The results of compensatory capabilities of students with hearing impairments in the process of learning the national applied art – felting are demonstrated.

Keywords: hard of hearing student; national art – felting; joint activity; social activity; communication; socialization.

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PILOT STUDY OF SELF-ORGANIZATION AND THE FORMATION OF SOCIAL AND PEDAGOGICAL COMPETENCIES IN THE EDUCATIONAL ACTIVITIES OF STUDENTS

Abstract

The article is devoted to the problem of psychological analysis of self-organization in the educational activities of modern students. Self-organization is the central link arising in the development of social and pedagogical competencies. The article discusses a pilot study of the criteria for the formation of self-organization and current methods of their study in the framework of socio-pedagogical competencies. Trends in the development of modern higher education are due to the global processes of integration of the world educational system, digitalization of the educational space, increased requirements for the quality of training specialists in a highly competitive labor market. Informatization, broad opportunities for obtaining knowledge, and involvement in the global educational process can benefit the subject of educational activity only if they possess the skills of self-organization, planning and self-control of activities.

Keywords: student; education; self-organization; competence; activity.

Introduction. The current changes in the modern education system make it necessary to increase the professionalism, competence and readiness of educational subjects to navigate in the rapidly changing conditions of personal and professional activity. Firstly, this order is relevant for education stakeholders, including students, as the main recipients of educational services. It is obvious that a high level of self-development and self-education is a condition, process and result of studying at a university. Since the graduate cannot fully own all the information, the emphasis should be placed on its ability and the development of competence to independently master and filter relevant data. This involves innovation in teaching methods – an interactive and active format comes to the fore, even with a distance format. However, it is equally important to take into account the psychological patterns that provide this question. The issue of psychological analysis for modern students' self-organization in the educational activities are considered in the article. The analysis of psychological, pedagogical and research on the problems of self-organization and self-control in educational activities shows that self-organization given great importance in the structure of educational activities. Students with a sufficient level of education according to the criteria are able to:

– analyze the conditions and objectives of training successfully;

– plan and organize their own studies efficiently;

– assess adequately, adjust timely and improve the process and results of their training activities;

– be active in learning more than successfully analyze the conditions and objectives of training;

– plan and organize your studies efficiently;

– adequately assess, timely adjust and improve the process and results of their training activities;

– be active in learning.

Main body. In other words, we can state about self-management. We plan to identify the criteria for the formation of self-organization and current innovations in the methods of their diagnosis in this empirical study.

So, let's get to the basic concepts on the topic from a psychological perspective. The problem of mental self-organization is reflected in the works on psychophysiology and psychology of V.M. Bekhterev, L.S. Vygotsky, A.A. Ukhtomsky, L.I. Bozhovich, D.B. Elkonin, P.Ya. Galperin, B.V. Davydov, N.F. Talyzina, L.I. Umansky and others. A number of studies can be considered in the context of organizational and engineering psychology of work.

Self-organization by its definition is associated with the features that are the most significant according to various authors. We adhere to the definition that is most functional in the context of our research.

Personal self-organization of a student in educational activities is an well-organized selection goals and self-development motives, self-control skills and self-regulation in mental circumstances, self-analysis abilities and self-assessment adequate, mostly formed and developed in the learning process individually and purposefully.

Self-organization is also directly related to social, communication, and organizational competencies. Therefore, it is necessary to describe both the concept and contexts for these competencies.

The main conditions that contribute the formation of social competence in the conditions of an educational institution. They are:

– its transformation into an open socio-pedagogical system;

– high professional level of teachers as role models for students;

– as well as a favorable psychological climate in the educational institution.

The educational institution should create such a social environment that promotes the formation of tolerant forms of interaction among future professionals, readiness for understanding and dialogical communication with the world of another person.

Among the psychological and pedagogical conditions that contribute to the formation of social competence, we can note:

– enriching the course material with social interaction situations;

– the use of a variety of active teaching methods aimed at the formation of intellectual-gnostic, emotional-reflective and behavioral components of social competence, which contribute to the combination of theoretical knowledge with practical skills;

– implementation of the program for the forming social competence with the use of socio-psychological activities;

– rational combination of classroom and extracurricular learning activities of students.

In general terms, having outlined the range of research concepts, you can logically move on to diagnostic tools.

As mentioned above, the subject-subject interaction of tutors and students allows you to learn purposefully from the experience of self-organization. Therefore, one of the methods will be to monitor the activities and survey the opinions of teachers, contributing to the formation of self-organization, as a property of the personality of students.

