and it must be solved in a limited time. Since the student is not familiar (or little familiar) with the subject area, he needs to study theoretical material, master the method of solution, and implement it in the form of an intellectual and creative product. Thus, in the course of solving an educational and professional problem by a student, a "complete temporal portrait of the student's activity" is formed [11].

At the control stage of the experiment, the experiment, we summarized the obtained research data; we used the same techniques as at the ascertaining stage.

According to the results of repeated diagnostics, changes in students are associated with the necessary level of development of motivation for professional and pedagogical activity, in which students felt the need for professional development, manifested in the process of organizing a competence-oriented SIW.

We attributed to a high level of self-education skills those students who most rationally planned their activities, knew how to perform self-control actions, independently and efficiently prepared reports and abstracts, and also had articles published in collections of scientific and practical conferences.

We referred to the average level of the students who planned their activities, but did not always rationally exercise self-control and the preparation of reports and abstracts, while often consulted with the teacher and were reluctant to speak at conferences.

The students who did not know how to plan their activities (they constantly did not have enough time to accomplish what was planned on time) and could not exercise self-control (they preferred teacher control), could not independently prepare reports and abstracts were referred to a low level. The analysis results are listed in Table 1.

Table 1

The results of the analysis of self-education and self-development of students of the specialty «Pedagogy and methods of primary education» in the aspect of the research work

Descriptor of the formation of professional competence	Levels of formation of skills of self-education and self-development					
	high		medium		low	
	abs.	%	abs.	%	abs.	%
Possession of skills of self-education and self-development of full-time first year students (a total of 15 students) - PMPE	9	60	4	26,7	2	13,3
Possession of skills of self-education and self-development of full-time first year students (total of 16 students) - PEU	8	50	5	30	3	20
Possession of skills of self-education and self-development of among the part-time second-year students (a total of 18 students) – PMPE	8	44	7	39	3	17
Possession of self-education and self-development skills among the part-time second-year students (23 students in total) - PEU	15	66	4	17	4	17

A visual representation of the levels of formation of self-education and self-development skills of the first and second year students of the specialty “Pedagogy”, “Methodology of Primary Education”, “Preschool Education and Upbringing” of full-time forms is presented in Figure 1.

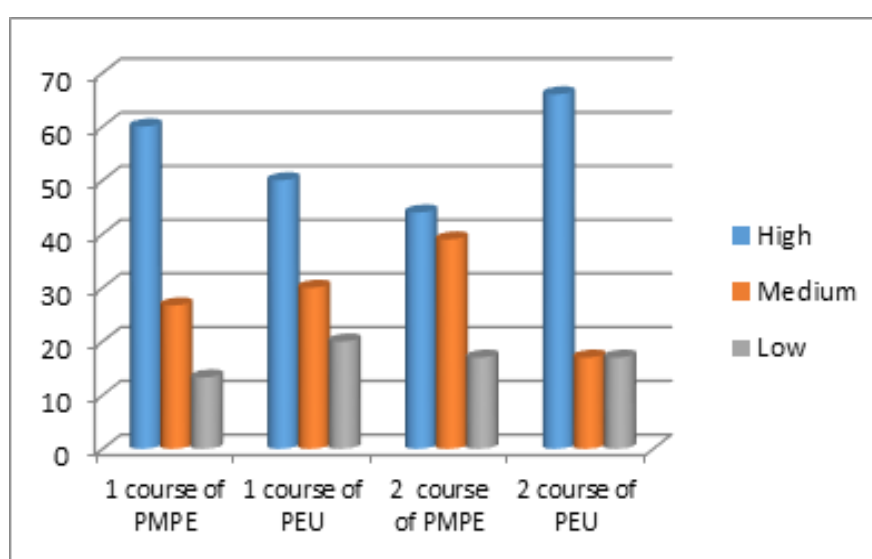


Figure 1. The results of the analysis of self-education and self-development

Thus, the result of the final stage of the experiment showed that the model developed by us for the formation of professional competence of future preschool teachers was effective; it emphasized that the performance of various types of independent work by students contributed to the formation of key competencies that determine the readiness of a future teacher for a whole range of types of professional activity.

