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IN PRACTICE-ORIENTED TRAINING THE EFFECTIVENESS OF SELF-EDUCATION

Abstract. This article examines the effectiveness of self-education in practice-oriented learning. The information about the structural specifics of independent work and its significance in the pedagogical process and expected results is considered. In the process of self-study, the issues of the ability to apply theoretical knowledge gained at the university in practice in real life and, accordingly, to work independently were analyzed. In the course of practice-oriented training, he organizes various tasks and performs work in accordance with the cognitive needs of each student. The effectiveness of self-study lies in the fact that they can increase their self-confidence and increase motivation. Independent education is not the ability to work independently, but the ability to awaken a person's desire to learn, the desire for knowledge, acting in accordance with their pedagogical competence. Improving the quality of work on the assimilation of a new lesson, its consolidation, the use of practice-oriented learning, the repetition of knowledge, skills, skills in the process of independent learning. The analysis of psychological and pedagogical scientific works was also carried out.

Keywords: practice-oriented learning, independent learning, learning process.

Аннотация. Бұл мақалада практикаға бағдарланған оқытудағы өзіндік білім алушының тиімділігі қарастырылады. Өздік жұмыстың құрылымдық ерекшелігі мен оның педагогикалық үрдістегі маңызы және күтілетін нәтижелер жөнінде ақпараттар қарастырылған. Өздік білім оқыту үдерісінде жоғары оқу орынында алған теориялық білімін тәжірибе жүзінде өмірде қолдана алып, соған сәйкес өз бетінше жұмыстар атақара алу қабілеті жайлы мәселелер талданған. Практикаға бағдарланған оқыту барысында әр қилы тапсырмаларды ұйымдастырып, әрбір білім алушының танымдық қажеттілігіне сай іс атқарады. Өздік білім алушының тиімділігі олардың өздеріне деген сенімділіктерін арттырып, мотивациясын оята алуы. Өздік білім тек өз бетінше жұмыс істей беру емес, өзінің педагогикалық күзіреттілігіне сай әрекет ете отырып, жеке тұлғаның оқуға деген ынтасын, білімге деген құштарлығын оята білуі мақалада кеңінен қарастырылған.

Өздік білім алу барысында сабақтан жаңа ой қорытуы, оны бекіту, практикаға бағдарланған оқыту қолдану, білім, білік, дағдыларды қайталау жұмыс сапасының артуы. Сонымен қатар психологиялық-педагогикалық ғылыми еңбектерге де талдаулар жасалынды.

Түйінді сөздер: практикаға бағдарланған оқыту, өздік білім алу, оқыту үдерісі, педагогикалық қарым-қатынас.

Аннотация. В данной статье рассматривается эффективность самообразования в практико-ориентированном обучении. Рассмотрена информация о структурной специфике самостоятельной работы и ее значении в педагогическом процессе и ожидаемых результатах. В процессе самостоятельного обучения были проанализированы вопросы умения применять теоретические

знания, полученные в вузе на практике в реальной жизни и, соответственно, самостоятельно работать. В ходе практико-ориентированного обучения организовывает различные задания и выполняет работу в соответствии с познавательными потребностями каждого обучающегося. Эффективность самостоятельного обучения заключается в том, что они могут повысить свою уверенность в себе и повысить мотивацию. Самостоятельное образование-это не умение работать самостоятельно, а умение пробудить у личности желание учиться, стремление к знаниям, действуя в соответствии со своей педагогической компетенцией. Повышение качества работы по усвоению нового урока, его закреплению, применению практико-ориентированного обучения, повторению знаний, умений, навыков в процессе самостоятельного обучения. Также был проведен анализ психолого-педагогических научных трудов.

Ключевые слова: практико-ориентированного обучения, самостоятельное обучение, процесс обучения.

The current labor market in the country needs specialists who perform their tasks efficiently and responsibly, quickly adapting to changing economic conditions, and therefore the demand for highly qualified, competitive, modern mobile specialists is growing from year to year. The national project of the Republic of Kazakhstan «quality education» Educated Nation» states that the specialist necessary for the modern labor market should be professionally competent, with a clear civic position, with high thinking [1].

After all, for the dynamic development of our society, a competitive high-quality specialist in the field of his profession contributes to the formation of the country's labor resources, the development of human capital.