The selection of diagnostic methods is intended to reflect:

– inclusion of the needs of future specialist in the areas of development;

– ability to plan and objectively evaluate intermediate and final results;

– to determine the prospects for creating the most favorable in the context of the creative activity development as the highest form of skill;

– to outline a program for the growth of social and pedagogical competencies of each participant through the introduction of development activities;

– to take into account in the organization of methodological work not only the problem of mutual assistance in mastering professional knowledge, but also aspects of psychological compatibility in the creation of micro groups;

– to ensure a close relationship between diagnostic methods and professional development with an increase in their overall cultural outlook;

– to ensure optimal planning of prospective lines of competence development and self-development of participants.

Thus, the diagnosis focuses on the personality of the subjects of education, professional requests and desires and it aims to diagnose exactly those key competencies that will contribute to its holistic professional development.

Therefore, another key issue is the topic of professional identity, in the aspect in which is manifested in the student age and in the dialogue between the student and the teacher, as a model-carrier of professionally significant qualities.

For this purpose, you can use various diagnostic methods, not only presented in our study, but also similar ones. We plan methods: archival analysis, analysis of pedagogical experience, included observation, conversation, questionnaires, testing, interviewing students, studying the products of students ' activities. Following the principle of science, we analyzed several methods that allow us to identify the desired components in our research. Among them, an important place is occupied by questionnaires of social qualities and skills, which can be used to determine the presence and degree of formation of competencies.

Such qualities are most fully represented in the methods of social intelligence research, questionnaires on communication styles, value orientations, organizational abilities, pedagogical management styles and skill level. It is obvious that the subject matter of these methods largely answers the questions we are studying.

However, it should be noted that these methods often overlap the same quality on the contrary that are intended for already established professionals. Therefore, we chose those methods, which also reflect not only the social competencies of future specialists but also the features of their professional identity at this stage of professional development.

The first method we have chosen the analysis of the documents. Educational programs and training complexes, which describe specific courses and topics, reflect the competencies and methods by which these competencies are programmatically mastered.

After comparing the data, the next step was to talk to the teachers. An important aspect of conversations with teachers and monitoring their work is to understand the professional environment a holistic professional identity of future specialists is formed.

As the professional identity (based on the acceptance of responsibility) comprises acceptable professional traditions individually (if they are not destructive to the individual one), the creative goals of professional activity are decisive for the values and meanings of creative activity, experiences and empathy in collective work.

Professional identification outlines social interaction and specific procedures of professional communication. These procedures are closely connected to the boundaries of professional groups followed from important consequences. The significant issue discussion revenues place mostly with its own group. Arbitrary self-identification is characteristic of a person who self-actualizes his ideal of a Human Master, his creative abilities, and strives for self-improvement. Research studies indicate that teachers-masters separate such professional qualities of the personality. Such as: own activities necessity for self-analysis, communication ability with children and parents, the need to master new methods of

diagnosis and self-diagnosis, the ability to self-assess effectively.

The comprehensiveness of the suggestive basis recommends that an individual should practice his attitude to each stage of his life that is included in, enters and joins. He must decide how he is acceptable at one time in this place and not somewhere else, to what degree his abilities, knowledge and personality correspond to the social requirements, conditions and structures that he gets in finally.

Methodology. In other words, an individual transmits himself in different social situations, forms and structures of life (primarily professional), its obvious and unknown principles and mechanisms, determining his trajectory of society. (Abulkhanova-Slavskaya K.A.).

The above-mentioned aspects are obviously adopted by students from professionals, who interact constantly from their teachers. Therefore, firstly we had conversations with teachers, which were asked particularly three questions:

1. What socio-pedagogical competencies are necessary to develop in the first place, among the students?

2. What distinctive specific competencies and professionally significant qualities do students of a pedagogical university need?

3. What methods and specific techniques do you develop in your classes?

Next, we attended classes where we could directly observe the methods and techniques that teachers use to develop social and pedagogical competencies.

Hence, we conducted a pilot empirical study, which allowed us to pre-test the planned experiment.

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According to the survey of teachers, the following socio-pedagogical competencies include:

– Valued and semantic competencies. These competencies linked with the student's value orientations in the field of worldview, his ability to see and understand the world around him, to navigate in it, to be responsive of his role and purpose, to be able to choose aim and semantic sceneries for his arrangements and actions, to make decisions. These competencies provide a mechanism for self-determination in situations of educational and other activities.

