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IRSTI 14.35.09

DOI 10.51889/2960-1649.2023.15.4.008

A.ZH. KHASSANOVA^{1}, G.T. ABITOVA¹,
G.I. TULIN², A.M. ZHUBANDIKOVA³*

¹Abai Kazakh National Pedagogical University (Almaty, Kazakhstan)

²Hacettepe University (Ankara, Turkey)

³Kazakh National Women's Teacher Training University (Almaty, Kazakhstan)

email:pedagogical.science@mail.com

THEORETICAL AND PRACTICAL ASPECTS OF EARLY CAREER GUIDANCE FOR PRESCHOOL CHILDREN

Abstract

The article discusses such an urgent problem as professional work, it was at this stage that the theoretical foundations of vocational education were prepared in the world of professionals, which is known from individual labor activity. The author presented theoretical aspects traditional, practical and modern determined the level of professional development. Developed a set of ways and means to provide students with information about the concept of a profession. Conducting work to improve the quality of individual practical activities improving the professional competence of children of the older generation. Organizes special calls for personnel on the labor market as practitioners. Experienced work was carried out on the position of labor in nurseries, the competence of the profession. Comparative diagnostics were carried out with the two groups and the final results were obtained. There is a high demand for social, humanitarian, military, and Natural Sciences, which work in several directions.

Keywords: profession, social, humanitarian, natural science, society, child, nursery

Introduction. Direction of work to an urgent relevance of the concept of the profession students in the nursery slowly innovate and it will be possible to get acquainted with new concepts of work. Forms students with theoretical knowledge. The author presents theoretical aspects of early career guidance for preschool children, defines both traditional practical and modern approaches to methodological support of teachers in the implementation of early career guidance programs. It is necessary to make it clear that each business is treated with great love work of students in education with images, figurative representations, didactic materials, sound tools. The pedagogical design of early career guidance with preschool children consists in preparing the basis for choosing a profession, analyzing the needs of students and their parents; building the educational process taking into account the needs; forming a communication space for teachers with children, parents and partners.

Main part. It was not up to either of them to become a true professional in their field. To do this, first of all, you need love for your profession. Love for the profession and being a careerist are two different things in our opinion. Only work done with love will bring results. In other words, it is necessary that your profession becomes your favorite. In this case, a person gets down to work with special zeal and enjoys his work. Finding a profession that is close to your soul is also the most difficult task. Children take the first concept of professions out of kindergarten. The ability of a game that increases abilities to contribute to the intellectual development of a child has been comprehensively considered in the field of pedagogical science, and game activity has become the leading form of educational activity.

Because any person from childhood enters the world of life through play and begins to know the world by game activity. The concept of the surrounding world is formed through the game.

Literature review. L. Vygotsky says: «while playing, children acquire knowledge about the environment, learn to make decisions independently, show mobility and ingenuity in the process of thinking. This is from life experience. The game is a twin with the child's nature, because the child grows up with the game, directly contributing to its all-round development. This is the main exercise that trains and relaxes the child's brain. Magzhan Zhumabayev: «the

game is the child's own business. Don't be an instigator of the child's play. Watch the child only from the sidelines so as not to spoil something. It must be remembered that control does not mean that you frown and look like a soldier on guard, if you stand like that, do not become an instigator of the child's game!»- warns. It is necessary to understand that focusing the attention of a child who is playing on another is to divide his game. This is what the great teacher K. Ushinsky says: «Teach The Game child in the game». According to the researcher of gaming activity S. Tarasov: «the game is a free and voluntary activity. A game on command, which is not a game. A game is an activity that has its own direction, designed to engage in various activities at the same time in everyday life.» Appreciating the educational significance of children's games, A. S. Makarenko writes: «in the life of a child, the game is of great importance, just as it is important for an adult, as it is important for work, work, activity. A child is what he is in the game, and after growing up he will be in many ways at work. Therefore, the education of the future figure begins first with the game.» A.M. Gorky said:» through the game, the child learns the world» (Sergeev, et al., 2020).