Research results. Thus, the experimental

work carried out made it possible to conduct a comparative analysis and assess the effectiveness of the application of the implemented model at the end of the 2019-2020 academic year. Table 2 shows the result of diagnostics according to M.Milman of 72 students of 1-2 courses of PMPE and PEU specialties of M.Kozybayev North Kazakhstan University. Let us present the results of table 2.

Table 2

The results of diagnostics of 1-2 year students of “Pedagogy and Methods of Primary Education” and “Primary Education” specialties

Question number	A	B	C	D	E	F	G	H
1	22(38%)	14(25%)		36(37%)				
2	8 (15%)			14(10%)		32(65%)	8 (10%)	
3				14(30%)		36(65%)		18(5%)
4				36(65%)	14(25%)	18(7%)	4(3%)	
5					36(65%)	14(25%)	4(5%)	18(5%)
6					36(65%)	14(25%)	4(5%)	18(5%)
7			12(20%)	28(45%)			8(15%)	24(20%)
8		4 (5%)			18(15%)		36(65%)	14(15%)
9		4(10%)		14(25%)	18(35%)		4(5%)	32(25%)
10		4(15%)	18(25%)			14(30%)	36(30%)	
11			18(35%)			8 (15%)	18(20%)	28(30%)
12	18(5%)		14(30%)	14(25%)				24(40%)
13		18(5%)			14(30%)	4(5%)		36(60%)
14		28(35%)			18(30%)	14(25%)		12(10%)

Using the data obtained, the following conclusion can be formulated:

- already 65% of students need self-education, that is, to improve their personal and professional level, they have sufficient motivation for individual work. This fact indicates that the students are self-developing students. They became active, proactive, communicative, became highly motivated to learn, formed mental qualities, skills of self-organization, and creative abilities. At the same time, professional motives have a dominant influence on their attitude to academic disciplines. Students who have strong professional motivation of

educational activity, assess the importance of the subjects and the interest in them is much higher than those who do not seek to become a good specialist and acquire the necessary deep knowledge. These are those students who clearly imagine their future goals, are able to plan, analyze information, and try to realize themselves in professional activities;

- 25% changed their attitude to the profession, showed a strong interest in social and pedagogical activity and understood the importance of the results of this activity for society;

- 30% of students began to have a high level

of cognitive motivation and activity, positive self-esteem, to show interest in teaching practice.

– 5% of students were not ready to use the acquired knowledge, learning abilities and skills, as well as methods of activity for solving practical and theoretical problems.

According to the results of the level of fulfillment of forms of self-educational activity, and Milman's diagnostics, changes in students were associated with the necessary level of development of motivation for professional and pedagogical activity, in which students feel the need for professional development, manifested in the process of organizing a competence-based SIW. Strong performance of motivation for a competence-based SIW confirm the opinion of many researchers (Barybina A.V., Yelizarova A.S., Ganeyeva A.R., Saribekova E.A., etc.) that strong performance work contains the potential for activating the student's internal cognitive motives to acquire new knowledge and his desire for self-development and self-improvement. That is, individual work activates the cognitive and search and research activities of students, which affects the development of mental cognitive processes. Students think independently, orient themselves in the educational material, find constructive solutions, and are able to analyze, classify, and summarize the numerous flow of information, because student age is most favorable for the development of the brainpower of the body.

Therefore, the result of an effective organization of the competence-oriented SIW is the acquired abilities of future teachers associated with the formation of competencies and leadership qualities:

- generalization, analysis, processing of a large flow of information;
- the creative approach to solving professional and pedagogical problems;
- adaptation of activities when the technology, organization and conditions of the SIW change;
- independent research work using modern information systems;
- willingness to present the results of their research activities in the form of reports, articles, reports, projects;

– possession of the skills of reviewing and analyzing materials on the problems of a specific scientific field;

– the ability to improve the general cultural and professional level;

– the ability for self-development, self-education, innovation [12].