– Wide-ranging cultural competencies. Student must be well-informed in the range of issues in his awareness and action experience, these are the features of national and universal culture, the spiritual and moral basics of human life and humanity, individual peoples, the cultural foundations of family, social, social phenomena and traditions, the role of science and religion in human life, their impact on the world, household competence and cultural and leisure sphere, for example, the possession of effective ways in organizing free time. This includes the experience of mastering the scientific picture of the world, expanding cultural, logical and universal understanding of the world.

– Learning and cognitive competencies. These competencies contain students' independent cognitive activity, including elements of logical, methodological, general educational activities, correlated with real intellectual objects. This comprises knowledge and skills of organizing goal-setting, planning, analysis, reflection and self-assessment of learning and cognitive activities.

– Informational competencies. Students' formed ability to search individually, analyze and select the needed information, organize, transform, save and transmit it with the help of real objects (TV, tape recorder, telephone, fax, computer, printer, modem, copier) and

informational technologies (audio-video recording, e-mail, media, Internet), These competencies provide the skills of the student's activity in relation to the information contained in the academic subjects and educational areas as well as in the surrounding world.

– Communication skills. These consist of the essential languages awareness, ways of interacting with people and events, skills of working in a group, and knowledge of various social roles in a team. The future professional should be able to present himself, write a letter, a questionnaire, an application, ask a question, conduct a discussion, etc. The necessary and sufficient number of real objects of communication and ways of working with them for the student of each stage of training within each subject or educational area is recorded for the development of these competencies in the educational process.

– Common and labor competencies mean the ownership of knowledge and experience in the field of civil and social activities (performing the role of a citizen, observer, voter, representative), in the common and labor sphere (consumer, buyer, customer, manufacturer), in the field of family relations and responsibilities in economics and law matters, in the professional self-determination field. This includes, the ability to analyze the situation in the labor market, to perform in accordance with personal and public benefit, to possess the ethics of labor and civil relations. The student acquires the minimum necessary skills for life in current society, social activity and useful knowledge.

– The personal self-improvement competencies are aimed at mastering the methods of physical, spiritual and intellectual self-development, emotional self-regulation and self-support. He masters the ways of working in his own welfares and opportunities, which are expressed in his continuous self-knowledge, the development of personal qualities necessary for a recent individual, the development of psychological literacy, a culture of thinking and behavior. These competencies comprise the rules of individual hygiene, taking care of one's own health, sexual literacy, and internal environmental culture.

According to experienced specialists, these competencies help to develop the other ones.

1. When attending the following courses, we could observe specific techniques and methods for developing the following competencies (Table 1):

Table 1

Elements of knowledge, skills and abilities

№	Competencies	Elements of knowledge, skills and abilities
1	*2*	*3*
1.1	Educational	– to know and understand the main categories and concepts of pedagogy; – to understand the dialectical relationship between pedagogical theory and school practice; – to know and understand the essence of teaching and upbringing process, the essence of new pedagogical technologies of training and education; – to know and understand the peculiarities of pedagogical practice, fruitful pedagogical ideas put forward by progressive teachers and prominent thinkers of all times and peoples; – be able to express their own professional and evaluative judgments about the pedagogical heritage of the past; – be able to work independently with various sources within the relevant subject area; – be able to analyze and synthesize pedagogical phenomena and facts, to master the basic professional terms and concepts; – be able to use interactive content individually in education;