A. Sukhomlinsky: «without Games, there is no normal development of the mind and cannot be. The game is like a large light window opening towards the world, through which the child's spiritual feeling is combined with creative life and gets an idea of the world around him. The game is a spark, a passion for knowledge and a burning fire of imitation.» Such well — known psychological scientists as L. S. Vygotsky, A. N. Leontiev, D. B. Elkonin make a common conclusion: «the game is the child's own life.» And our folk wisdom says: «a thoughtful child, grows out of the game.» Therefore, the Thinker came to the idea that great people should teach children through play. This is the pedagogical meaning of the games. Learning through play this thought is of interest to many teachers and educators. Georgian teacher Sh.A. Amanoshvili was able to explain to children very difficult world knowledge through the game. When playing games with his children, he put himself in the same way as children, gave them a useful concept for attention, thought, consciousness, taught them to be confident in their work and be able to cope with difficulties – in the eyes of the child there was a craving for knowledge. In this

way, learning through play results in a didactic game that is grouped on specific topics. The use of given games increases the effectiveness of their actions, develops logical thinking, mathematical abilities of children. These games can be used in accordance with the content of the actions, creatively transforming the educator, taking into account the psychophysiological characteristics of children, when passing a new topic, consolidating knowledge when repeating the material covered. In his works, which are considered innovative, there are great searches, deep meanings.

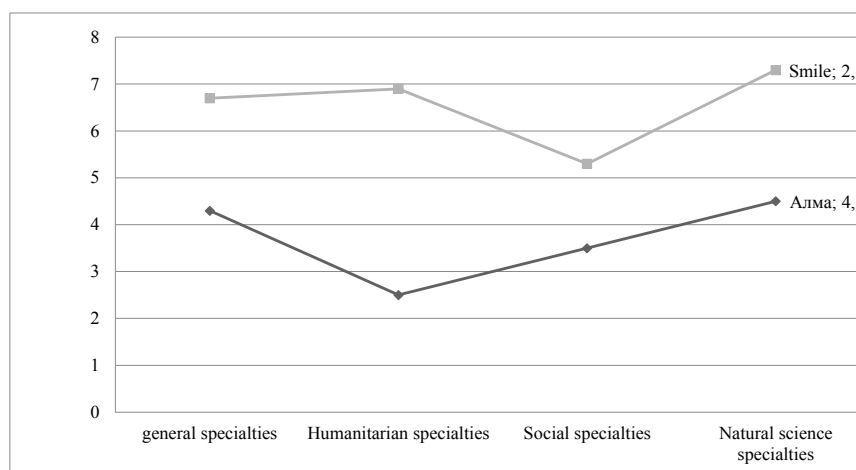
Research materials and methods. The study is designed as a multi-method study, which is carried out by external observation and is used by the method of reflection. Through figurative and audio devices, a large number of material objects can be placed on the islands of the profession. Among them are the placement of tablet video clips on the wall, installation of information via audio devices, handouts and placement of types of specialties in toy containers. The expected result will be that each student will be able to catch and hear vivid figurative information, realize it through intuition.

Participants: the study involved 40 children from 2 nurseries in Uralsk in Kazakhstan. The number of children in experimental and control groups 20. educators classified the study participants into groups using an effective method. Accordingly, the tenth class was randomly selected as an experimental and control group. Students in each group were 11 boys, 9 girls. The age of the toddlers ranged from 4-5 years.

Data collections were conducted by video surveillance. Through the device, a category of children who are able to repeat the child's game activity and types of professions without changing was identified. There were parodies of 8 different professions. The features of the use of didactic tools and the ability of the child to control special toys were revealed. As a feedback, a dialogue was developed between the teacher and the children, and 4 out of 5 questions were answered in full. The teacher himself answered the unanswered question and explained the information through an additional video review (Werthern, 2019).

Implementation: the implementation of the study took from one hour a day to 1 Week. Students in the control group received information through the corners of the specialty, freely used the necessary tools and didactic toys. And the pupils of the second nursery were provided with only everyday soft toys (Sergeev, 2020). Thus, the control work was improved in a timely manner. Students in the control group daily added innovations to their IP activities and brought home toys related to the profession. The scale and time of the game grew longer and longer. The format of the game has become more complicated. And for the pupils of the next nursery, everyday nursery toys remained at a boring level. Thus, during the week, the control work was carried out systematically and showed high results.