Thus, in vocational and pedagogical training, the role of SIW should be strengthened as a leading form of education, systematizing the processes of acquiring, structuring and consolidating knowledge, skills and abilities, motivating the formation of personal experience in solving educational, professional and pedagogical tasks, realizing the principle of psychological and pedagogical completeness of integral pedagogical process [13, P.37].

Discussion. The results of the research were discussed at meetings of the Theory and Methods of Primary and Preschool Education Department, the section of PMPE and PEU in the framework of the following issues:

– on improving the professional skills of the teachers of the department;

– on the quality of classes based on the results of reciprocal visiting of classes.

During the discussion, recommendations were formed. The experimental organization of the competence-based SIW confirms the need to build an educational process based on active learning methods (case study, project method, game technologies, modular learning technology, portfolio method, etc.). The combination of these technologies, methods and forms of education is a technological resource of competence-based training, makes the process of forming professional competence personally significant for each student, in which, in the context of solving strategic problems of the development of society, initiative, the ability to think creatively, the ability to choose a professional path and find non-standard solutions, willingness to learn throughout life [14, P.4].

Therefore, the actualization of the content of the SIW allows the student to become the subject of independent educational and professional activities, within the framework of which he acquires social and personal experience,

motivating the transition from educational and cognitive activities to professional ones. The practical nature of such activity lies in the fact that students change reality and themselves in accordance with their needs [15].

The need to cover the topic of competence-based self-regulatory organization in publications and speeches at conferences.

Conclusion. The SIW in conditions of competence-based learning becomes a leading factor in the development of a student's personality, because in the process of independent activity, the student's creative motivation, individualization of the style of educational and educational-research activities, a reflexive position towards oneself as a subject of activity, self-actualization, self-control, self-management, self-development and other personal qualities of the future specialist.

The competence-oriented SIW is characterized by a gradual transfer of management functions for educational independent activity from a teacher to a student, as a result of which the

student himself performs the vast majority of the functions of managing his educational activity, therefore, he himself is aware of the motive, can clearly formulate a goal, develop a program of action, implement the planned, monitor and evaluate the results of his actions. The set of functions in this case becomes the ability of the formation and development of the student's personality, which is formed through the complication of the types, forms and quality of independent work, which is reflected in the acquisition of subjective experience.

The organization of the competence-oriented SIW is based on: a) the inherent worth of the student; b) the conditionality of the professional orientation of the content of education by future teaching activities; c) orientation of professional education towards the individual experience of the student; d) the advanced nature of professional training; e) the correlation of the technology of professional training with the laws of the professional formation of the teacher's personality.

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Педагогикалық мамандықтар студенттерінің құзыреттілікке бағытталған өзіндік жұмысын ұйымдастыру

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Аңдатпа

Қазіргі әлемде жоғары оқу орындарында студенттердің өзіндік жұмысын ұйымдастыру мәселесі өзекті мәселелердің бірі болып табылады. Студент тек білімге ғана емес, сонымен қатар өз бетінше шешім қабылдауға, кәсіби қызметте жетістікке ұмтылуға, кез-келген бизнеске шығармашылық көзқарасты қолдануға, зияткерлік деңгейін арттыруға тиіс. Сондықтан Тәуелсіз жұмыс студенттердің өз ойларын нақты тұжырымдау, өз пікірлерін дәлелдеу, логикалық ойлау, көптеген ақпарат ағынына бағыттау дағдыларын дамытуды қамтиды. Бұл дағдыларды болашақ мамандардың кәсіби саласына әсер ететін құзыреттілікке бағытталған БӨЖ ұйымдастырған кезде жүзеге асыруға болады. Мотивациялық, орындаушылық, рефлексиялық, бақылау кезеңдерін қамтитын модель түріндегі құзыреттілікке бағытталған БӨЖ құру: а) білім алушының өзіндік құндылығына; б) білім беру мазмұнының болашақ педагогикалық іс-әрекетінің кәсіптік бағдарлануының шарттылығына; в) кәсіптік білім берудің студенттің жеке тәжірибесіне бағдарлануына; г) кәсіптік білім берудің озыңқы сипатына негізделген; д) кәсіби білім беру технологиясының мұғалім тұлғасының кәсіби қалыптасу заңдылықтарымен арақатынасы.