In addition, the Message «unity of the people and systemic reforms are a solid foundation for the prosperity of the country» stated that «higher educational institutions are obliged to be responsible for the quality training of specialists, because only through frequent changes of profession and the development of new professions we can ensure the competitiveness of the future specialist» [2].

To date, one of the topical issues is the continuous improvement of knowledge in the educational process, independent work, increasing the ability to implement theoretical knowledge in practice. In order to form high-quality knowledge in the younger generation and influence the ability to correctly determine reliable and predictable information in the era of information leakage, it is necessary to do independent work. The development of educational, developing, inquisitive activity of students, the identification of their own individual opinion as a subject, free cooperation in pedagogical activity is the most relevant today. In practice-oriented learning, it is necessary to show special cognitive activity. For a long time, it has been increasingly associated with the independent performance of artistic works by students. The effective organization of independent learning is aimed at preparing the content and fairness of educational material at various stages of its development related to the achievement of artistic and didactic goals.

In practice-oriented learning, each student acts autonomously. The scientist Shamova T.I. distinguishes this independent action as «independent knowledge» and «individual work», as well as «independent action». In the process of self-study, the student acquires pedagogical competence and practical skills. The following conditions for the implementation of self-education should be met:

- uploading specific tasks by the teacher to the student;
- the ability to perform the work performed at the level of your will;
- master new pedagogical technologies and learn how to work effectively with them.

We also want to present the following tasks of independent work:

- ability to organize independent cognitive activity of a person;
- develop mental abilities, mental abilities of students, pupils;
- to look at the personality from the personal side and to be attentive to each of his independence [3].

In a practice-oriented lesson, various tasks are organized and work is performed in accordance with the cognitive needs of each student. They should be able to boost their self-confidence and awaken motivation. It can be said that independent knowledge is not just the ability to work, but the ability, using all communicative abilities, acting in accordance with their pedagogical competence, to awaken in a person a desire to learn, a desire for knowledge. In the course of such independent independent work, it is the only action that helps the student to hone creative activity, develop imagination, thinking.

Practice-oriented learning is evaluated not only in the student's independent work, but also in the ability of the student who is assigned to practice to work independently. This is due to the fact that independent knowledge requires cognitive activity from each student, the desire for independent search. To determine the effectiveness of independent work, we attach importance to the activity of students in the educational process. This type of work develops the independent activity of the student, consolidating his qualifications

and knowledge [4].

In the course of self-study, I got acquainted with didactic materials and pedagogical works. In accordance with modern information technologies, searches for data, applies it in practice and gets used to productive work. In self-study, you can work with the division of students into groups. Gives tasks and orients the personality in accordance with their knowledge, abilities. In self-study, the teacher and the student show the pedagogy of cooperation. Only a solidary system can lead to the productivity of one's own knowledge.

"Teaching is not just a skill, but an art that finds new things," Zh. Aimaurov, the father of Kazakh pedagogy, believes. Therefore, practice-oriented learning and independent learning are undoubtedly the study of something new, its implementation. Since advanced ideas in modern pedagogy are developing day by day, and various changes are taking place in educational technologies, self-education is one of the tools that help to move forward. Since there are moments of making their own decisions in various life difficulties, the student should also be able to work in his own way. A practitioner engaged in independent work can become the best specialist in the future of the country. Therefore, in the process of self-education, we pay attention to the following expected results:

- the ability to awaken at the creative level, the ability to consider issues of importance in research activities;
- in the course of self-education, the cognitive, practical significance of the expected results is clearly realized;
- is able to effectively organize and manage the students' own activities;
- can optimally use research methods and achieve a certain result.

Therefore, in practice, in the course of practice-oriented self-education, search and diligence are especially important. Analyzes his own work and someone else's work, gives a relatively fair self-assessment and is responsible.

A student who has mastered practice-oriented training contributes to the student's better self-expression in various situations, in various social environments through the development of motivation of interest, honing his knowledge in the process of self-education, the formation of information technology skills and increasing the ability to critical thinking.

In conclusion, the main goal of modern higher pedagogical education is a qualified specialist, competitive in the labor market, with developed competence, able to organize his activities, manage it, have his own vision, focused on productive work at the level of world standards, capable of professional growth, changes in activities, optimal, quick adaptation to his own desires and it is focused on training a real professional who meets the requirements, speaks fluently, knows the national language, the history of the country, has a domestic and world culture, thinks creatively.

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