Results: This item contains information that students have already learned about the profession and a set of results that are followed by explanatory work.



Picture 1. *Previous results of pupils in the Control and experimental group without testing*

Groups	Number of children	General specialties	Humanitarian specialty	social speciality	natural	conclusion
control	20	2	0,50	0,20	0,10	2,8
experimental	20	2	0,20	1.15	1,15	4,5

Picture 2. *General results of pupils in the control and experimental group*

Discussion. As for the importance of preparing a child for competence through the game of specialty corners in preschool institutions, it was carried out through Alma (experimental) and Smile(control) nurseries, as a result of which the students' concept of «general specialties» had the same result, a maximum 5-point scale was used. The indicator of connoisseurs of humanitarian specialties in the «control» group was 0.50, and in the «experimental» group-0.20. In social specialties Alma (experimental) group 1,15, control 0,20, control 0,10, in experimental group 1,15. the final result of two nurseries Alma(experimental) 4,5 and Smile (control) 2,8. the establishment of professional angles in order to expand the concept of profession among children in preschool organizations gave a high result. we noticed that children give preference to humanitarian and Social Professions. The range of professions in this list is always in demand. As a list of highly productive professions at the world level, many of these are professions that have existed for a long time and will not lose their value and demand in the future.

Conclusion. In conclusion, we can conclude that the practice-oriented approach made it possible to identify early vocational guidance as a process of orientation of a child to the choice of a profession in a developing subject-spatial environment specially enriched by society at the stage of preschool education.

Creating conditions for the formation of preschool children's interest in adult professions made it possible to educate the value attitude of preschool children to the work of adults, to its results, to systematize knowledge about the labor process. In children with severe speech disorders

of a large group, the indicators of cognitive processes have improved: attention, memory, perception, speech (dialogical side, reasoning and conclusions), imagination (creativity and transformation).

As a result of the work done, the following results can be noted:

Children's ideas about adult work have expanded (most children name the professions of parents, what they do at work and what benefits they bring to society).

The children received the basics of professional activity: carpenters-made feeders; tailors-sewed toys; pastry chefs-learned to bake cookies on their own.

The interest of parents in working together on this topic and the activity of participating in events has increased.

With teachers:

The professional activity of teachers for early vocational guidance of preschool children has expanded.

Thus, the formation of preschool children's ideas about the work of adults is a necessary area of activity of the preschool educational organization.

During the implementation of the project, such a type of work of educators, children and parents as joint partnership activities was clearly manifested.

The presented materials of this project may be in demand by teachers for early vocational guidance of preschool children.

In the future-to continue work in this direction and develop a project for vocational guidance of children of the senior preschool group.

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IRSTI 14.35.07

DOI 10.51889/2960-1649.2023.15.4.015

*T.B. KILYBAYEV¹, R.K. IZMAGAMBETOVA¹, A.M. BAIKULOVA²,
A.M. AINAKULOVA^{1*}, S.S. SEITENOVA³*

¹Abai Kazakh National Pedagogical University (Almaty, Kazakhstan)

*²Kazakh National Women's Teacher Training University (Almaty, Kazakhstan)
email: a.ainakulova@abaiuniversity.edu.kz*

DEVELOPMENT OF DIGITAL COMPETENCIES OF THE GENERATION OF YOUNG TEACHERS IN KAZAKHSTAN

Abstract

The article discusses the phenomenon of socialization of modern adolescents on the internet, the current state of the existing media space, the paradigm of which determines the new digital life of society. Today's internetization, which has a global character, has become an integral part of all spheres of society's life. Therefore, the question of studying the aspects and mechanisms of its influence in science is causing a very acute content. As a result of digital socialization, the socialization of Generation Z is manifested by its active participation in the assimilation of norms and values. The features of Generation Z as the main audience of media consumption in the risk zone are determined as a result of the social negative impact of the descriptive internet on the basis of domestic and foreign scientific paradigms. The authors also studied the phenomenon along Generation Z, taking as a basis the field of Sciences in a close correlation between