Түйін сөздер: құзыреттілікке бағытталған БӨЖ; мотивациялық; орындаушылық; рефлексивтік; бақылау компоненттері; құзыреттілік; дағды; рефлексия; субъективті тәжірибе.

Организация компетентностно-ориентированной самостоятельной работы студентов педагогических специальностей

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Аннотация

В современном мире в высших учебных заведениях проблема организации самостоятельной работы студентов является одной из актуальной. Студент должен обладать не только знаниями, но и самостоятельно принимать решения, стремиться к успеху в профессиональной деятельности, применять творческий подход к любому делу, повышать интеллектуальный уровень. Именно поэтому самостоятельная работа предполагает развитие умений студентов четко формулировать собственные мысли, аргументировать свои суждения, логично мыслить, ориентироваться в многочисленном потоке информации. Реализация указанных умений возможна при организации компетентностно-ориентированной СРО, влияющей на профессиональную сферу

будущих специалистов. А построение компетентностно-ориентированная СРО в виде модели, включающей мотивационный, исполнительский, рефлексивный, контрольный этапы основано на: а) самооценности обучающего; б) обусловленности профессиональной направленности содержания образования будущей педагогической деятельностью; в) ориентации профессионального образования на индивидуальный опыт студента; г) опережающем характере профессионального образования; д) соотношения технологии профессионального образования с закономерностями профессионального становления личности учителя.

Ключевые слова: компетентностно-ориентированная СРО; мотивационный; исполнительский; рефлексивный; контрольные компоненты; компетенции; умения; рефлексия; субъектный опыт.

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STUDYING OF THE GEOPOLITICAL ISSUES IN THE UPDATED CONTENT OF SCHOOL GEOGRAPHY

Abstract

This article examines the essence of geopolitics as a science and its importance for improving the educational level of learners in the context of geographic education. There are many definitions and interpretations of this concept, the essence of which is as follows: geopolitics is a science, a system of knowledge about the control over space (territory). It also analyzes the origins and modernity of geopolitical thoughts, the views of researchers and thinkers on this field of science. As we know, over the past four years, the educational process of schools in Kazakhstan is focused on the updated program. It was revealed that the updated content makes changes, in particular, in the main areas of activity of the content of secondary education, the content of the subject, methods of assessment and is manifested in the helicity principle of the school program. The main task of updating the content is not only to instill in students theoretical knowledge, but also to teach them how to apply the acquired knowledge in practice. At the same time, this work focuses on the significance of the formation of pupils' geopolitical thinking, which is formed based on systematized specific scientific knowledge through a theoretical, conceptual understanding of the relationship between the political activity of society and geospace, its results - geopolitical phenomena. Considering this, in this article the authors try to analyze the state of geographic education in the context of the updated content of education, and to characterize the process of studying geopolitics in geography from the seventh to eleventh grades.

Keywords: geopolitics; geography; updated content of education; modernization of education; space; division of the world; politics.

Introduction. In modern society, the development of any nation is based on education. Consequently, one of the priority directions in transforming present day state policy in the Republic of Kazakhstan at the present stage is the modernization of education. Within the middle level of education, this process is carried out by updating the content of school textbooks. Updating involves a subjective positive change in something, the substitution of outdated

components, links, driving to improvement while maintaining the base, preserving the best examples of the past and reestablishing the old components. In other words, updating is supplanting outdated components with new, more modern, important and relevant ones, without replacing the fundamental foundations. The modernization of Kazakhstan education, accompanied by the transition to an updated content of education, is aimed at improving the