1	2	3
		— to know about basic concepts of ethno-pedagogy and pedagogy, culture and traditions of ethnic groups of Kazakhstan; about the features of pedagogical activity in a multiethnic environment; on the main pathways, methods, forms and means of implementation of the materials of the pedagogy of the ethnic groups of the Republic of Kazakhstan
1.2	Psychological	— to know the basic definitions of psychological terms; — to know and understand the conditions of mental development of the individual, — to know the history of Soviet and foreign psychology; — be able to use the acquired knowledge in practice; — to know the basic concepts and categories of psychological and pedagogical diagnostics; — be able to plan a psychological and pedagogical diagnostic examination and interpret the data obtained taking into account diagnostic situations; — be able to independently set professional goals and determine ways to achieve them; — be able to independently evaluate and regulate their activities; — to be able to prevent and regulate conflict situations in professional activity, to conduct a conversation psychologically correctly; to apply business and managerial communication techniques in professional activity; to observe ethical standards of behavior; — to know the main theoretical provisions of positive education, to know its practical methods
1.3	Physiological	— to know the physiological characteristics of the main processes of vital activity of the body of a school-age child; — know the basic patterns of growth and development of the student's body; — be able to determine physical and mental performance; — be able to carry out activities aimed at maintaining high performance in various types of activities; — to possess the skills to determine the psychophysiological possibilities for teaching school-age children; — to master the methods of forming the principles of a healthy lifestyle in school-age children; — be able to analyze and critically evaluate your own views and actions, the views and actions of other people, be responsible for your own thoughts, words and actions; — be able to build positive relationships with people around you, work in a team; be able to identify your status in a group, team; — be able to manage their behavior, physical and mental state
1.3	Managerial	— to possess rational methods and methods of organizing, managing, and designing the educational process in accordance with educational and professional tasks; — to be qualified in management, innovation, production management, human resources management, project management; — be able to make decisions independently; — have management skills using modern concepts, methods and tools; — to possess information technology and information management skills; — be able to define goals and objectives in professional activity, be able to solve the tasks set in changing conditions

2. We received answers to the problem "The methods and techniques in developing competencies" (Table 2, 3).

Table 2

Cmpetences and methods

№	Competence	Methods
1	Communicative	Debate, argument, verbal presentation, open presentation, projects defense, essays, group work, pair work, dialogue, messages and reports, business games and role-playing, educational research, controversial issue discussion, exchange of views, text analysis, summarizing information, discussion, text creation writing articles, essays, reviewing the work of other students.
2	Informational	Textbook works, reference literature and the Internet, monitoring. etc.
3	Learning and cognitive	Heuristic questions method, the method of comparison, heuristic observations method, hypotheses method, constructing rules method. of activity production presentation, increasing the portion of students' individual work (abstracting, designing, research), performing tests, writing essays, research activities, business games, problem situations, project implementation, students' experience referring, discussion, experimental activities, social design, open cognitive position, etc.

Table 3

Competences ant techniques

№	Competence	Techniques
1	Communicative	Brainstorming, cinquain, five-minute essay, performance, take a stand, point of view, etc.
2	Informational	Creating crosswords, clusters, concept tables, test tasks, essays, etc.
3	Learning and cognitive	Delayed guessing, catch a mistake, thick and thin questioning, keywords, brainstorming, open discussion of new concepts, writing graph diagrams, reference notes, creating reference diagrams-models, clusters, conceptual tables, etc.

4. The answers were received to the question "What distinctive competencies do teachers need?":

– knowledge of the theoretic and methodological basics of innovative pedagogy; theory and practice of the holistic pedagogical process in different historical periods;

– knowledge and understanding of the technology of implementing a holistic pedagogical process in different historical periods;

– the ability to carry out educational work in accordance with the theory and practical experience of teachers, developed in various historical stages of education;

– develop their own approaches in the educational and upbringing process; use the experience creatively in the past in the context of modern education;

– knowledge, understanding, practical application of the teacher's tools-practice;

– knowledge of modern technologies of pedagogy and psychology of creativity, innovations in the psychology of training activities;

– knowledge of modern psychological and pedagogical technologies, analysis and correction of one's own psychological state

It is too early to draw conclusions from the obtained data, since the task of the pilot study is only to test the weaknesses and strengths in the construction of the study.

Result and discussion. Next, we compared the data obtained by comparing their results with the responses of the students ' self-reports and observations.

The next stage will be the study of competence in self-organization by means of psychodiagnostic methods and on their basis we will propose the formation of psychological and pedagogical socio-psychological trainings that are important for self-organization of educational activities.

1. Analyzing ability and assess its activity adequately in the field of development of these competencies according to high scores – performance in the subjects that would shape we studied competence (85 %), and evaluation in self-reported development of these competencies (75%). We asked the students about the presence of the studied groups of competencies, to give them a level on a 10-point scale, and also what level they plan to develop by the end of the university. We found that the level of self-assessment, grades in subjects, and the scales of tests that examine these qualities correspond. (the correlation was checked by Spearman's mathematical statistics method)

2. The high level of students' motivation for independent activity and the experience of passing professional practices on the bases of schools and colleges (60%). It was identified as a result of interviews and confirmed by some test scales.

3. The levels and representation of socio-pedagogical competencies and students are revealed with the help of objective nomotetic and ideographic scientific methods-tests-questionnaires. Teachers noted as fundamental for the development of other socio-pedagogical competencies the following competencies. Such as: high and low level competencies. The low level of development in socio-pedagogical competencies is found in a small number of students and the most of them are undergraduate students and some are college students.

4. The awareness of the methods of developing their competencies in the future (80%); It was identified as a result of conversations and observations, compared the data of a survey of teachers. (We listed several groups of competencies and asked students to recall and name the methods that are used in the lessons to develop these competencies. In addition, put them in order, according to the degree of importance. It can be noted that the students acknowledged precisely the most of the methods in developing these competencies in the classroom; their answers coincide generally with the survey of teachers results. According to the survey, the most popular methods that students call in the first place are, 100% of respondents named these methods as the main ones, put them in the first place) in the second place in this list ... they were named by 80% of students, mentioning them among the first. These methods were mentioned more rarely in the survey, only 50% of the respondents mentioned them. Presumably, this result is because these methods are less often used in educational settings.

5. Readiness to conduct activities on pedagogical practices. Effective application of the acquired psychological and pedagogical knowledge in the course of practical training according to the reviews of the managers of these practices, confirmed by documentary evidence and direct observation (90%).

Conclusion. It is important for them in general, the awareness of belonging to a certain professional community; knowledge of the degree of its conformity with professional standards; knowledge of man about the extent of its recognition in the professional group; knowledge about their strengths and weaknesses and ways to improve, likely areas of success and failure; a presentation about yourself and your work in the future; the relationship between professional practice and identity.

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Студенттердің оқу іс-әрекетінде өзін-өзі ұйымдастыру мен әлеуметтік-педагогикалық құзыреттілікті қалыптастыруды пилотаждық зерттеу

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Аңдатпа
Мақалада қазіргі студенттердің оқу іс-әрекетіндегі өзін-өзі ұйымдастырудың психологиялық талдау мәселесіне арналған. Өзін-өзі ұйымдастыру-әлеуметтік-педагогикалық құзыреттілікті дамытуда пайда болатын орталық буын. Әлеуметтік-педагогикалық құзыреттіліктер шеңберінде өзін-өзі ұйымдастырудың қалыптасу критерийлері мен оларды зерттеудің нақты әдістерін пилоттық зерттеу талқыланады. Қазіргі заманғы жоғары білімнің даму тенденциясы әлемдік білім беру жүйесінің интеграциялануының ғаламдық процестеріне, білім беру кеңістігін цифрландыруға, еңбек нарығындағы жоғары бәсекелестік жағдайында кадрлардың сапасына қойылатын талаптардың жоғарылауына байланысты. Ақпараттандыру, білім алудың кең мүмкіндіктері, жаһандық білім беру үдерісіне қатысу білім беру қызметінің субъектісіне пай-далы болады, егер ол өзін-өзі ұйымдастыру, жоспарлау және іс-әрекетті өзін-өзі бақылау дағдыларына ие болса. Бұл оқыту әдістеріндегі жаңашылдықты білдіреді - интерактивті және белсенді форматтар қашықтықта оқытудың формасы ретінде бірінші орынға қәзіргі таңда шығып тұр.
Түйін сөздер: студент; білім; өзін-өзі ұйымдастыру; құзыреттілік; белсенділік.

Пилотажное исследование самоорганизации и формирования социально-педагогических компетенций студентов в учебной деятельности

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Аннотация

Статья посвящена проблеме психологического анализа самоорганизации в учебной деятельности современных студентов. Самоорганизация выступает центральным звеном, возникающим при развитии социально-педагогических компетенций. Обсуждается пилотажное исследование критериев сформированности самоорганизации и актуальные методах их изучения в рамках социально-педагогических компетенций. Тенденции развития современного высшего образования обусловлены глобальными процессами интеграции мировой образовательной системы, цифровизации образовательного пространства, повышением требований к качеству подготовки специалистов в условиях высокой конкуренции на рынке труда. Информатизация, широкие возможности получения знаний, приобщения к глобальному образовательному процессу могут приносить пользу субъекту образовательной деятельности лишь при условии владения навыками самоорганизации, планирования и самоконтроля деятельности. Это предполагает инновации в методах обучения – на первый план выходит интерактивный и активный формат даже при дистанционном формате.

Ключевые слова: студент; образование; самоорганизация; компетентность; деятельность.